

CDD Implementation Capacity Matrix

Name _____		Department _____			
Learning Target: Creation of a learner-centered culture. (Goal 2)	1	2	3	4	<u>What is my classroom evidence of proficiency?</u>
	Emerge	Partially Proficient	Proficient	Advanced	
	I am gaining awareness	I understand the basics.	I demonstrate proficiency through routine use in my classroom.	I am able to mentor or coach another teacher.	
Teachers can articulate the four components of the school/district-shared vision.					
Teachers align program and practices to school/district vision.					
Teachers use tools to involve student voice in creation of learner-centered culture (ex: affinity diagram, p3t, power-vote)					
Teachers have unpacked the school-wide code of cooperation with students.					
Teachers use the school-wide code of cooperation to guide classroom practices.					
Teachers collect student feedback and use it to guide classroom practices.					
Teachers monitor and provide feedback to the class/students about proficiency on code of cooperation and school/district vision					
*Students assess their proficiency in the code of cooperation and school/district vision and use assessment results to set goals					

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Learning Target: Creating Procedural efficiency in a learner-centered culture. (Goal 3)	1	2	3	4	<u>What is my classroom evidence of proficiency?</u>
	Emerge	Partially Proficient	Proficient	Advanced	
	I am gaining awareness	I understand the basics.	I demonstrate proficiency through routine use in my classroom.	I am able to mentor or coach another teacher.	
Teacher identifies possible classroom inefficiencies and creates standard operating procedures to address them.					
Teachers design structured opportunities for students to design and deploy standard operating procedures (SOPs) in the classroom.					
Teachers use appropriate tools to design and deploy student-created SOPs (ex: brainstorm, power-vote, flowcharts).					
Teachers consistently collect and use student feedback (through parking lot, plus/delta, student questioning, etc) to monitor the effectiveness of SOPs and revise and/or retire them as necessary.					
*Teachers have in place SOPs that enhance learning in the classroom (ex: peer revision, self-assessment, small group work, classroom discussion, etc.)					

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Learning Target: Developing Transparency so Students Can Navigate their Learning (Goal 4)	1	2	3	4	<u>What is my evidence?</u>
	Emerge	Partially Proficient	Proficient	Advanced	
	I am gaining awareness	I understand the basics.	I demonstrate proficiency through routine use in my classroom.	I am able to mentor or coach another teacher.	
Teacher can find, articulate, and deploy the learning targets for students.					
Teacher unpacks learning targets with students to make them clear and understandable.					
Teacher uses a tool (ex: capacity matrices, PDCA, scoring scale, rubric, etc.) to make the path to proficiency clear to and navigable by students.					
Teacher guides the effective use of chosen tool(s) (ex: capacity matrices, PDCA, scoring scale, rubric, etc) by students.					
Teacher has a system in place (ex: student learning bulletin boards, teacher student conferencing, electronic communication, etc) to give regular feedback to students on their progress toward proficiency.					
Teacher provides instruction that is meaningful, engaging, and relevant that includes the integration of technology.					
Teacher regularly collects and uses student feedback to impact instruction.					
*Teacher has a process in place for engaging students in goal setting for the learning targets.					
*Teacher reports and records student progress (ex: paper/pencil, PowerGrade, Educate) in a timely manner.					