



# MASTER PLAN

## Teacher Professional Learning and Growth



## BrIDGES Instructional 2022

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## Purpose

The Broward Instructional Development and Growth Evaluation System (BrIDGES) Instructional Master Plan identifies and describes the behaviors expected for effective and highly effective teachers and teacher leaders from traditional, combination, and center schools serving PreK, K-12, and adult education. The Teacher Professional Learning and Growth (TPLG) BrIDGES Master Plan provides a framework aligned to the Marzano Focus Teacher Evaluation Model (FTEM) to monitor the district-wide implementation of the professional learning and resources linked to the desired outcomes and measures the fidelity of implementation in reaching those outcomes. The BrIDGES Master Plan does the following: (1) clarifies expectations about the role and responsibility of teachers, teacher leaders and administrators; (2) provides guidance for self-assessment; (3) helps visualize what the desired outcomes will look like when they are reached; (4) identifies concrete actions for individuals; (5) supports the development of short- and long-term benchmarks; and (6) provides a basis for professional learning and development.

The primary role of the Department of Teacher Professional Learning and Growth (TPLG) is to provide a continuum of instructional professional learning services to educators from pre-service, K-12, and adult education in traditional, combination and center schools. The department provides a continuing series of results-driven professional learning activities that support District Innovation Zone and/or Cadre initiatives. TPLG will also provide professional learning and teacher development programs that empowers teachers and teacher leaders to be change agents and active participants in the development of a positive school culture and high-quality instruction.

### ***Creating Conditions for Effective Professional Learning: Opportunities and Challenges***

The educational system within which professional learning takes place carries implications for its effectiveness. Conditions for teaching and learning both within schools and at the system level can support or inhibit the effectiveness of professional learning. For example, when inadequate resourcing for professional learning exists, such as lack of needed curriculum materials, inequities are exacerbated, and school improvement efforts are hindered. Failure to align system-, and school-level policies toward a coherent set of practices can also serve as a major impediment to school improvement. At the school-level, a dysfunctional school culture is a common condition that inhibits effective professional learning. Implementing effective professional learning requires responsiveness to the needs of educators and learners that are relevant to the contexts in which teaching and learning will take place (Effective Teacher Development, n.d.). The District's strategic plan (see figure 1 below) and established standards and expectations for professional learning (see tables 1, 2, and 3 below) provide alignment of resources that address these challenges and increases the likelihood of successful professional learning experiences for teachers, teacher leaders, and administrators within the District, which impact student outcomes.

#### ***Figure 1***

#### ***District Strategic Plan & Standards and Expectations for Professional Learning***

## 2024 Strategic Plan: Vision, Mission, Values, & Goals



### 2024 Strategic Plan

**OUR VISION:** Educating today's students to succeed in tomorrow's world.

**OUR MISSION:** Educating all students to reach their highest potential.

#### OUR CORE VALUES:

**S**tudent Focus  
**T**eaching Excellence  
**A**ccountability  
**R**espect  
**S**afety



#### OUR GOALS:

High-Quality Instruction | Safe & Supportive Environment | Effective Communication

#### OUR CAMPAIGNS & INITIATIVES:

##### Support Services for All

- Student, Employee, & Supplier Diversity
- Prevention, Intervention, & Assistance
- Social-Emotional Learning

##### Student Experience

- Achievement & Equity
- College, Career, & Life Readiness (PreK-Adult)
- Personalized Pathways
- Enrollment Optimization

##### Retain, Develop, & Recruit

- Employee Retention & Recruitment
- Professional Learning for All
- Organizational Structure & Aligned Funding

##### Let's Connect

- Public Relations, Partnerships, & Legislation
- Internal Communication
- Marketing
- Customer Service

##### Our Data, Our Tools

- Data Governance & Use
- Tool Development, Implementation, & Use

##### Refresh, Redesign, & Reduce Risk

- Operational & Process Improvement
- Facilities & Asset Management
- Safety, Security, & Risk Mitigation

**Table 1**

<b>Title II, Part A: Supporting Effective Instruction with a Teacher/Leader Quality Focus</b>			
<b>Purpose 1:</b> Increase student achievement consistent with challenging state academic standards	<b>Purpose 2:</b> Improve the quality and effectiveness of teachers, principals, and other school leaders	<b>Purpose 3:</b> Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools	<b>Purpose 4:</b> Provide low-income and minority students greater access to effective teachers, principals, and other school leaders

**Table 2**

<b>Florida's New Professional Learning Standards</b>				
There are 7 standards grouped into five domains (Foundation, Needs Assessment & Planning, Learning, Implementing, and Evaluating).				
<b>Domain 0 Foundation</b>	<b>Domain 1 Needs Assessment and Planning</b>	<b>Domain 2 Learning</b>	<b>Domain 3 Implementing</b>	<b>Domain 4 Evaluating</b>
<b>Standard 0.1:</b> Leadership	<b>Standard 1.1:</b> Professional Learning Needs <b>Standard 1.2:</b> Professional Learning Resources	<ul style="list-style-type: none"> <li><b>Standard 2.1:</b> Learning Outcomes</li> <li><b>Standard 2.2:</b> Learning Designs</li> </ul>	<b>Standard 3.1:</b> Implementation of Learning	<b>Standard 4.1:</b> Evaluation of Professional Learning

**Table 3**

<b>Learning Forward's Standards for Professional Learning</b>	
<ul style="list-style-type: none"> <li>Professional Learning Communities</li> <li>Leadership</li> <li>Data</li> <li>Learning Design</li> <li>Professional Learning Resources</li> <li>Implementation</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation</li> <li>State and National Standards</li> <li>Needs Assessment and Professional Learning Needs</li> <li>Learning Outcomes and Objectives</li> <li>Follow-up</li> <li>Feedback</li> </ul>

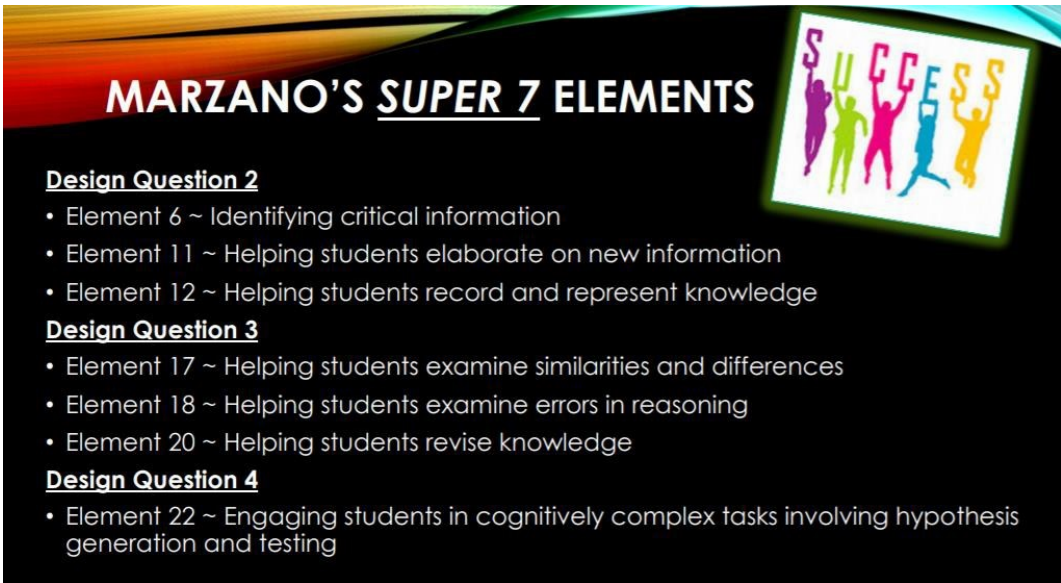
### ***Needs Assessment & Supporting Data***

Every year, all instructional employees complete a self-assessment and subsequent individual growth plan within iObservation, the online platform used for BrIDGES. During the needs assessment, teachers consider prior observations/feedback and academic progress of their students to determine the focus of their individual Growth Plan. Once determined, teachers submit the plan to their site-based administrator for review and approval. Administrators then provide feedback to teachers on specific measures within the Growth Plan while determining what professional learning activities the teacher should participate in, at the school-site and/or another location.

District-wide data from iObservation is captured daily and available to analyze and share for the development of on-going professional learning needs. An analysis of the observational data indicates that the number of data marks registered within the Super Seven elements (see figure 2 below) for elementary and high school classroom teachers decreased from 2017-18 to 2018-19 (from 26,943 to 21,084). However, the total number of data marks

required per teacher was lowered from 35 in 2017-18 to 30 in 2018-19, resulting in an expected reduction in the total data marks within the Super 7 Elements. Relative to their scoring, the overall rating score for these seven elements increased slightly from 3.382 in 2017-18 to 3.402 in 2018-19.

Figure 2



As for our middle schools, the District moved to a different observational model in 2018-19, Marzano’s FTEM, which includes fewer elements, making a comparison from 2017-18 to 2018-19 impossible at this time. Comparison data of observation counts and element scoring will be available at the end of the 2019-20 school year. The new FTEM reduces the number of elements from 60 to 23 within four domains; (1) Standards-Based Planning, (2) Standards-Based Instruction, (3) Conditions for Learning, and (4) Professional Responsibilities.

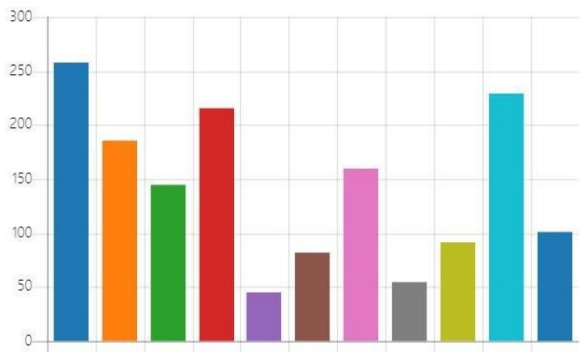
In addition to the data gathered through Growth Plans within iObservation, three years of needs assessment data from the district’s New Teacher Academy Participant Surveys (see tables 4 and 5) was analyzed from school years 2016-2017, 2017-2018, and 2018-2019, respectively. The following key areas were identified as top professional learning needs and organizational support:

Table 4

Based on previous NTA survey data findings, the following were identified as challenges for new teachers in their three years of teaching. Check all that apply:

[More Details](#)

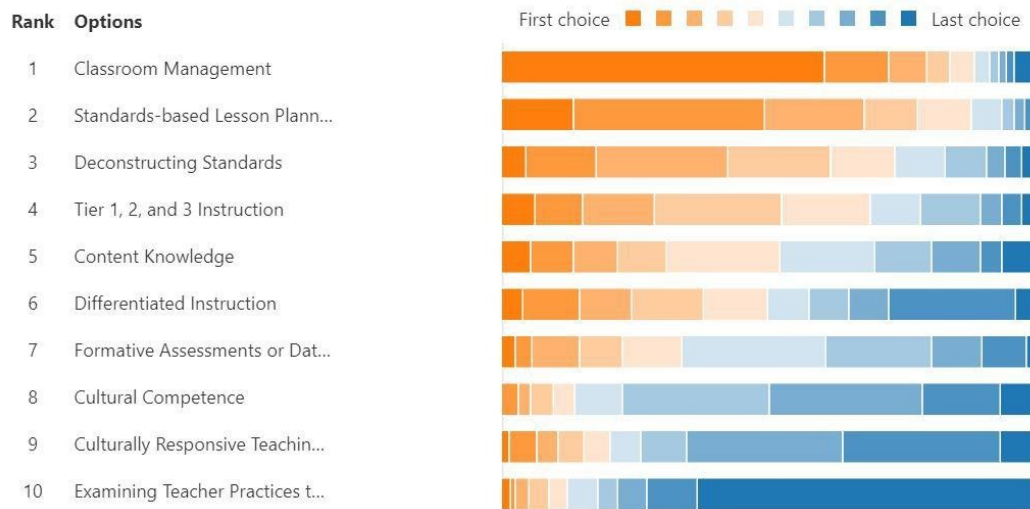
Classroom Management	258
Standards-based Lesson Plann...	186
Deconstructing Standards	144
Tier 1, 2, and 3 Instruction	215
Content Knowledge	45
Formative Assessments	82
Data Driven Instruction	160
Cultural Competence	55
Culturally Responsive Teachin...	92
Differentiated Instruction	229
Examining Teacher Practices t...	101



**Table 5**

If you had access to some or all of the items checked, rank from highest to the lowest areas you believe is the most critical to your professional needs.

[More Details](#)



Additional qualitative data from follow-up professional learning surveys suggested other types of support that strongly correlated with our new teacher data:

- Integration and use of technology
- Classroom management (student behavior, student engagement, rapport, organization, physical classroom layout)
- Providing student feedback
- Face-to-face trainings preferred
- Team planning and collaboration when participants returned to their school
- Observing model classrooms would be beneficial
- Continued coaching and mentor support at the school

Investment in critical professional learning needs, support educators in the implementation of:

- Content and Pedagogy
- Early Literacy
- Classroom Management
- Lesson Planning
- Performance Tasks
- Standards and Shifts
- Social and Emotional Learning

### Teacher Retention Data

National staffing surveys of public-school districts show that 40–50 percent of teachers leave within the first five years. Career-committed teachers who stay in the profession are paramount. For Broward County Public Schools

(BCPS), approximately 42 percent of teachers are retained after five years.



Research indicates that teacher retention climbs when an effective induction program, high-quality mentors, supportive working conditions and leaders who sustain a culture of success are present. The 2017-2018 BCPS teacher exit survey data showed the main reasons for resigning are “lack of support,” “relocation” and “salary” at 53%, 32.5%, and 19.5%, respectively.

### Teacher Evaluation Data

Listed below, in Table 6, are the average instructional practice scores of teachers rated as Highly Effective (HE), Effective (E), Needs Improvement (NI), and Unsatisfactory (U) from 2011-12 through 2018-19. This historical data shows improvements, in average instructional practice scores for Highly Effective and Effective as well as an increasing trend line in areas of Needs Improvement and Unsatisfactory, as evidenced in the BrIDGES data below:

**Table 6**

<b>BrIDGES</b>					
<b>Student Performance Rating</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
	<b>Instructional Practice Average</b>	<b>Instructional Practice Average</b>	<b>Instructional Practice Average</b>	<b>Instructional Practice Average</b>	<b>Instructional Practice Average</b>
<b>Highly Effective</b>	3.304	3.315	3.302	3.337	3.527
<b>Effective</b>	3.160	3.223	3.198	3.239	3.448
<b>Needs Improvement</b>	3.048	3.150	3.136	3.161	3.343
<b>Unsatisfactory</b>	2.945	3.084	3.096	3.121	3.336

### Value-Added Model (VAM)

Beginning in the 2011-12 school year, the Florida Department of Education (FLDOE) required districts to include student performance data as a part of the teacher evaluation scores. Student performance data is measured using a Value-added model (VAM) and combined with instructional practice data as captured in iObservation for BrIDGES, to create an overall evaluation score for teachers. Value-added models, in general, are used to measure a specific impact or influence on a performance outcome. In Florida, value-added models are used to measure the contribution of a teacher or school to student learning growth. Our value-added models do this by measuring the difference in each student’s actual performance on a statewide assessment from that student’s expected performance, taking into account specific student and classroom factors that impact the learning process. This data looks at the percentage of students, district-wide, who meet their “expected score,” as calculated through the State’s VAM Model. Table 7 shows a slight improvement in Math and a slight decline in ELA, although the differences are negligible. Table 8 shows the percentage of students in the District who made a learning gain, as calculated by the State for purposes of determining a school grade. This data shows an increase in both ELA and Math over the four-year period.



**Table 7**  
**VAM Data**

<b>FSA Subject</b>	<b>Percent of Students Meeting their State VAM Model Expected Score 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Difference from 2016 to 2019</b>
<b>ELA</b>	52.4	53.4	53.2	51.8	<b>-0.6</b>
<b>Math</b>	53.2	55.9	52.7	54.9	<b>1.7</b>

**Table 8**  
**District Learning Gains Data**

<b>District Learning Gains</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Difference from 2015-16 to 2018-19</b>
<b>ELA</b>	54	57	57	57	+3
<b>Math</b>	53	58	57	59	+6

### ***Mentor Teacher Professional Learning***

Mentoring is the process by which a trusted and experienced person takes a personal and direct interest in the development and education of a less experienced individual. Moreover, new teachers facing new challenges absolutely need that type of support.

- Mentoring teachers in the planning, developing and routinely practicing the execution of using standards-based lesson plans that lead to the effective implementation of a standards-align classroom.
- Virtual and face-to-face coaching sessions where teacher and teacher leaders engage in mentoring with their peers, modeling, and coaching each other to practice on getting the lesson plans “right” through authentic collaborative learning communities.

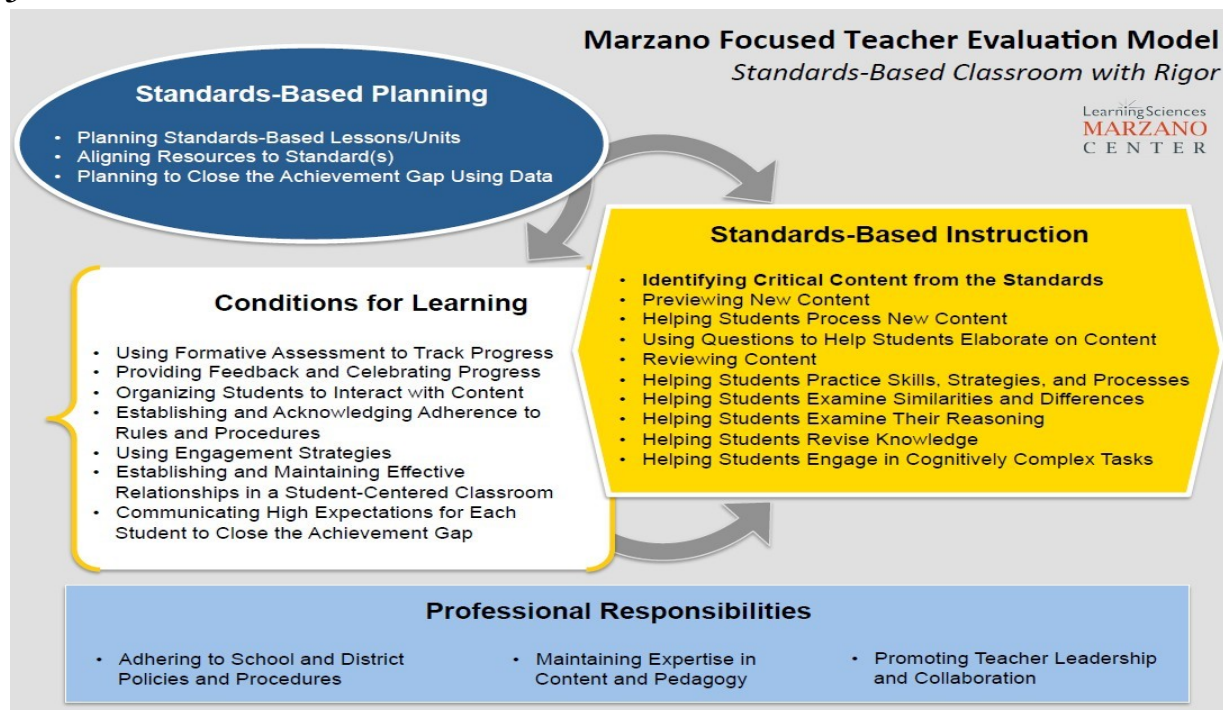
### ***Description of Pedagogical Areas***

“The new Marzano Focused Model equally establishes a rigorous, standards-based system in every classroom; it supports a relentless focus on student results with leading indicators; it provides an instructional model to scaffold instruction for complex tasks; and it empowers teachers with the tools and resources necessary to grow their practice. Because the Marzano Focused Teacher Evaluation Model is concentrated and streamlined, it improves teachers, teacher leaders and administrators with accuracy of scoring; supports administrators in giving teachers more concrete, actionable feedback; and is more directly aligned to rigorous state standards.” (B. Carbaugh, R. Marzano & M. Toth, The Marzano Focused Teacher Evaluation Model, 2017)

As depicted in Figure 3 below, the Marzano Teacher Focus Evaluation Model consists of four domains that work to support each other and taken together, the 23 elements in the four domains constitute a systematic approach to teacher development that incorporates self-assessment, peer review, evaluation, and focused mentoring to give teachers a solid, measurable foundation for improving their practice, thereby raising student achievement year by year.

“Because the Focused Model relies on research-based practices in instruction, the design facilitates use with any instructional model. The focused evaluation model is agnostic, in that the model recognizes effective instruction with student evidence as the critical factor” (B. Carbaugh, R. Marzano & M. Toth, The Marzano Focused Teacher Evaluation Model, 2017).

**Figure 3**



### ***Research Supporting Effective Professional Learning Aligned to the BRIDGES Master Plan***

TPLG defines effective professional learning as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes.

Based on current research methodology, we found seven widely shared features of effective professional learning (Darling-Hammond, L., et.al., 2017):

1. Is content-focused
2. Incorporates active learning utilizing adult learning theory
3. Supports collaboration, typically in job-embedded contexts
4. Uses models and modeling of effective practice
5. Provides coaching and expert support
6. Offers opportunities for feedback and reflection
7. Is of sustained duration

Successful professional learning models generally feature a number of these components simultaneously. Below provides the Seven Attributes of Effective Professional Learning overview features as describe by Darling-Hammond and her colleagues.

**Is content focused:** Professional learning that focuses on teaching strategies associated with specific curriculum content supports teacher learning within teachers’ classroom contexts. This element includes an intentional focus on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, or literacy.

**Incorporates active learning:** Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. Such professional learning uses authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional learning models and environments that are lecture based and have no direct connection to teachers’ classrooms and students.

**Supports collaboration:** High-quality professional learning creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school and/or district.

**Uses models of effective practice:** Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like. Teachers may view models that include, but not limited to, lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.

**Provides coaching and expert support:** Coaching and expert support involve the sharing of expertise about content and evidence-based practices, focused directly on teachers’ individual needs.

**Offers feedback and reflection:** High-quality professional learning frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback. Feedback and reflection both help teachers to thoughtfully move toward the expert visions of practice.

**Is of sustained duration:** Effective professional learning provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.

Darling-Hammond, et.al’s research shows that effective professional learning incorporates most, if not all, of these elements. They further examined professional learning communities (PLCs) as an example of a professional learning model that incorporates several of the effective elements mentioned above while also supporting student learning gains. PLCs that are collaborative and job-embedded professional learning can be a source of efficacy and confidence for teachers and can result in widespread improvement within and beyond the school level.

### **John Hattie’s Effect Size and Effective Professional Development**

John Hattie, in his Visible Learning Study (2008) tackles the question of “What works best in education?” Hattie ranked 138 influences that are related to learning outcomes from very positive effects to very negative effects. Of these influences, the average effect size of all the interventions he studied was 0.40, which became known as the “hinge point”. According to Hattie (2018), the action with the highest effect size to impact student achievement is collective teacher efficacy, as seen in Figure 4 below. Collective teacher efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of  $d=1.57$ , collective teacher efficacy is strongly correlated with student achievement. This collective belief also strongly correlates to strong teacher preparation and planning in Marzano’s Domains 1, 2, and 3 of the FTEM Model and supports our TPLG’s Seven

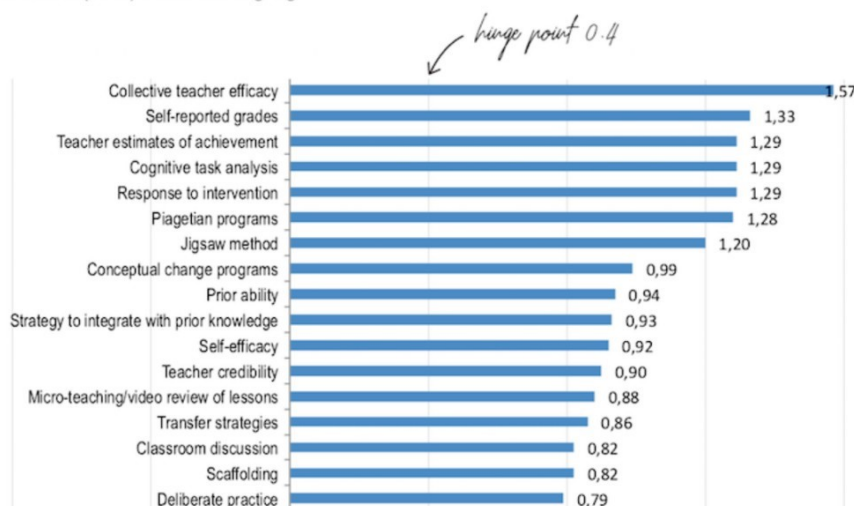
Attributes of Effective Professional Development. We also know that collective beliefs about improvement are

not enough. They must be supported by practical actions that align with goals, resources, profitable use of time and staff strengths. Harnessing the power of collaborative work in schools requires specific actions and learning conditions.

**Figure 4**

### Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d)

Source: J. Hattie (December 2017) [visiblelearningplus.com](http://visiblelearningplus.com)  
Diagram: S. Waack (2018) [visible-learning.org](http://visible-learning.org)



### *Teachers, Teacher Leaders and School Leaders Building Collective Efficacy*

Collective beliefs about school improvement, alone, are not enough to impact student achievement. In 2017, Jenni Donohue defined “six enabling learning conditions including capitalizing on the influence of teacher leaders, gaining consensus regarding goals among a staff, making it possible for teachers to gain knowledge about each other's work, building agreement on shared goals and developing cohesion amongst the staff, leadership which is responsive to the needs of stakeholders, and finding ways to differentiate supports and interventions for both staff and student needs” (As cited in DeWitt (2019), p1). The school leader has a tremendous power to influence the collective group and harness its power. Below are five specific ways in which a leader can do such:

#### **The School Leader as a Key Individual on Staff**

There is a tremendous amount of research supporting the fact that teachers have the greatest influence on student motivation and achievement, there is also a great deal of research highlighting the importance of the quality of school leadership. Stephen Jacobson (2010) argued that while teacher quality may have the greatest impact, the quality of a school’s leadership team matters in terms of motivating teachers and the quality of their teaching.

Jacobson (2010) also contends that while teacher quality has the greatest influence on student motivation and achievement, the quality of leadership matters in terms of the motivation of teachers and the quality of their teaching. Effective school leaders work to build the capacity of others and create a culture where collective efficacy can take root.

#### **The School Leader as a Steward of Collective Effort**

Helping a staff come to consensus on what school goals will be sustained during a school year is considered an

enabling condition for the development of collective teacher efficacy. This requires the school leader to work

with teacher leaders to align district goals with school goals. School goals are developed by putting a face to individual student data and; subsequently, teacher needs. Collective efforts need to be focused on the evidence of learning needs that we see in our classrooms through formative assessment on a daily basis.

### **The School Leader as a champion and co-leader**

Building collective efficacy requires shared leadership. Growing understanding of what it means to develop equitable learning processes is a goal that school leaders must champion and share with teaching colleagues. When school leaders are willing to share leadership, it helps to create more leaders within a school. Sustainability depends on the collective efforts of a group of professionals collaborating and motivated to ensure greater student equity. Those who have the knowledge, skills, and practices to inquire critically as to how to meet the needs of students who are marginalized or disadvantaged in some way. Developing schools that are more equitable requires a willingness to grapple with issues of poverty, discrimination, and social justice through culturally responsive pedagogy.

### **The School Leader as a model and reflective co-learner**

Modeling the dispositions of a co-learner is a key leadership stance today. Attending professional learning with teachers models a willingness to co-learn, especially when leaders approach personal learning with humility. Teaching is a difficult job with great complexity. Working to embed a culture of learning takes time and a lot of effort.

While researching how to best lead collaborative learning, Lyn Sharratt (2016) discovered an inquiry approach that sets the stage for deeper and more sustainable learning efforts. Clarifying learning intentions, co-constructing what success for staff and students will look like; establishing midpoints for assessment of collective efforts, and modeling the importance of feedback in learning are all aspects of collective efforts where a school leader can be both a model and a co-learner.

The school leader as a change coach is a culminating role for the school leaders in the professional learning process. Becoming a change coach is pivotal to moving schools forward. Great coaches are keen observers, empathetic listeners, motivating facilitators, and positive models who work relentlessly to support the growth of others.

When school leaders, teacher leaders and teachers work in a manner that demonstrates that "we are in this together," a sense of efficacy—a belief that we can make a difference—grows for both individuals and a collective who are committed to the same goals. Beliefs in positive change must be mobilized and harnessed to become effective actions, and school leaders are the key influencers in the process.

The link between improving educator performance and increasing student outcomes cannot be sustained without an effective building level administrator supporting them. Through cadre, sub-cadre, coaching/support visits, collaborative visits and PLCs, the tenants of effective professional learning cannot be sustained without the administrator engaging in similar or like professional learning opportunities. TPLG staff developers and professional development specialists provide the necessary support to school leaders from traditional, combination, and center schools serving PreK, K-12, and adult education. The following crosswalk will serve to highlight the link between effective instructional practices for teachers and how they are supported by effective leadership practices. Instructional practices are defined in the FTEM, while leadership practices are defined in the Broward Assessment for School Administrators (BASA).



## Crosswalk between FTEM and BASA Indicators: Professional Learning for School-Based Administrators

### Domain 2: Instructional Leadership

#### **Standard 3: Instructional Plan Implementation (Crosswalk to FTEM)**

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.

- Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;
- Engages in data analysis for instructional planning and improvement;
- Communicates the relationships among academic standards, effective instruction, and student performance;
- Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- Ensures the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula.

#### **INDICATOR 5:**

Unsatisfactory	Needs Improvement	Effective	Highly Effective
Administrator's actions failed to meet the expected target.	Administrator's actions partially met the expected target.	Administrator's actions met the expected target.	Administrator's actions exceed the expected target.
<p>There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects.</p> <p>The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and can do based on standards.</p> <p>Monitoring does not comply with the minimum requirements of the district teacher evaluation system.</p> <p>The leader does not use assessment data from state, district, school, and classroom.</p>	<p>The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.</p> <p>There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership.</p> <p>The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement.</p>	<p>The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses.</p> <p>The leader uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.</p> <p>The leader's effective monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies.</p>	<p>The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students.</p> <p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement.</p> <p>The leader's monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system.</p> <p>The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available.</p>

**INDICATOR 6:**

Unsatisfactory	Needs Improvement	Effective	Highly Effective
Administrator's actions failed to meet the expected target.	Administrator's actions partially met the expected target.	Administrator's actions met the expected target.	Administrator's actions exceed the expected target.
<p>There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.</p> <p>There is little or no evidence of interaction with staff concerning assessments.</p> <p>Student achievement remains unchanged or declines.</p>	<p>Instruction is aligned with the standards and is delivered in a rigorous manner in some courses.</p> <p>Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement.</p>	<p>Instruction aligned with the standards and is, in most courses, delivered in a rigorous and culturally relevant manner for all students.</p> <p>Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards.</p>	<p>Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills.</p> <p>Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.</p> <p><i>The leader shares productive monitoring methods with other school leaders to support district wide improvements.</i></p>

**Standard 4: Faculty Development (Crosswalk to FTEM Domain 1, 2 and 4)**

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

- Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- Employs a faculty with the instructional proficiencies needed for the school population served;
- Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
- Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

**INDICATOR 7:**

Unsatisfactory	Needs Improvement	Effective	Highly Effective
Administrator's actions failed to meet the expected target.	Administrator's actions partially met the expected target.	Administrator's actions met the expected target.	Administrator's actions exceed the expected target.
<p>There is no or only minimal monitoring that results in feedback on proficiency.</p> <p>Formal/informal feedback, when provided, is nonspecific.</p> <p>Leadership monitoring of professional learning is focused primarily on participation with minimal attention given to the impact of instructional proficiency on student learning.</p>	<p>The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback is not timely or not focused on priority improvement needs.</p> <p>Leadership monitoring of professional learning is focused primarily on participation with minimal attention given to the impact of instructional proficiency on student learning.</p>	<p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices.</p>	<p>The leader uses a variety of creative ways to provide positive and corrective feedback as well as professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency on high effect size strategies.</p> <p>The leader is personally involved in the learning activities of the faculty in ways that both show support and deepen understanding of what to monitor.</p>



**INDICATOR 8:**

Unsatisfactory	Needs Improvement	Effective	Highly Effective
Administrator's actions failed to meet the expected target.	Administrator's actions partially met the expected target.	Administrator's actions met the expected target.	Administrator's actions exceed the expected target.
<p>Leadership monitoring of professional learning is focused primarily on participation with minimal attention given to the impact of instructional proficiency on student learning.</p> <p>Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.</p>	<p>Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency on high effect size strategies.</p> <p>Time for professional learning is provided but is not a consistent priority.</p>	<p>Corrective and positive feedback is linked to school goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>The entire school reflects the leader's focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions.</p> <p>The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals.</p>

**Standard 5: Learning Environment (Crosswalk to FTEM Domain 3 Conditions for Learning)**

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

- Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- Promotes school and classroom practices that validate and value similarities and differences among students;
- Provides recurring monitoring and feedback on the quality of the learning environment;
- Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and
- Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

**INDICATOR 9:**

Unsatisfactory	Needs Improvement	Effective	Highly Effective
Administrator's actions failed to meet the expected target.	Administrator's actions partially met the expected target.	Administrator's actions met the expected target.	Administrator's actions exceed the expected target.
<p>The leader provides little to no evidence that he or she makes plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise.</p>	<p>The leader provides limited evidence that he or she creates a safe school either in planning or actions.</p> <p>Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes.</p>	<p>The leader provides clear evidence that he or she creates and maintains a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions.</p> <p>Processes to minimize achievement gaps within all impacted sub-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for the majority of subgroups.</p>	<p><b><i>The leader provides clear, convincing, and consistent evidence that he or she ensures the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others beyond the school site.</i></b></p> <p>The leader has created a self-regulating system based on data that guarantees regular and predictable success of subgroups, even if conditions change from one year to another.</p>

**INDICATOR 10:**

Unsatisfactory	Needs Improvement	Effective	Highly Effective
Administrator's actions failed to meet the expected target.	Administrator's actions partially met the expected target.	Administrator's actions met the expected target.	Administrator's actions exceed the expected target.
<p>No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that enable success.</p> <p>The leader does not identify nor implement strategies to understand the causes of subgroup achievement gaps.</p> <p>No changes in practices or processes have been implemented under the leader's direction that is designed to address achievement gaps.</p>	<p>Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students.</p> <p>Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded.</p> <p>Some actions to minimize the gaps have been implemented but either do not reach the majority of subgroup students or have inconsistent or minimal results.</p>	<p>Problems solve skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students.</p> <p>Most grades and subject track student learning growth on priority instructional targets.</p> <p>The leader consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the school's current systems and their impact on subgroup academic achievement.</p> <p>Inclusive practices are utilized to ensure that students with exceptional needs are included with all programmatic and educational decisions and activities within the school.</p>	<p>Through all grades and subjects, a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction).</p> <p>Where students are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring).</p>

***Face-to-face professional learning opportunities provided for teachers, teacher leaders, and administrators in traditional, combination, and center schools serving PreK, K-12, and adult education***

**FTEM Domain 1 – Standards-Based Planning**

1. Standards-based Lesson Planning
2. Standards-based Analysis of Student Work
3. Data-Driven Instruction
4. Designing Text-Dependent Questions
5. Diving Deep into Focus and Coherence
6. Diving Deep into Rigor
7. Instructional Decision Making (Coming soon)

**FTEM Domain 2 – Standards-Based Instruction**

1. Standards-Based Differentiated Instruction
2. Check for Understanding/Revise Knowledge (Coming Soon)
3. Escape to Rigor: Cognitive Analysis Skills and Habits of Mind (Coming soon)
4. Solve the Puzzle of Rigor: Engaging Students in Knowledge Application Tasks (Coming soon)
5. Core Instruction (Coming soon)
6. Deepening Core Instruction (Coming Soon)
7. Facilitating Complex Learning (Coming soon)
8. Teach Like a Champion: Building Ratio (NEW)

**FTEM Domain 3 – Conditions for Learning**

1. Data-Driven Instruction
2. Standards-Based Differentiated Instruction
3. Solve the Puzzle of Rigor: Engaging Students in Knowledge Application Tasks (Coming soon)

4. Monitor and Measure (Coming soon)
5. Instructional Decision Making (Coming soon)
6. Monitoring for Learning (NEW)
7. Tracking for Real-Time Learning (Coming soon)
8. Teach Like a Champion 1.0
9. Teach Like a Champion 2.0
10. Teach Like a Champion 3.0
11. Teach Like a Champion: Engaging Academics (NEW)

#### **FTEM Domain 4 – Professional Responsibility**

1. Promoting Teacher Leadership and Collaboration (EMPOWER Broward Teacher Roundtable)
2. EMPOWER Broward Ambassador PLC

*Virtual professional learning opportunities provided for teachers, teacher leaders, and administrators in traditional, combination, and center schools serving PreK, K-12, and adult education*

#### **FTEM Domain 1 – Standards-based Planning**

1. TLAC Professional Learning Bites: Acting on Data and the Culture of Error
2. TLAC Professional Learning Bites: Planning for Success
3. TLAC Professional Learning Bites: Lesson Structure
4. Get Better Faster Professional Learning Bites: Rigor Phase 1
5. Get Better Faster Professional Learning Bites: Rigor Phase 2

#### **FTEM Domain 2 – Standards-based Instruction**

1. TLAC Professional Learning Bites: Setting High Academic Expectations
2. TLAC Professional Learning Bites: Lesson Structure
3. TLAC Professional Learning Bites: Building Ratio through Questioning
4. TLAC Professional Learning Bites: Building Ratio through Writing
5. TLAC Professional Learning Bites: Building Ratio through Discussion
6. Get Better Faster Professional Learning Bites: Rigor Phase 2
7. Get Better Faster Professional Learning Bites: Rigor Phase 3
8. Get Better Faster Professional Learning Bites: Rigor Phase 4
9. Get Better Faster Professional Learning Bites: Management Phase 4

#### **FTEM Domain 3 – Conditions for Learning**

1. TLAC Professional Learning Bites: Gathering Data on Student Mastery
2. TLAC Professional Learning Bites: Setting High Academic Expectations
3. TLAC Professional Learning Bites: Pacing
4. TLAC Professional Learning Bites: Building Ratio through Questioning
5. TLAC Professional Learning Bites: Building Ratio through Writing
6. TLAC Professional Learning Bites: Building Ratio through Discussion
7. TLAC Professional Learning Bites: Systems and Routines
8. TLAC Professional Learning Bites: High Behavioral Expectations
9. TLAC Professional Learning Bites: Building Character and Trust
10. Get Better Faster Professional Learning Bites: Management Phase 1
11. Get Better Faster Professional Learning Bites: Management Phase 2
12. Get Better Faster Professional Learning Bites: Management Phase 3

### 13. Get Better Faster Professional Learning Bites: Management Phase 4

14. Get Better Faster Professional Learning Bites: Rigor Phase 2
15. Get Better Faster Professional Learning Bites: Rigor Phase 3
16. Get Better Faster Professional Learning Bites: Rigor Phase 4

## ***Desired Outcomes for Professional Learning***

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan to include Teachers, Teacher Leaders, and Administrators.

### ***Desired Outcomes and Performance Indicators for Teachers***

<b>1.0 Standards-Based Planning</b>			
<b>1.1 Planning Standards-Based Lessons/Units</b>			
<b>Desired Outcome:</b> Participant provides evidence of implementing lessons/unit plans aligned to grade level standard(s) using learning targets that may be embedded in a performance scale.			
<b>Performance Indicators</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Participant uses established content standards and attempts to plan rigorous units with learning targets but fails to demonstrate a progression of learning at the appropriate level of rigor called for in the standard.	Participant uses established content standards and plans rigorous units with learning targets that demonstrate a progression of learning at the appropriate level of rigor called for in the standard.	Participant uses established content standards, plans rigorous units with learning targets that demonstrates a progression of learning at the appropriate level of rigor called for in the standard and provides evidence of successful implementation of lessons/unit plans.	Participant shares evidence of helping others plan for and implement rigorous units of instruction that are aligned to grade level standard(s), at the appropriate level of rigor called for in the standard.
<b>1.2 Aligning Resources to Standard(s)</b>			
<b>Desired Outcome:</b> Participant implements traditional and/or digital resources to support teaching standards-based units and lessons.			
<b>Performance Indicators</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Participant plans include traditional and/or digital resources for use in standards-based units and lessons; however, resources do not support the lesson.	Participant plans include traditional and/or digital resources for use in standards-based units and lessons that support the lesson.	Participant plans includes traditional and/or digital resources for use in standards-based units and lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Participant shares evidence of helping others in developing plans that include traditional and/or digital resources to support teaching standards-based units and lessons and evidence that said resources were utilized to support teaching standards-based units and lessons.
<b>1.3 Planning to Close the Achievement Gap Using Data (obtained through student monitoring)</b>			
<b>Desired Outcome:</b> Teacher provides data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.			



Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap; however, data utilized does not identify needs of individual students.	Participant uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Participant uses data to identify and plan to meet the needs of each student in order to close the achievement gap and provides evidence of data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Participant shares evidences of helping others in using data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

## 2.0 Standards-Based Instruction

### 2.1 Identifying Critical Content from the Standards

**Desired Outcome:** Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant is unable to use the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson.	Participant uses a progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson, but less than 50% of students are able to demonstrate understanding of what is important/critical in the lesson at the appropriate taxonomy level of the learning target.	Participant uses the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson, and the majority of students are able to demonstrate understanding of what is important/critical in the lesson at the appropriate level of taxonomy for the learning target.	Participant shows evidence of helping others in understanding the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson, and the unique implementation of strategies to ensure the majority of students are able to demonstrate understanding of what is important/critical in the lesson at the appropriate level of taxonomy for the learning target.

## 2.2 Previewing New Content

**Desired Outcome:** Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant engages students in previewing activities that require students to access prior knowledge; however, the activities are unrelated to the current lesson or new content.	Participant engages students in previewing activities that require students to access prior knowledge as it relates to the new content; however, less than 50% of students are able to connect prior knowledge to new content at the appropriate taxonomy level of the critical content.	Participant engages students in previewing activities that require students to access prior knowledge as it relates to the new content in a way that the majority of students are able to connect prior knowledge to new content at the appropriate taxonomy level of the critical content.	Participant shows evidence of helping others in using previewing activities that require students to access prior knowledge as it relates to the new content in a way that the majority of students are able to connect prior knowledge to new content at the appropriate taxonomy level of the critical content

## 2.3 Helping Students Process New Content

**Desired Outcome:** Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant uses group processing techniques; however, student discussions are off-topic or do not support the understanding of new content.	Participant systematically engages student groups in processing and generating conclusions about new content; however, less than 50% of students are able to summarize or generate conclusions about the new content during interactions with other students.	Participant systematically engages student groups in processing and generating conclusions about new content in a manner that allows the majority of students to summarize or generate conclusions about the new content during interactions with other students.	Participant shows evidence of helping others to engage student groups in processing and generating conclusions about new content in a manner that allows the majority of students to summarize or generate conclusions about the new content during interactions with other students.

## 2.4 Using Questions to Help Students Elaborate on Content

**Desired Outcome:** Evidence (formative data) demonstrates students accurately elaborate on content.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant asks inferential questions, but the sequence of questioning does not support student understanding or ability to elaborate on content at the appropriate taxonomy level of the critical content.	Participant uses a sequence of increasingly complex questions that require students to critically think about the content, but less than 50% of students are able to accurately elaborate on content at the appropriate taxonomy level of the critical content.	Participant uses a sequence of increasingly complex questions that require students to critically think about the content in a manner that allows for the majority of students to accurately elaborate on content at the appropriate taxonomy level of the critical content.	Participant shows evidence of helping others understand how to use a sequence of increasingly complex questions that require students to critically think about the content in a manner that allows for the majority of students to accurately elaborate on content at the appropriate taxonomy level of the critical content.

## 2.5 Reviewing Content

**Desired Outcome:** Evidence (formative data) demonstrates students know the previously taught critical content.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant engages students in review activities; however, the activities are insufficient or unrelated to the critical content.	Participant engages students in a brief review of content that highlights the cumulative nature of the content, but less than 50% of students are able to demonstrate knowledge of previously taught content at the appropriate taxonomy level of the critical content.	Participant engages students in a brief review of content that highlights the cumulative nature of the content in a manner that allows the majority of students to demonstrate knowledge of previously taught content at the appropriate taxonomy level of the critical content.	Participant shows evidence of helping others understand how to engage students in a brief review of content that highlights the cumulative nature of the content in a manner that allows the majority of students to demonstrate knowledge of previously taught content at the appropriate taxonomy level of the critical content.

## 2.6 Helping Students Practice Skills, Strategies, and Processes

**Desired Outcome:** Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant engages students in practice activities; however, the activities do not support the development of fluency or automaticity.	Participant engages students in practice activities that help them develop fluency and alternative ways of executing procedures when the content involves a skill, strategy, or process; however, less than 50% of students develop fluency and/or automaticity at the taxonomy level of the critical content.	Participant engages students in practice activities that help them develop fluency and alternative ways of executing procedures when the content involves a skill, strategy, or process in a manner that allows the majority of students to develop fluency and/or automaticity at the taxonomy level of the critical content.	Participant shows evidence of helping others understand how to engage students in practice activities that help them develop fluency and alternative ways of executing procedures when the content involves a skill, strategy, or process in a manner that allows the majority of students to develop fluency and/or automaticity at the taxonomy level of the critical content.

## 2.7 Helping Students Examine Similarities and Differences

**Desired Outcome:** Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant engages students in activities that require them to identify similarities and/or differences; however, these activities are unrelated to the critical content or are not at the appropriate	Participant helps students deepen their knowledge of critical content by examining similarities and differences; however, less than 50% of students are able to demonstrate that these activities help deepen	Participant helps students deepen their knowledge of critical content by examining similarities and differences in a manner that allows for the majority of students are able to demonstrate that these	Participant shows evidence of helping others understanding how to help students deepen their knowledge of critical content by examining similarities and differences in a manner that allows for

taxonomy level of the critical content.	their knowledge at the taxonomy level of the critical content.	activities help deepen their knowledge at the taxonomy level of the critical content.	the majority of students are able to demonstrate that these activities help deepen their knowledge at the taxonomy level of the critical content.
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## 2.8 Helping Students Examine Their Reasoning

**Desired Outcome:** Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant helps students determine when reasoning or logic is inaccurate/faulty; however, does not help them produce a claim or assertion of truth/factual statement.	Participant helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures; however, less than 50% of students are able to identify and articulate errors in logic or reasoning and/or provide clear support for a claim.	Participant helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures in a manner that allows for the majority of students to identify and articulate errors in logic or reasoning and/or provide clear support for a claim.	Participant shows evidence of helping others understand how to help students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures in a manner that allows for the majority of students to identify and articulate errors in logic or reasoning and/or provide clear support for a claim.

## 2.9 Helping Students Revise Knowledge

**Desired Outcome:** Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant identifies when students have made errors or misconceptions; however, do not require students to make revisions to their knowledge verbally or in writing.	Participant engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information; however, less than 50% of students are required to make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding at the taxonomy level of the critical content.	Participant engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information in a manner that requires the majority of students to make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding at the taxonomy level of the critical content.	Participant shows evidence of helping others engage students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information in a manner that requires the majority of students to make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding at the taxonomy level of the critical content.

## 2.10 Helping Students Engage in Cognitively Complex Tasks

**Desired Outcome:** Formative data demonstrates students can use evidence to prove or disprove the proposition, theory, or hypothesis.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant plans activities that engage students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis; however, fail to allow students to grapple with the complex tasks.	Participant coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis; however, less than 50% of students are able to prove or disprove the proposition, theory, or hypothesis at the taxonomy level of the critical content.	Participant coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis in a manner that allows for the majority of students to prove or disprove the proposition, theory, or hypothesis at the taxonomy level of the critical content.	Participant shows evidence of helping others to coach and support students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis in a manner that allows for the majority of students to prove or disprove the proposition, theory, or hypothesis at the taxonomy level of the critical content.

## 3.0 Conditions for Learning

### 3.1 Using Formative Assessment to Track Progress

**Desired Outcome:** Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets that may be embedded in the performance scale.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant uses formative assessment to facilitate tracking of student progress on one or more learning targets; however, students are not active participants in identifying their current level of performance.	Participant uses formative assessment to facilitate tracking of student progress on one or more learning targets; however, less than 50% of students are able to identify their current level of performance as it relates to standards-based learning targets that may be embedded in the performance scale.	Participant uses formative assessment to facilitate tracking of student progress on one or more learning targets in a manner that allows for the majority of students are able to identify their current level of performance as it relates to standards-based learning targets that may be embedded in the performance scale.	Participant shows evidence of helping others understand how to use formative assessment to facilitate tracking of student progress on one or more learning targets in a manner that allows for the majority of students are able to identify their current level of performance as it relates to standards-based learning targets that may be embedded in the performance scale.

### 3.2 Providing Feedback and Celebrating Progress

**Desired Outcome:** Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant provides students with feedback; however, this feedback is not actionable or specific.	Participant provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals; however, less than 50% of students are demonstrating learning and making progress toward learning targets as a result of receiving feedback.	Participant provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals in a manner that allows for the majority of students to demonstrate learning and make progress toward learning targets as a result of receiving feedback.	Participant provides evidence of helping others understand how to provide feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals in a manner that allows for the majority of students to demonstrate learning and make progress toward learning targets as a result of receiving feedback.

### 3.3 Organizing Students to Interact with Content

**Desired Outcome:** Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant uses grouping strategies; however, groups are not utilized to facilitate the processing of content.	Participant organizes students into appropriate groups to facilitate the processing of content; however, less than 50% of students demonstrate the processing of content as a result of the group organization.	Participant organizes students into appropriate groups to facilitate the processing of content in a manner that allows for the majority of students to demonstrate the processing of content as a result of the group organization.	Participant shows evidence of helping others in organizing students into appropriate groups to facilitate the processing of content in a manner that allows for the majority of students to demonstrate the processing of content as a result of the group organization.

### 3.4 Establishing and Acknowledging Adherence to Rules and Procedures

**Desired Outcome:** Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant establishes classroom rules and procedures; however, does not have structures in place to acknowledge and enforce these rules and procedures.	Participant establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures; however, less than 50% of students	Participant establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures in a manner that the majority of students	Participant shows evidence of helping others to establish classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures in a manner that

	demonstrate that they know/ follow the classroom rules and procedures through teacher acknowledgement.	demonstrate that they know/ follow the classroom rules and procedures through teacher acknowledgement.	the majority of students demonstrate that they know/ follow the classroom rules and procedures through teacher acknowledgement.
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### 3.5 Using Engaging Strategies

**Desired Outcome:** Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant attempts to use engagement strategies; however, strategies are used inappropriately or at the wrong times.	Participant uses engagement strategies to engage or re-engage students with the content; however, less than 50% of students engage or re-engage as a result of the teacher actions.	Participant uses engagement strategies to engage or re-engage students with the content in a manner that causes the majority of students to engage or re-engage as a result of the teacher actions.	Participant shows evidence of helping others in understanding the use of engagement strategies to engage or re-engage students with the content in a manner that causes the majority of students to engage or re-engage as a result of the teacher actions.

### 3.6 Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

**Desired Outcome:** Evidence (student action) shows students feel valued and part of the classroom community.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant exhibits behaviors that fail to demonstrate high expectations for all students to achieve academic success.	Participant behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student; however, less than 50% of students show they feel valued and a part of the classroom community.	Participant behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student in a way that the majority of students show that they feel valued and a part of the classroom community.	Participant shows evidence of helping others understand the importance of using behaviors that foster a sense of classroom community by acknowledgement and respect for the diversity of each student success in a way that the majority of students show that they feel valued and a part of the classroom community.

### 3.7 Communicating High Expectations for Each Student to Close the Achievement Gap

**Desired Outcome:** Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4



Participant exhibits behaviors that fail to demonstrate high expectations for all students to achieve academic success.	Participant exhibits behaviors that demonstrate high expectations for each student to achieve academic success; however, less than 50% of students show that the teacher expects them to	Participant exhibits behaviors that demonstrate high expectations for each student to achieve academic success in a way that the majority of students show that the teacher expects them to perform at their	Participant shows evidence of helping others understand the importance of exhibiting behaviors that demonstrate high expectations for each student to achieve academic success in a way that the majority of students show
	perform at their highest level of academic success.	highest level of academic success.	that the teacher expects them to perform at their highest level of academic success.

#### **4.0 Professional Responsibilities**

##### **4.1 Adhering to School/District Policies and Procedures**

**Desired Outcome:** Teacher adheres to school and district rules and procedures.

<b>Performance Indicators</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Participant fails to connect school and district rules and procedures to their professional responsibilities.	Participant demonstrates strategic compliance with school and district rules and procedures; however, does not recognize personal benefit.	Participant authentically adheres to school and district policies and procedures and understands the personal benefit associated with adherence to these policies and procedures.	Participant authentically adheres to school and district policies and procedures, understands the collective benefit associated with adherence to these policies and procedures and helps others understand this benefit.

##### **4.2 Maintaining Expertise in Content and Pedagogy**

**Desired Outcome:** Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

<b>Performance Indicators</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Participant attempts to deepen knowledge in content area and classroom instructional strategies.	Participant continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Participant continually deepens knowledge in content and classroom instructional strategies and provides evidence of expertise in content area and classroom instructional strategies.	Participant shows evidence of helping others deepen knowledge in content (subject area) and classroom instructional strategies (pedagogy).

##### **4.3 Promoting Teacher Leadership and Collaboration**

**Desired Outcome:** Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

<b>Performance Indicators</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>

Participant fails to understand the importance of teacher leadership and a culture of collaboration.	Participant strategically complies with activities that promote teacher leadership and a culture of collaboration; however, fails to recognize the personal benefit of these activities.	Participant authentically promotes teacher leadership and a culture of collaboration and understands the personal benefit associated with teacher leadership and a culture of collaboration.	Participant authentically promotes teacher leadership and a culture of collaboration, understands the collective benefit associated with teacher leadership and a culture of collaboration and helps others understand this benefit.
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## ***Desired Outcomes and Performance Indicators for Teacher Leaders***

### ***1.0 Standards-Based Planning***

#### **1.2 Planning Standards-Based Lessons/Units**

**Desired Outcome:** Participant provides evidence of helping others with planning for and implementing lessons/units plans aligned to grade level standard(s) using learning targets that may be embedded in a performance scale.

<b>Performance Indicators</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Participant uses established content standards and plans rigorous units with learning targets that demonstrate a progression of learning at the appropriate level of rigor called for in the standard.	Participant uses established content standards, plans rigorous units with learning targets that demonstrates a progression of learning at the appropriate level of rigor called for in the standard and provides evidence of successful implementation of lessons/unit plans.	Participant shares evidence of helping others within their school/work location plan for and implement rigorous units of instruction that are aligned to grade level standard(s), at the appropriate level of rigor called for in the standard.	Participant shares evidence of helping others in the district, outside of their school/work location, plan for and implement rigorous units of instruction that are aligned to grade level standard(s), at the appropriate level of rigor called for in the standard.

#### **1.2 Aligning Resources to Standard(s)**

**Desired Outcome:** Participant implements traditional and/or digital resources to support teaching standards-based units and lessons.

<b>Performance Indicators</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Participant plans include traditional and/or digital resources for use in standards-based units and lessons that support the lesson.	Participant plans includes traditional and/or digital resources for use in standards-based units and lessons and provides evidence of implementing traditional and/or digital resources to support	Participant shares evidence of helping others within their school/work location in developing plans that include traditional and/or digital resources to support teaching standards-based units and lessons and evidence that said resources were utilized to support	Participant shares evidence of helping others in the district, outside of their school/work location, in developing plans that include traditional and/or digital resources to support teaching standards-based units and lessons and evidence that said resources were utilized to support

#### **1.3 Planning to Close the Achievement Gap Using Data (obtained through student monitoring)**

**Desired Outcome:** Teacher provides data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

<b>Performance Indicators</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>

Participant uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Participant uses data to identify and plan to meet the needs of each student in order to close the achievement gap and provides evidence of data showing that each student (including English learners	Participant shares evidences of helping others within their school/work location in using data showing that each student (including English learners [ELL], exceptional education students, gifted and	Participant shares evidences of helping others in the district, outside of their school/work location, in using data showing that each student (including English learners [ELL], exceptional education
	[ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

## 2.0 Standards-Based Instruction

### 2.1 Identifying Critical Content from the Standards

**Desired Outcome:** Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant uses a progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson, but less than 50% of students are able to demonstrate understanding of what is important/critical in the lesson at the appropriate taxonomy level of the learning target.	Participant uses the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson, and the majority of students are able to demonstrate understanding of what is important/critical in the lesson at the appropriate level of taxonomy for the learning target.	Participant shows evidence of helping others within their school/work location in understanding the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson, and the unique implementation of strategies to ensure the majority of students are able to demonstrate understanding of what is important/critical in the lesson at the appropriate level of taxonomy for the learning target.	Participant shows evidence of helping others in the district, outside of their school/work location, in understanding the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson, and the unique implementation of strategies to ensure the majority of students are able to demonstrate understanding of what is important/critical in the lesson at the appropriate level of taxonomy for the learning target.

### 2.2 Previewing New Content

**Desired Outcome:** Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4

Participant engages students in previewing activities that require students to access prior knowledge as it relates to the new content; however, less than 50% of students are able to connect prior knowledge to new content at the appropriate taxonomy level of the critical content.	Participant engages students in previewing activities that require students to access prior knowledge as it relates to the new content in a way that the majority of students are able to connect prior knowledge to new content at the appropriate taxonomy level of the critical content.	Participant shows evidence of helping others within their school/work location in using previewing activities that require students to access prior knowledge as it relates to the new content in a way that the majority of students are able to connect prior knowledge to new content at the appropriate taxonomy level of the critical content	Participant shows evidence of helping others in the district, outside their school/work location, in using previewing activities that require students to access prior knowledge as it relates to the new content in a way that the majority of students are able to connect prior knowledge to new content at the appropriate taxonomy level of the critical content
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### 2.3 Helping Students Process New Content

**Desired Outcome:** Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant systematically engages student groups in processing and generating conclusions about new content; however, less than 50% of students are able to summarize or generate conclusions about the new content during interactions with other students.	Participant systematically engages student groups in processing and generating conclusions about new content in a manner that allows the majority of students to summarize or generate conclusions about the new content during interactions with other students.	Participant shows evidence of helping others within their school/work location to engage student groups in processing and generating conclusions about new content in a manner that allows the majority of students to summarize or generate conclusions about the new content during interactions with other students.	Participant shows evidence of helping others in the district, outside their school/work location, to engage student groups in processing and generating conclusions about new content in a manner that allows the majority of students to summarize or generate conclusions about the new content during interactions with other students.

### 2.4 Using Questions to Help Students Elaborate on Content

**Desired Outcome:** Evidence (formative data) demonstrates students accurately elaborate on content.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4

Participant uses a sequence of increasingly complex questions that require students to critically think about the content, but less than 50% of students are able to accurately elaborate on content at the appropriate taxonomy level of the critical content.	Participant uses a sequence of increasingly complex questions that require students to critically think about the content in a manner that allows for the majority of students to accurately elaborate on content at the appropriate taxonomy level of the critical content.	Participant shows evidence of helping others within their school/work location understand how to use a sequence of increasingly complex questions that require students to critically think about the content in a manner that allows for the majority of students to accurately elaborate on content at the appropriate taxonomy level of the critical content.	Participant shows evidence of helping others in the district, outside their school/work location, understand how to use a sequence of increasingly complex questions that require students to critically think about the content in a manner that allows for the majority of students to accurately elaborate on content at the appropriate taxonomy level of the critical content.
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## 2.5 Reviewing Content

**Desired Outcome:** Evidence (formative data) demonstrates students know the previously taught critical content.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant engages students in a brief review of content that highlights the cumulative nature of the content, but less than 50% of students are able to demonstrate knowledge of previously taught content at the appropriate taxonomy level of the critical content.	Participant engages students in a brief review of content that highlights the cumulative nature of the content in a manner that allows the majority of students to demonstrate knowledge of previously taught content at the appropriate taxonomy level of the critical content.	Participant shows evidence of helping others within their school/work location understand how to engage students in a brief review of content that highlights the cumulative nature of the content in a manner that allows the majority of students to demonstrate knowledge of previously taught content at the appropriate taxonomy level of the critical content.	Participant shows evidence of helping others in the district, outside their school/work location, understand how to engage students in a brief review of content that highlights the cumulative nature of the content in a manner that allows the majority of students to demonstrate knowledge of previously taught content at the appropriate taxonomy level of the critical content.

## 2.6 Helping Students Practice Skills, Strategies, and Processes

**Desired Outcome:** Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4

Participant engages students in practice activities that help them develop fluency and alternative ways of executing procedures when the content involves a skill, strategy, or process; however, less than 50% of students develop fluency and/or automaticity at the taxonomy level of the critical content.	Participant engages students in practice activities that help them develop fluency and alternative ways of executing procedures when the content involves a skill, strategy, or process in a manner that allows the majority of students to develop fluency and/or automaticity at the taxonomy level of the critical content.	Participant shows evidence of helping others within their school/work location understand how to engage students in practice activities that help them develop fluency and alternative ways of executing procedures when the content involves a skill, strategy, or process in a manner that allows the majority of students to develop fluency and/or automaticity at the taxonomy level of the critical content.	Participant shows evidence of helping others in the district, outside their school/work location, understand how to engage students in practice activities that help them develop fluency and alternative ways of executing procedures when the content involves a skill, strategy, or process in a manner that allows the majority of students to develop fluency and/or automaticity at the taxonomy level of the critical content.
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## 2.7 Helping Students Examine Similarities and Differences

**Desired Outcome:** Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant helps students deepen their knowledge of critical content by examining similarities and differences; however, less than 50% of students are able to demonstrate that these activities help deepen their knowledge at the taxonomy level of the critical content.	Participant helps students deepen their knowledge of critical content by examining similarities and differences in a manner that allows for the majority of students are able to demonstrate that these activities help deepen their knowledge at the taxonomy level of the critical content.	Participant shows evidence of helping others within their school/work location understanding how to help students deepen their knowledge of critical content by examining similarities and differences in a manner that allows for the majority of students are able to demonstrate that these activities help deepen their knowledge at the taxonomy level of the critical content.	Participant shows evidence of helping others within their school/work location understanding how to help students deepen their knowledge of critical content by examining similarities and differences in a manner that allows for the majority of students are able to demonstrate that these activities help deepen their knowledge at the taxonomy level of the critical content.

## 2.8 Helping Students Examine Their Reasoning

**Desired Outcome:** Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

Performance Indicators			
Level 1	Level 2	Level 3	Level 4



Participant helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures; however, less than 50% of students are able to identify and articulate errors in logic or reasoning and/or provide clear support for a claim.	Participant helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures in a manner that allows for the majority of students to identify and articulate errors in logic or reasoning and/or provide clear support for a claim.	Participant shows evidence of helping others within their school/work location understand how to help students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures in a manner that allows for the majority of students to identify and articulate errors in logic or reasoning and/or provide clear support for a claim.	Participant shows evidence of helping others in the district, outside their school/work location, understand how to help students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures in a manner that allows for the majority of students to identify and articulate errors in logic or reasoning and/or provide clear support for a claim.
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## 2.9 Helping Students Revise Knowledge

**Desired Outcome:** Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information; however, less than 50% of students are required to make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding at the taxonomy level of the critical content.	Participant engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information in a manner that requires the majority of students to make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding at the taxonomy level of the critical content.	Participant shows evidence of helping others within their school/work location engage students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information in a manner that requires the majority of students to make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding	Participant shows evidence of helping others in the district, outside their school/work location, engage students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information in a manner that requires the majority of students to make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding
		at the taxonomy level of the critical content.	at the taxonomy level of the critical content.

## 2.10 Helping Students Engage in Cognitively Complex Tasks

**Desired Outcome:** Formative data demonstrates students can use evidence to prove or disprove the proposition, theory, or hypothesis.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4

Participant coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis; however, less than 50% of students are able to prove or disprove the proposition, theory, or hypothesis at the taxonomy level of the critical content.	Participant coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis in a manner that allows for the majority of students to prove or disprove the proposition, theory, or hypothesis at the taxonomy level of the critical content.	Participant shows evidence of helping others within their school/work location to coach and support students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis in a manner that allows for the majority of students to prove or disprove the proposition, theory, or hypothesis at the taxonomy level of the critical content.	Participant shows evidence of helping others in the district, outside their school/work location, to coach and support students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis in a manner that allows for the majority of students to prove or disprove the proposition, theory, or hypothesis at the taxonomy level of the critical content.
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### 3.0 Conditions for Learning

#### 3.1 Using Formative Assessment to Track Progress

**Desired Outcome:** Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets that may be embedded in the performance scale.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant uses formative assessment to facilitate tracking of student progress on one or more learning targets; however, less than 50% of students are able to identify their current level of performance as it relates to standards-based learning targets that may be embedded in the performance scale.	Participant uses formative assessment to facilitate tracking of student progress on one or more learning targets in a manner that allows for the majority of students are able to identify their current level of performance as it relates to standards-based learning targets that may be embedded in the performance scale.	Participant shows evidence of helping others within their school/work location understand how to use formative assessment to facilitate tracking of student progress on one or more learning targets in a manner that allows for the majority of students are able to identify their current level of performance as it relates to standards-based learning targets that may be embedded in the performance scale.	Participant shows evidence of helping others in the district, outside their school/work location, understand how to use formative assessment to facilitate tracking of student progress on one or more learning targets in a manner that allows for the majority of students are able to identify their current level of performance as it relates to standards-based learning targets that may be embedded in the performance scale.

#### 3.2 Providing Feedback and Celebrating Progress

**Desired Outcome:** Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4

Participant provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals; however, less than 50% of students are demonstrating learning and making progress toward learning targets as a result of receiving feedback.	Participant provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals in a manner that allows for the majority of students to demonstrate learning and make progress toward learning targets as a result of receiving feedback.	Participant provides evidence of helping others within their school/work location understand how to provide feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals in a manner that allows for the majority of students to demonstrate learning and make progress toward learning targets as a result of receiving feedback.	Participant provides evidence of helping others in the district, outside their school/work location, understand how to provide feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals in a manner that allows for the majority of students to demonstrate learning and make progress toward learning targets as a result of receiving feedback.
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### 3.3 Organizing Students to Interact with Content

**Desired Outcome:** Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant organizes students into appropriate groups to facilitate the processing of content; however, less than 50% of students demonstrate the processing of content as a result of the group organization.	Participant organizes students into appropriate groups to facilitate the processing of content in a manner that allows for the majority of students to demonstrate the processing of content as a result of the group organization.	Participant shows evidence of helping others within their school/work location in organizing students into appropriate groups to facilitate the processing of content in a manner that allows for the majority of students to demonstrate the processing of content as a result of the group organization.	Participant shows evidence of helping others in the district, outside their school/work location, in organizing students into appropriate groups to facilitate the processing of content in a manner that allows for the majority of students to demonstrate the processing of content as a result of the group organization.

### 3.4 Establishing and Acknowledging Adherence to Rules and Procedures

**Desired Outcome:** Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant establishes classroom rules and procedures that facilitate students working cooperatively and	Participant establishes classroom rules and procedures that facilitate students working cooperatively and	Participant shows evidence of helping others within their school/work location to establish classroom rules and procedures that	Participant shows evidence of helping others in the district, outside their school/work location, to establish classroom rules

acknowledge students who adhere to rules and procedures; however, less than 50% of students demonstrate that they know/follow the classroom rules and procedures through teacher acknowledgement.	acknowledge students who adhere to rules and procedures in a manner that the majority of students demonstrate that they know/follow the classroom rules and procedures through teacher acknowledgement.	facilitate students working cooperatively and acknowledge students who adhere to rules and procedures in a manner that the majority of students demonstrate that they know/follow the classroom rules and procedures through teacher acknowledgement.	and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures in a manner that the majority of students demonstrate that they know/follow the classroom rules and procedures through teacher acknowledgement.
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### 3.5 Using Engaging Strategies

**Desired Outcome:** Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant uses engagement strategies to engage or re-engage students with the content; however, less than 50% of students engage or re-engage as a result of the teacher actions.	Participant uses engagement strategies to engage or re-engage students with the content in a manner that causes the majority of students to engage or re-engage as a result of the teacher actions.	Participant shows evidence of helping others within their school/work location in understanding the use of engagement strategies to engage or re-engage students with the content in a manner that causes the majority of students to engage or re-engage as a result of the teacher actions.	Participant shows evidence of helping others in the district, outside their school/work location, in understanding the use of engagement strategies to engage or re-engage students with the content in a manner that causes the majority of students to engage or re-engage as a result of the teacher actions.

### 3.6 Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

**Desired Outcome:** Evidence (student action) shows students feel valued and part of the classroom community.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student; however, less than 50% of students show they feel valued and a part of the classroom community.	Participant behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student in a way that the majority of students show that they feel valued and a part of the classroom community.	Participant shows evidence of helping others within their school/work location understand the importance of using behaviors that foster a sense of classroom community by acknowledgement and respect for the diversity of each student success in a way that the majority of students show that they feel valued and a part of the classroom community.	Participant shows evidence of helping others in the district, outside their school/work location understand the importance of using behaviors that foster a sense of classroom community by acknowledgement and respect for the diversity of each student success in a way that the majority of students show that they feel valued and a part of the classroom community.

### 3.7 Communicating High Expectations for Each Student to Close the Achievement Gap

**Desired Outcome:** Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant exhibits behaviors that demonstrate high expectations for each student to achieve academic success; however, less than 50% of students show that the teacher expects them to perform at their highest level of academic success.	Participant exhibits behaviors that demonstrate high expectations for each student to achieve academic success in a way that the majority of students show that the teacher expects them to perform at their highest level of academic success.	Participant shows evidence of helping others within their school/work location understand the importance of exhibiting behaviors that demonstrate high expectations for each student to achieve academic success in a way that the majority of students show that the teacher expects them to perform at their highest level of academic success.	Participant shows evidence of helping others in the district, outside their school/work location, understand the importance of exhibiting behaviors that demonstrate high expectations for each student to achieve academic success in a way that the majority of students show that the teacher expects them to perform at their highest level of academic success.

### 4.0 Professional Responsibilities

#### 4.1 Adhering to School/District Policies and Procedures

**Desired Outcome:** Teacher adheres to school and district rules and procedures.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant demonstrates strategic compliance with school and district rules and procedures; however, does not recognize personal benefit.	Participant authentically adheres to school and district policies and procedures and understands the personal benefit associated with adherence to these policies and procedures.	Participant authentically adheres to school and district policies and procedures, understands the collective benefit associated with adherence to these policies and procedures and helps others within their school/work location understand this benefit.	Participant authentically adheres to school and district policies and procedures, understands the collective benefit associated with adherence to these policies and procedures and helps others in the district, outside their school/work location, understand this benefit.

#### 4.2 Maintaining Expertise in Content and Pedagogy

**Desired Outcome:** Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4

Participant continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Participant continually deepens knowledge in content and classroom instructional strategies and provides evidence of expertise in content area and	Participant shows evidence of helping others within their school/work location deepen knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Participant shows evidence of helping others in the district, outside their school/work location, deepen knowledge in content (subject area) and
	classroom instructional strategies.		classroom instructional strategies (pedagogy).

### 4.3 Promoting Teacher Leadership and Collaboration

**Desired Outcome:** Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

Performance Indicators			
Level 1	Level 2	Level 3	Level 4
Participant strategically complies with activities that promote teacher leadership and a culture of collaboration; however, fails to recognize the personal benefit of these activities.	Participant authentically promotes teacher leadership and a culture of collaboration and understands the personal benefit associated with teacher leadership and a culture of collaboration.	Participant authentically promotes teacher leadership and a culture of collaboration, understands the collective benefit associated with teacher leadership and a culture of collaboration and helps others within their school/work location understand this benefit.	Participant authentically promotes teacher leadership and a culture of collaboration, understands the collective benefit associated with teacher leadership and a culture of collaboration and helps others in the district, outside their school/work location, understand this benefit.

### *Desired Outcomes and Performance Indicators for School-based Administrators*

5.0: School-based Administrators			
5.1 Instructional Plan Implementation			
<b>Desired Outcome:</b> School leaders develop and implement an instructional framework that supports standards-based instruction, effective instructional practices, student learning needs and assessments.			
Level 1	Level 2	Level 3	Level 4

No evidence	<b>Beginning Implementation:</b>  School leader monitors for alignment of instructional delivery to the standards; however, inconsistently utilizes data from the Marzano FTEM to make changes that could positively impact student achievement. The Marzano FTEM is focused on procedural compliance rather than improving faculty proficiency.	<b>Effective Implementation:</b>  School leader uses multiple data sources, i.e., teacher data from FTEM and student data from classroom, school, district, and state student assessments, to routinely monitor instruction for alignment to the standards and intervenes when necessary to improve instructional delivery, rigor, and/or cultural relevance.	<b>Exemplary Implementation:</b>  School leader creates a shared vision with faculty for high expectations for proficiency on the elements in Marzano's FTEM and institutionalize quality control measures to monitor instruction and ensure alignment with the standards.
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### 5.2 School leaders develop and retain an effective faculty.

**Desired Outcome:** Faculty Development

Level 1	Level 2	Level 3	Level 4
No Evidence	<b>Beginning Implementation:</b>  School leader provides time for professional learning; however, PL offerings are not based on data, nor is it a consistent priority.	<b>Proficient Implementation:</b>  School leader utilizes a faculty needs assessment and FTEM data to determine professional learning needs of teachers and schedule consistent professional learning opportunities to meet those needs.	<b>Exemplary Implementation:</b>  School leader creates an environment that reflects the leaders' focus on accurate, timely and specific professional learning that targets improved instruction and student learning on the standards for the course. School leaders are personally involved in the learning activities of the faculty to show support and deepen understanding of what to monitor.

### 5.3 School leaders create and support a school learning environment that improves learning for all students.

**Desired Outcome:** Learning Environment

No evidence	<b>Beginning Implementation:</b>  Sub-groups within the school and associated achievement gaps have been identified and some processes are in place to determine root causes.	<b>Proficient Implementation:</b>  A root cause analysis has been done for achievement gaps that exist within a specific subgroup or content area and processes are in place to improve the outcomes of these subgroup(s)/content area(s). The leader creates a learning environment that is conducive to ensuring effective teaching practices in most cases.	<b>Exemplary Implementation:</b>  The leader creates a learning environment conducive to effective teaching practices in all classrooms and subject areas that ensures positive outcomes and trendlines for all subgroups of students, year-after-year.
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### ***Data Collection Plan***

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
<b>1. Participants' Reactions</b>	<ul style="list-style-type: none"> <li>Participant attendance through PL Management System</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing Data Collection &amp; Review</li> <li>Quarterly Report</li> <li>Mid-Year and End of the Year White Paper Report</li> </ul>	<ul style="list-style-type: none"> <li>Staff Developers</li> <li>Department Leads</li> <li>Department Supervisor/Coordinator</li> </ul>
	<ul style="list-style-type: none"> <li>Participant surveys</li> <li>Observations</li> </ul>		
<b>2. Participants' Learning</b>	<ul style="list-style-type: none"> <li>Embedded assessments (formative/summative)</li> <li>Informal Interviews</li> <li>Focus Groups</li> <li>Observations</li> <li>Self-Reflections/Attributes Survey</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing Data Collection &amp; Review</li> <li>Quarterly Report</li> <li>Mid-Year and End of the Year White Paper Report</li> </ul>	<ul style="list-style-type: none"> <li>Staff Developers</li> <li>Department Leads</li> <li>Department Supervisor and/or Coordinator</li> </ul>



<b>3. Organizational Supports</b>	<ul style="list-style-type: none"> <li>• District and School records of follow-up support provided to participants (look-fors)</li> <li>• Informal Interviews</li> <li>• Focus Groups, ie. Teacher Roundtables, Principal Roundtable</li> <li>• Observations</li> <li>• Self-Reflections</li> <li>• Retention Rate</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Data Collection &amp; Review</li> <li>• Quarterly Report</li> <li>• Mid-Year and End of the Year White Paper Report</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Developers</li> <li>• Department Leads</li> <li>• Department Supervisor and/or Coordinator</li> <li>• District and School Program Administrators</li> </ul>
<b>4. Participants' Practice</b>	<ul style="list-style-type: none"> <li>• Teacher Evaluation Results</li> <li>• Informal Interviews</li> <li>• Focus Groups, ie. Teacher Roundtables, Principal Roundtable</li> <li>• Observations</li> <li>• Surveys</li> <li>• Self-Assessments and Reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Data Collection &amp; Review</li> <li>• Assessment Review</li> <li>• Quarterly Report</li> <li>• Mid-Year and End of the Year White Paper Report</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Developers</li> <li>• Department Leads</li> <li>• Department Supervisor and/or Coordinator</li> <li>• District and School Program Administrators</li> </ul>

<b>5. Student Outcomes</b>	<ul style="list-style-type: none"> <li>• District Assessment</li> <li>• Common Formative Assessments</li> <li>• Culminating Task</li> <li>• Student Artifacts</li> <li>• Student Performance on Statewide Assessments as measured by VAM</li> <li>• Student Performance by Subgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Data Collection &amp; Review</li> <li>• Assessment Review</li> <li>• Quarterly Report</li> <li>• Mid-Year and End of the Year White Paper Report</li> <li>• End of the School Year Annual Review of Student Growth and Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Developers</li> <li>• Department Leads</li> <li>• Department Supervisor and/or Coordinator</li> <li>• District and School Program Administrators</li> </ul>
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