** Office of Student and School Success**

Instructional Services

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| **Instructional Services Implementation Log** | | | | | | | | |
| **Name of Instructional Service-specify Professional Learning (PL) or Technical Assistance (TA):** | | | | | | | | |
| **School/Designation (Priority or Focus): Date(s):** | | | | | | | | |
| **Student and School Success Instructional Coach(s):**  **ESD Partner(s):** | | | | **Student and School Success Leadership Coach(s):**  **School Leadership:**  **Participants:** | | | | |
| Exploration (0) | Installation (1) | | | Initial Implementation (2) | | | Full Implementation (3) | |
| PL/TA options are explored and connected to Student and School Success Action Plan; decision is made to proceed (or not) with research-based actions. | Structural support necessary to initiate the action is in place. | | | Application is evident in some cases; sources of evidence point to some level of implementation. | | | Systemic application is evident; data supports the effectiveness of implementation. | |
| List the Student and School Success Action Plan Principle/Indicator that the Instructional Service supported(*e.g.,* Principle 5*,* IID08: Instructional Teams use student learning data to plan instruction):  If the Instructional Service was TA that supported implementation of PL name the PL (e.g., Reading/Writing Connection):  What data established the need for the Instructional Services (*e.g.,* low MSP scores for subgroup, CWT data, etc.)? | | | | | | | | |
| What specific TA or PL strategies were implemented? Use additional rows as needed. | | Describe expected changes in educator practice resulting from PL or TA. | Describe expected changes in student learning outcomes\* resulting from TA or PL | | Rubric value | What are the next steps to advance implementation | | Who is Responsible? |
| **1.** | |  |  | |  |  | |  |
| **2.** | |  |  | |  |  | |  |

\*Change in student learning outcomes may include expected shifts in student behavior, dispositions, levels of engagement, assessment results, etc.