

Appendix C.4 • Baseline Capability Snapshot

A guide for determining your first collective Capability Rubric and Learning Development Rubric ratings within your change team

1. Introduce the five capabilities at a conceptual level, and assess participants' feelings and beliefs. What are these capabilities, and what do they mean? Emphasize how the capabilities and their dimensions speak to the full range of activity within your school system.
2. Based on the previous discussion and on learning partners' levels of interest and excitement with respect to each capability, determine one capability to focus on first, along with one of its dimensions. Discuss the importance of "starting small" to build measurement capacity, and make sure participants are familiar with the CORE approach (Appendix C.7) for making valid, consistent, and evidence-based overall judgments.
3. Depending on the number of change team participants, break into groups of three to five. In each group, begin by discussing the language of the dimension and what it's asking you to find evidence of. Then, discuss the corresponding evidence available in your system and come to a collective rating on the dimension, recording the evidence used to make your decision.
4. Bring each group back together to report their ratings and discuss available evidence as a whole. Whenever there are disagreements among participants, remember to place the focus on the *evidence*. What evidence are you using to support your claim or decision? Based on your discussion, come to a collective rating on the dimension.
5. Repeat this process for each dimension, breaking into different groups each time. Once all dimensions have been discussed and rated, determine an overall rating for the capability based on each dimension rating and all the available evidence.
6. Remember that what's important here aren't the ratings themselves but the evidence used to determine them and what that evidence says about where you are and where there are opportunities for improvement. After coming to an overall rating for the dimension, talk about what you can do *right now* to advance (you may choose to record identified actions using the Change Plan, Appendix C.2). What would progress to the next level of the rubric look like in practice? What specific levers might help take you deeper?
7. Repeat this process for each of the capabilities (this will likely take multiple meetings). In addition, conduct a similar process to determine ratings on the Learning Development Rubric (Appendix B), evidencing your system's baseline levels of development in relation to each of the deeper learning outcomes.
8. Findings from this process will be used to inform your system's full *evaluative snapshot*. What evidence gaps did this process expose? What additional evidence is needed to fully demonstrate where you are and what you need to do? This takes us deep into the frame of *engagement*—identifying and describing what matters in partnership with students, parents, community members, and others and leveraging what we find to change practice and deepen outcomes.

Source: The Learner First, 2018

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