INNOVATION CONFIGURATION

Reimagining Middle Grades

2018 – 2025

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Course Group Number: 39001852

Purpose

When students are not engaged in school, they are either absent, tend to misbehave, or their grades drop. We are planning to engage students in relevant, real life situations that include project-based learning, infusion of social and emotional learning strategies, and give students more opportunities to connect to school life through extra-curricular activities and applied learning experiences, such as electives.

A Supportive School Environment is warm, welcoming, and nurturing to all. Adults in a supportive school environment are sensitive to students' unique needs, respect students as autonomous individuals, support their sense of agency, view misbehavior as an opportunity for coaching and growth, and set up the environment to facilitate students' experiencing success. Leadership in a Supportive School Environment treat teachers and staff in the same manner, and together all create a school family. Students who are part of a caring school family feel connected and as a result are more motivated and engaged in school.

The philosophy, skills, and strategies of Conscious Discipline are the core learning for the professional development in creating a supportive school environment. Conscious Discipline is an evidence-based program that was developed by Dr. Becky Bailey utilizing research and theory from dozens of experts in a number of fields including developmental psychology, child psychotherapy and neuroscience. Conscious Discipline is a comprehensive, life-changing program for adults that raises their level of emotional intelligence and empowers them to proactively manage conflict and build a school family in their classrooms. Teachers learn to identify and effectively respond to children's social and emotional needs and build their classroom culture on safety, connections, and problem-solving rather than relying on the use of external rewards and punishments. As a result, student develop self-management skills.

Theory of Action
IF we redesign the middle grades experience so that ALL students engage in project- and problem-based Interdisciplinary learning, are supported in a warm environment where their unique educational needs are met, and have an opportunity to express themselves in all academic content areas, THEN on-grade level performance will increase in both English-Language Arts (ELA) and Mathematics and they will transition successfully to high school.

Needs Assessment

The focus in the middle school years (grades 6–8) is the application of learning and skills with projects and problems that integrate prior knowledge and extend understanding through new experiences. These activities are designed to utilize the mix of independence and insecurity that are characteristic of early adolescence. By engaging students with developmentally appropriate pedagogy, an interdisciplinary curriculum, individual challenges and global perspectives, we will build a solid foundation for college and career success.

The middle grades have been largely neglected during national conversations about school improvement. Many considered them an unimportant way station on the path to high school— a

chance for students to deal with the challenges of adolescence, but with minimal expectations for achievement. Recently, the critical importance of the middle grades has become more apparent.

For example, researchers have found a few basic factors from the middle grades (grades, attendance and behavior) can predict, with 75 percent accuracy, which students will drop out—long before they do. Too often, students who leave eighth grade without the essential skills they will need for college and career readiness never catch up. If these students are identified in the middle grades, schools can create targeted and timely interventions that can dramatically improve the chance of high school success.

We will improve our curriculum and instruction to ensure the future success of BCPS students. We must have a systemic, comprehensive approach that focuses on improving outcomes and learning environments for all young adolescents in the District. The combination of acceleration, remediation and extension that teachers need to orchestrate for students is best accomplished through project- and problem-based learning environments.

To improve middle grades learning, we must provide intensive training for educators and parents in four key areas:

1. understand adolescent development and its implications for instruction, discipline and the organization of middle grade schools;
2. use data (including, but not limited to, test scores) to design and implement rigorous and customized instruction;
3. help teachers collaborate across grade levels and subjects to create thematic curriculum units that make learning engaging and challenging; and
4. establish college and career awareness and readiness programs to expose students earlier to opportunities available after high school.

From the infusion of Project-Based Learning Experience we hope to see an increase in student attendance, a decrease in behavior incidents, as well as an increase in course grades and standardized State assessments*.

Updated March 2018	Middle Schools*			
	State Average	BCPS Baseline	2019 Desired Target	2019 Stretch Target
Reading	52.0	53.9	55.6	57.5
Math	55.0	57.1	60.0	61.5

* Includes all schools (traditional and charter schools) combined grades 6-8. Percentage of students level-3 and above.

Need for Project-based Learning

Needs Assessment for a Project-Based Learning Curriculum:

Results from a survey of 2,000 middle school students regarding the current structure of curriculum and instruction in the classroom revealed that more than 70% of respondents connected their learning styles to technology, project-based learning, and collaborative group work. Additionally, continual observational data from classroom visits, as well as curriculum evaluations and observations of teacher participants in content area professional development, have demonstrated a need for improvement and emphasis in the following areas of the academic environment:

* Student engagement

* Deeper learning

* Student exposure to career skill sets

* Purposeful and real-world impact

* 21st Century workplace skills

* Teacher and student relationship development

* Creativity

* Use of technology as a tool

Students actively engage with PBL projects which provide real-world relevance for learning. They can solve problems that are important to them and their communities. Project-based learning leads to deeper understanding and greater retention of content knowledge and students are better able to apply what they know to new situations. Through these projects,

students interact with adults, businesses and organizations, and their community, and can develop career interests—demonstrating the real-world impact that is desired. Beyond basic knowledge, students learn to take initiative and responsibility, solve problems, and communicate ideas. Additionally, within a project-based learning curriculum, students utilize a spectrum of technology tools from research and collaboration through product creation and presentation.

As of June 2020, we have had the opportunity to train 560 teachers to date in PBL 101 with PBL Works through our RMG Summer Institute. This number includes teachers who remain within the middle grades after receiving the training.
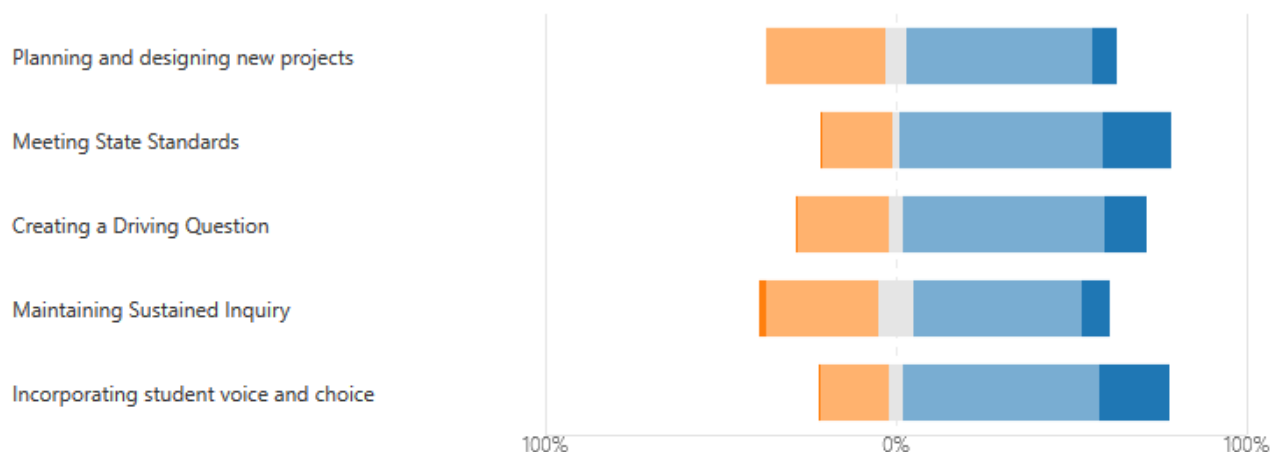
We gave a survey to those who went through the PBL training in June 2018. There were 257 teachers who attended. There were 244 teachers who responded to the survey via Forms.
Of the teachers who responded, there were 21 non-classroom teachers who did not have chance to implement a project. 200 teachers implemented 1 or 2 projects after the training. 50 teachers implemented 3 or more teachers. 63% of the teachers felt it was na effective way to teach the standard.

6. The following statements relate to your own preparation with incorporating the Essential Project Design Elements considered to be a part of the 'PBL Gold Standard'. Select your level of preparation in each of the following categories listed.

More Details

Legend: ■ Not prepared at all ■ Somewhat prepared ■ Unsure ■ Well prepared ■ Very well prepared

- Planning and designing new projects
- Meeting State Standards
- Creating a Driving Question
- Maintaining Sustained Inquiry
- Incorporating student voice and choice

100%   0%   100%

The survey was not administered in Spring 2020 because of the school closures due to the pandemic.

During the summer of 2019, there were 414 responses submitted for the PBL training (Project-Based Learning/Project-Based Learning iCAN) offered. This number includes the 344 from traditional middle schools and an additional 70 from the vertical learning happening in some high schools with the iCAN grant.

There were 225 teachers who participated in a follow-up PBL training during the year. This follow-up training was offered to any teacher who has gone through PBL 101.

- Conquering the Project Calendar in PBL – 20 people
- Creating Standards-Based Student Product – 38 people
- Designing Learning Targets for PBL – 15 people
- Managing the Messy Middle of PBL – 76 people
- PBL One on One Coaching – 27 people
- RMG - Scaffolds for ALL in PBL – 27 people
- Supporting Teachers with PBL Coaching – 22 people

69% of the respondents of the respondents indicated STRONGLY AGREE in response to the professional learning feedback.
28% of the respondents of the respondents indicated AGREE in response to the professional learning feedback.
1% of the respondents of the respondents indicated DISAGREE in response to the professional learning feedback.
Less than 1% of the respondents of the respondents indicated STRONGLY DISAGREE in response to the professional learning feedback.
2% of the respondents of the respondents indicated UNDECIDED in response to the professional learning feedback.

Results from the PBL Follow-Up Learning During the Year

58% of the respondents of the respondents indicated STRONGLY AGREE in response to the professional learning feedback.
34% of the respondents of the respondents indicated AGREE in response to the professional learning feedback.
1% of the respondents of the respondents indicated DISAGREE in response to the professional learning feedback.
2% of the respondents of the respondents indicated STRONGLY DISAGREE in response to the professional learning feedback.
5% of the respondents of the respondents indicated UNDECIDED in response to the professional learning feedback.

Teachers who attended all sessions and provided the follow-up were provided the ability to complete the professional learning feedback form.

Based on participant feedback for PBL, respondents were able to appreciate the collaboration with other schools. They found the facilitators to be knowledgeable. They also appreciated being able to work on a project during the workshop.

Need for a Supportive School Environment

Results from a pilot survey of nine schools serving grades 6-8 demonstrated a need for improvement in the supportive school environment. In comparison to a national database of students who took the same survey scales, BCPS middle schools ranked substantially lower than the majority (80 – 90%) of schools in all four of the scales measuring supportive school environment. These scales are Teacher-Student Relationships (10th percentile), School Climate (10th percentile), School Safety (10th percentile) and Sense of Belonging (20th percentile).

The focus of Conscious Discipline is in teaching the adults at schools how to manage their interactions and relationships with each other and with children in order to improve all of those measures. Additionally, classroom management skills learned by teachers in the Conscious Discipline program help students to gain Self-Management skills (20th percentile).

Scale	Percent Favorable	National Percentile Ranking
Grit	56	50
Self-Efficacy	49	40
Self-Management	61	20
Sense of Belonging	38	20
Social Awareness	54	10
Growth Mindset	48	10
Teacher-Student Relationship	45	10
School Safety	42	10
School Climate	37	10

By the end of year three of implementation, it is expected that RMG SEL schools will increase the Teacher-Student Relationship, school climate, and sense of belonging scale percent favorable responses to 50%.

As of June 2020, we have had the opportunity to train 471 teachers to date in Conscious Discipline through our RMG Summer Institute. This number includes teachers who remain within the middle grades after receiving the training.

During July 2018, we trained 217 teachers.

During the RMG Summer Institute that took place in July 2019, there were 260 responses submitted for the SEL training (Conscious Discipline Advanced) offered during the summer.

Summer Learning Results for SEL for Participants of the 2019 Summer Institute

65% of the respondents of the respondents indicated STRONGLY AGREE in response to the professional learning feedback.
30% of the respondents of the respondents indicated AGREE in response to the professional learning feedback.
1% of the respondents of the respondents indicated DISAGREE in response to the professional learning feedback.
1% of the respondents of the respondents indicated STRONGLY DISAGREE in response to the professional learning feedback.
3% of the respondents of the respondents indicated UNDECIDED in response to the professional learning feedback.

Teachers who attended all sessions and provided the follow-up were provided the ability to complete the professional learning feedback form.

Based on participant feedback for SEL, most people found the learning to be relevant, inspirational, and information. There were some comments about the location (auditorium) and others felt concern over the repetition of content. There also was some interest in revisiting this content during the year.

Need for Personalization Classes to Improve the ABCs of Identified Students

The Reimagining Middle Grades work being done is in conjunction with the "School is Cool" grant with the Community Foundation of Broward. Aside from the financial commitment, the Foundation has a keen interest in making an impact on students who are marginal students. To that end, we are tracking very quarter an identified group of students and their progress in attendance, behavior, and grades (ABCs). This research study compares our target group each quarter to the comparison group. The comparison group is made up of students who meet the same criteria as the target group, but those students are at non-CFB schools. Our goal is to have our target population students beat out the comparison group in the ABCs.

The first year our concerted effort to make an impact was done via ESE Support Facilitators at each of the ten Community Foundation schools. This did not render any great gains in the areas of attendance, behavior, and course grades. Additionally, our data analysis pivoted from 2018-2019 to 2019-2020. In 2019-2020, we shifted to adopting the approach from high school and incorporating the PASL class. During the 2019-2020 school year, we had one teacher leader and the AP over PASL to attend District trainings and bring the information back. We will pivot from that approach to offering PD directly to the group of PASL teachers in July 2020.

The first quarter results from the 2019-2020 school year are shown below.

Overall Results for All Grades (6-8)
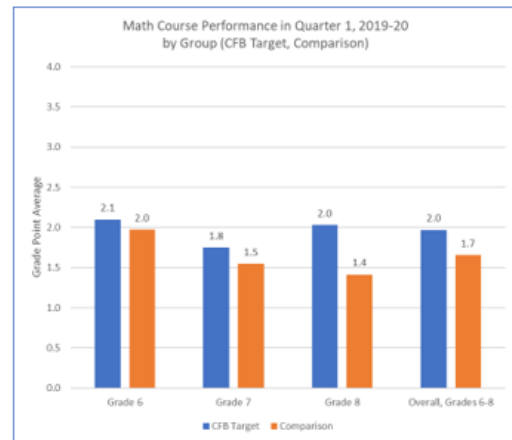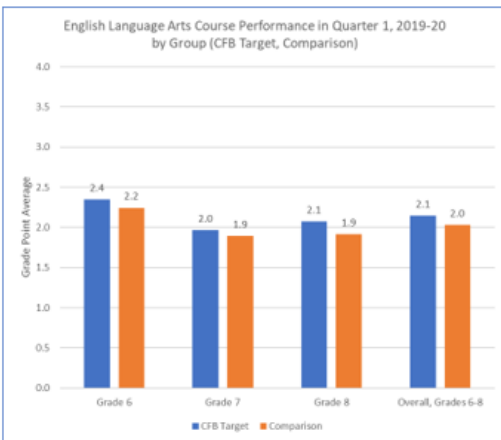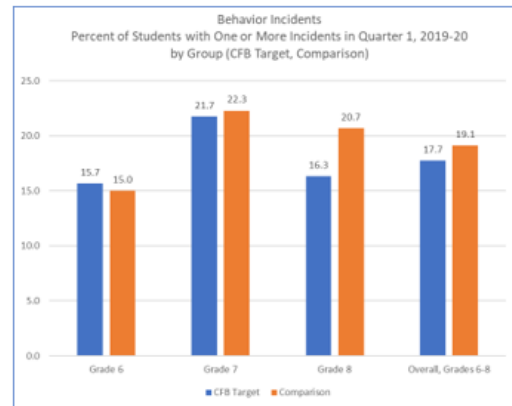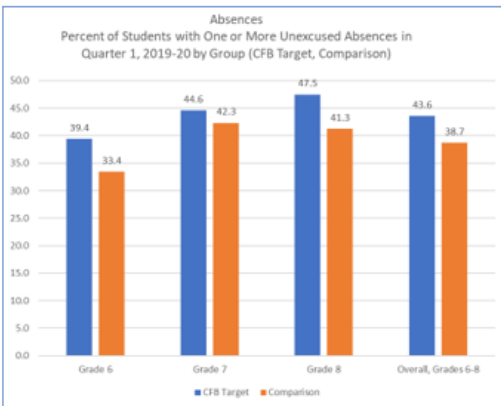
To measure the growth in SEL competencies, Reimagining Middle Grades uses Panorama. The target population has been teased out to where we can isolate their growth.

	Fall 2019		Spring 2020	
	Target Population	Peers	Target Population	Peers
Self-Management	64%	69%	54%	61%
Grit	64%	63%	53%	55%
Social Awareness	61%	62%	53%	55%
Self-Efficacy	55%	55%		

Growth Mindset	59%	54%	50%	48%
Emotion Regulation	52%	50%		

Desired Outcomes and Performance Indicators

1.1 Project-Based Learning – Teachers/Individuals

1.1.1. **Design & Plan.** Teachers will design, plan and implement project-based learning for all students.

Performance Indicators		
Gold Standard PBL Teacher	Developing PBL Teacher	Beginning PBL Teacher
• Project includes all Essential Project Design Elements as described on the Project Design Rubric. • Plans are detailed and include scaffolding and assessing student learning and a project calendar, which remains flexible to meet student needs. • Resources for the project have been anticipated to the fullest extent possible and arranged well in advance.	• Project includes all Essential Project Design Elements, but some are not at the highest level of the Project Design Rubric. • Plans for scaffolding and assessing student learning lack some details; project calendar allows too much or too little time or is followed too rigidly to respond to student needs. • Most resources for the project have been anticipated and arranged in advance.	• Project includes some Essential Project Design Elements, but not at the highest level of the Project Design Rubric. • Plans for scaffolding and assessing student learning lack some detail; project calendar needs more detail or is not followed. • Some resources for the project have not been anticipated or arranged in advance.

1.1.2. **Align to Standards.** Teachers will design project-based learning experiences for students that are aligned to the Florida State Standards

Performance Indicators		
Gold Standard PBL Teacher	Developing PBL Teacher	Beginning PBL Teacher
• Criteria for products are clearly and specifically derived from standards and allows demonstration of mastery. • Scaffolding of student learning, critique and revision protocols, assessments and rubrics consistently refer to and support student achievement of specific standards.	• Criteria for some products are not specified clearly enough to provide evidence that students have met all targeted standards. • Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not always refer to or support student achievement of specific standards.	• Criteria for products are given but are not specifically derived from standards. • Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not refer to or support student achievement of specific standards.

1.1.3. **Build the Culture.** Teachers build appropriate culture regarding project based learning in their classrooms.

Performance Indicators		
Gold Standard PBL Teacher	Developing PBL Teacher	Beginning PBL Teacher
• Norms to guide the classroom are co-crafted with and self-monitored by students. • Student voice and choice is regularly leveraged and ongoing, including identification of real-	• Norms to guide the classroom are co-crafted with students, and students are beginning to internalize these norms. • Student voice and choice is encouraged through intentionally	• Norms are created to guide project work, but they may still feel like "rules" imposed and monitored by the teacher. • Students are asked for their ideas and given some choices to make, but

world issues and problems students want to address in projects.	designed opportunities, e.g., when choosing teams, finding resources, using critique protocols, or creating products.	opportunities for student voice and choice are infrequent or are only related to minor matters.
• Students usually know what they need to do with minimal direction from the teacher.	• Students work independently to some extent, but look to the teacher for direction more often than necessary.	• Students occasionally work independently, but often look to the teacher for guidance.
• Students work collaboratively in healthy, high-functioning teams, much like an authentic work environment; the teacher rarely needs to be involved in managing teams.	• Student teams are generally productive and are learning what it means to move from cooperation to effective collaboration; the teacher occasionally has to intervene or manage their work.	• Student teams are often unproductive or require frequent intervention by the teacher.
• Students understand there is no single "right answer" or preferred way to do the project, and that it is OK to take risks, make mistakes, and learn from them.	• Students understand there is more than one way to answer a driving question and complete the project, but are still cautious about proposing and testing ideas in case they are perceived to be "wrong."	• Students feel like there is a "right answer" they are supposed to give, rather than asking their own questions and arriving at their own answers; they are fearful of making mistakes.
• The values of critique and revision, persistence, rigorous thinking, and pride in doing high-quality work are shared, and students hold each other accountable to them.	• The values of critique and revision, persistence, rigorous thinking, and pride in doing high-quality work are promoted by the teacher but not yet owned by students.	• Value is placed on "getting it done" and time is not allowed for revision of work; "coverage" is emphasized over quality and depth.

1.1.4. **Manage Activities** Teachers are able to manage the balance of individual, teamwork, whole group, and small group instruction.

Performance Indicators		
Gold Standard PBL Teacher	Developing PBL Teacher	Beginning PBL Teacher
• The classroom features an appropriate mixture of individual and teamwork time, whole group and small group instruction.	• The classroom features individual and teamwork time, whole group and small group instruction, but these structures are not well-balanced throughout the project.	• The classroom features some individual and teamwork time and small group instruction, but too much time is given to whole group instruction.
• Classroom routines and norms are consistently followed during project work time to maximize productivity.	• Classroom routines and norms are established for project work time but are not consistently followed; productivity is variable.	• Classroom routines and norms for project work time are not clearly established; time is not used productively.
• Project management tools (group calendar, contract, learning log, etc.) are used to support student self-management and independence.	• Realistic schedules, checkpoints, and deadlines are set, but more flexibility is needed; bottlenecks sometimes occur.	• Schedules, checkpoints, and deadlines are set, but they are loosely followed or unrealistic; bottlenecks impede workflow.
• Realistic schedules, checkpoints, and deadlines are set but flexible; no bottlenecks impede workflow.	• Generally well-balanced teams are formed, but without considering the specific nature of the project; students have too much voice and	• Teams are formed using either a random process (e.g., counting off) or students are allowed to form their own teams with no formal criteria or process.
• Well-balanced teams are formed according to the nature of the		

project and student needs, with appropriate student voice and choice.	choice in the process, or not enough.	

1.1.5. **Scaffold Student Learning**. Each student receives necessary instructional supports to access content, skills, and resources; these supports are removed when no longer needed.

Performance Indicators		
Gold Standard PBL Teacher	Developing PBL Teacher	Beginning PBL Teacher
• Each student receives necessary instructional supports to access content, skills, and resources; these supports are removed when no longer needed. • Scaffolding is guided as much as possible by students' questions and needs; teacher does not "front-load" too much information at the start of the project, but waits until it is needed or requested by students. • Key success skills are taught using a variety of tools and strategies; students are provided with opportunities to practice and apply them, and reflect on progress. • Student inquiry is facilitated and scaffolded, while allowing students to act and think as independently as possible.	• Most students receive instructional supports to access both content and resources, but some individual needs are not met. • Scaffolding is guided to some extent by students' questions and "need to knows" but some of it may still be "front-loaded." • Key success skills are taught, but students need more opportunities to practice success skills before applying them. • Student inquiry is facilitated and scaffolded, but more is needed; or, teacher may over-direct the process and limit independent thinking by students.	• Students receive some instructional supports to access both content and resources, but many individual needs are not met. • Teacher may "front-load" content knowledge before the project launch, instead of waiting for "need to know" points during the project. • Students gain key success skills as a side effect of the project, but they are not taught intentionally. • Students are asked to do research or gather data, but without adequate guidance; deeper questions are not generated based on information gathered.

1.1.6. **Assess Student Learning**. Project products and other sources of evidence are used to thoroughly assess subject-area standards as well as success skills.

Performance Indicators

Gold Standard PBL Teacher	Developing PBL Teacher	Beginning PBL Teacher
• Project products and other sources of evidence are used to thoroughly assess subject-area standards as well as success skills.	• Project products and other sources of evidence are used to assess subject-area standards; success skills are assessed to some extent.	• Student learning of subject-area standards is assessed mainly through traditional means, such as a test, rather than products; success skills are not assessed.
• Individual student learning is adequately assessed, not just team-created products.	• Individual student learning is assessed to some extent, not just team-created products, but teacher lacks adequate evidence of individual student mastery.	• Team-created products are used to assess student learning, making it difficult to assess whether individual students have met standards.
• Formative assessment is used regularly and frequently, with a variety of tools and processes.	• Formative assessment is used on several occasions, using a few different tools and processes.	• Formative assessment is used occasionally, but not regularly or with a variety of tools and processes.
• Structured protocols for critique and revision are used regularly at checkpoints; students give and receive effective feedback to inform instructional decisions and students' actions.	• Structured protocols for critique and revision and other formative assessments are used occasionally; students are learning how to give and use feedback.	• Protocols for critique and revision are not used, or they are informal; feedback is superficial, or not used to improve work.
• Regular, structured opportunities are provided for students to self-assess their progress and, when appropriate, assess peers on their performance.	• Opportunities are provided for students to self-assess their progress, but they are too unstructured or infrequent.	• Students assess their own work informally, but the teacher does not provide regular, structured opportunities to do so.
• Standards-aligned rubrics are used by students and the teacher throughout the project to guide both formative and summative assessment.	• Standards-aligned rubrics are used by the teacher to guide both formative and summative assessment.	• Rubrics are used to assess final products, but not as a formative tool; or, rubrics are not derived from standards.

1.1.7. **Engage & Coach.** The teacher's knowledge of individual student strengths, interests, backgrounds, and lives is used to engage them in the project and inform instructional decision-making.

Performance Indicators

Gold Standard PBL Teacher	Developing PBL Teacher	Beginning PBL Teacher
• The teacher's knowledge of individual student strengths, interests, backgrounds, and lives is used to engage them in the project and inform instructional decision-making.	• The teacher has general knowledge of students' strengths, interests, backgrounds, and lives and considers it when teaching the project.	• The teacher has some knowledge of students' strengths, interests, backgrounds, and lives, but it does not significantly affect instructional decision-making.
• Students and the teacher use standards to co-define goals and benchmarks for the project (e.g., by co-constructing a rubric) in developmentally appropriate ways.	• Project goals and benchmarks are set with some input from students.	• Project goals are developed without seeking student input.
• Students' enthusiasm and sense of ownership of the project is maintained by the shared nature of	• Students are excited by the project and motivated to work hard by the teacher's enthusiasm and commitment to their success.	• Students are willing to do the project as if it were another assignment, but the teacher does not create a sense of ownership or fuel motivation.
	• Students' questions guide inquiry to some extent, but some are answered too quickly by the	• The driving question is presented at the project launch and student questions are generated, but they

the work between teachers and students. • Student questions play the central role in driving the inquiry and product development process; the driving question is actively used to sustain inquiry. • Appropriately high expectations for the performance of all students are clearly established, shared, and reinforced by teachers and students. • Individual student needs are identified through close relationships built with the teacher; needs are met not only by the teacher but by students themselves or other students, acting independently. • Students and the teacher reflect regularly and formally throughout the project on what and how students are learning (content and process); they specifically note and celebrate gains and accomplishments.	teacher; students occasionally reflect on the driving question. • Appropriately high expectations for the performance of all students are set and communicated by the teacher. • Student needs for further instruction or practice, additional resources, redirection, troubleshooting, praise, encouragement, and celebration are identified through relationship-building and close observation and interaction. • Students and the teacher occasionally reflect on what and how students are learning (content and process).	are not used to guide inquiry or product development. • Expectations for the performance of all students are not clear, too low, or too high. • There is limited relationship-building in the classroom, resulting in student needs that are not identified or addressed. • Students and the teacher informally reflect on what and how students are learning (content and process); reflection occurs mainly at the end of the project

Data Collection Plan: 1.1 Project-Based Learning – Teachers/Individuals

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Survey in PDMS	1x/workshop	RMG Project Leads
2. Participants' Learning	Pre-/Post-Assessment School PBL Implementation Plan	1x/workshop 1x/workshop	RMG Project Leads
3. Organizational Supports	PBL School Assessment	Baseline only	RMG Project Leads
4. Participants' Practice	Student work samples Classroom Walkthroughs and observations using PBL instructional/structural 'look-fors'	1x/workshop 4x/year	RMG Project Leads
5. Student Outcomes	Evidence of student work Course Grades FSA scores	2x/year 4x/year 1x/year	RMG Project Leads

1.2 Supportive School Environment – Teachers/Individuals

1.2.1. Composure. Teacher models composure and regularly leads the children in active calming using S.T.A.R.: Stop/Smile, Take a deep breath, And Relax.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
• The adult regularly leads the children in active calming during the Brain Smart Start of the day, throughout the day during transition times and during other stressful times. A S.T.A.R. person is one of the classroom jobs. When upset, the adult models active calming, and is able to download a calm state into the child if necessary. When children become upset, the adult facilitates managing the emotion by saying, "You're safe. Breathe with me. You can handle this." The whole class understands it is everyone's job to help when others feel upset by being a S.T.A.R. for them.	• The adult occasionally takes time to calm him or herself by using belling breathing and being a S.T.A.R. As the adult calms down, he or she helps the child calm down. The adult teaches and practices the four composure skills of S.T.A.R., Draining, Ballooning and Pretzel with the children.	• The adult attempts to fake calmness even though it is energetically obvious that he or she is upset. The adult takes shallow breaths, distracts children from their upset, attempts to calm them down or attempts to hush them up. Children practice being a S.T.A.R. during calm times, but the transfer to upset times is not made.	• There is no attempt by the adult to actively calm him or herself when triggered, nor is there any attempt to help the child calm down. Upset children are ignored, punished, or told to calm down or stop the upset behavior.

1.2.2. Adult Assertiveness. The adult is comfortable with his or her assertive voice and is heard throughout the day providing the structure children need to be successful.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
• The adult is comfortable with his or her assertive voice and is heard throughout the day providing the structure children need to be successful. Phrases such as, "I'm going to ___," and assertive, descriptive instructions like, "Walk with your hands at your sides just like this," are common.	• The adult understands the assertive voice is the voice of knowing and is working on giving clear assertive commands to children. The adult catches her or himself speaking passively or aggressively and makes the change as needed.	• The adult becomes conscious at times of speaking passively and aggressively and is attempting to be more assertive. However, she or he struggles with assertiveness, feeling the assertive voice may appear too rude or too soft.	• The adult speaks mostly from a passive voice or an aggressive voice, or flip-flops between the two. The passive voice implies asking for permission or agreement from the children, such as, "Hand in your homework, okay?" An aggressive voice implies, "Do this or else."

1.2.3. Teaching Assertiveness to Children. The adult is adept at helping children learn an assertive tone and telling others how they want to be treated.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
• The adult goes to the victim first and notices, "Your hand is going like this," or asks, "did you	• Adults most often go to the victim first and ask, "did you like it?" She or he then instructs the	• The adult is beginning to go to the victim first in hurtful situations. The adult may say to the	• The adult does not teach children to be assertive. He or she punishes aggressive acts and

like it?" The adult coaches the victim to say, "I don't like it when you ___. Please ____." The adult is adept at helping children learn an assertive tone and telling others how they want to be treated. The adult then approaches aggressors with the phrase, "You wanted ___," and teaches them how to assertively communicate ("May I have a turn") instead of aggressively act out to get what they want. Children are beginning to use this language regularly and more independently.	child to say some version of, "I don't like it," or "Stop." The aggressor is sometimes lectured about being hurtful or asked to apologize. The adult sometimes uses the phrase, "You wanted ___. You may not ___ , ___ hurts. Say or do ___."	victim, "Use your words," "Talk to the aggressor," or, "How did that make your feel?" Aggressors are condemned for hurtful behavior and receive some sort of consequence (removal, apology, loss of privilege).	removes aggressors from the situation or classroom, while largely ignoring victims. Alternately, the adult may speak to the aggressors about their wrong and hurtful behavior and ask them to apologize. The adult may soothe or coddle victims.

1.2.4. Encouragement. The adult encourages children by noticing and describing instead of judging.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
• The adult encourages children by noticing and describing instead of judging. The intent behind the encouragement is to help children become conscious of their efforts and actions, not compliance. "Good job" becomes "Good for you." Throughout the day, the adult uses phrases like, "You did it, you ___. Way to go," and, "You ___ so ___. That was helpful." Children start modeling the language and are encouraging of each other.	• The adult is beginning to replace judgmental praise with noticing. She or he is replacing, "good job," with, "You did it," followed by a description of the child's efforts or accomplishments. The adult is more present, mindful and conscious of the child's efforts and achievements.	• The adult's encouragement is overshadowed by a goal of compliance based on judgment of the event or situation. Catching them "being good" is the goal. You will hear phrases such as, "thank you," "Good job," and "I like the way ___ is ready."	• Children are not encouraged to be successful. The adult focus is on what children are doing that is incorrect or wrong. The goal is correcting wrong actions.

1.2.5 Choices. The adult utilizes the skill of choices based on an assessment of the state of the child.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1

Level 4	Level 3	Level 2	Level 1
• The adult utilizes the skill of choices based on an assessment of the state of the child. She or he understands that two choices are an appropriate tool when a child is demonstrating an emotional state. When a child is in more of an executive state, the teacher might ask, "What are your choices?" the teacher understands not to offer choices to children in a survival state. Thinking of two positive choices becomes habit, the adult posts picture rules around the classroom, and focuses on the behaviors she or he wants to see from children. •	• The adult is beginning to offer two positive choices to children occasionally during the day, you hear the language, "You may ___ or ___. What is best for you?" It is still difficult for the adult to think of the two positive choices because they still tend to focus on the behavior they don't want instead of the behavior they would like to see. They may also give choices to children who are in a survival state, creating additional power struggles.	• The adult is beginning to give children two choices. Most often, the choices presented as one positive choice and one negative choice. The intent behind the choice is compliance and manipulating the child to choose the "right" choice.	• Choices for children are not really part of the classroom. The adult is in charge and children are to comply.

1.2.6 Empathy. The adult understands that empathy helps children reach a higher brain state to better manage their own emotions and problem solve.

<div align="center">Performance Indicators</div>

Level 4	Level 3	Level 2	Level 1
• The adult understands that empathy helps children reach a higher brain state to better manage their own emotions and problem solve. Adults are able to reflect back what they see when a child is in a survival state ("Your face is going like this."), reflect back what they sense the child is feeling in an emotional state ("you seem sad"), and reflect back the child's desires when she or he is focused on what she or he doesn't want ("You wanted ___," or, "You were hoping ___.").	• The adult begins to differentiate between when children are asking for understanding or information. Phrases such as, "Your arms are gong like this," "You seem ___," and, "You wanted ____, are beginning to be heard.	• The adult uses phrases such as, "You seem angry," as tools to stop upset and/or make it go away. The intent behind empathy appears to be "happying up" children, not helping them manage their emotions in order to solve their problems.	• The adult dismisses or ignores children's emotional states, focusing only on behavioral changes. The goal is to stop the upset and/or make it go away.

1.2.7. Positive Intent. The adult attributes positive intent to the child's behavior, setting the stage for teaching the child a new skill.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
• The adult is able to see the best in the child, even in the worst moments. She or he attributes positive intent to the child's behavior, setting the stage for teaching the child a new skill. If a child is pushing, the adult reframes this action for all parties by saying, "You wanted her to move, but you didn't know the words to use. You many not push. Pushing hurts. When you want her to move say, "Move please." The adult sees misbehavior as a call for help and an indication of a missing social-emotional skill.	• The adult begins attributing positive intent to the child exhibiting aggressive behavior, with an understanding that it does not let the child off the hook. The adult often addresses aggressive behaviors by saying to the child, "You wanted ____," instead of asking questions.	• The adult understands that she or he is making up the intentions behind the child's behavior. If a child pushes someone, the adult grasps the choice of how to perceive that act. Yet, the adult often falls back on conditioned belief programs, assuming the child's misbehavior is on purpose. The adult tends to ask questions of the aggressive child. "Why did you do that?" "What were you thinking?" "What is our rule about hitting?"	• The adult is completely unaware of the intent behind his or her actions. She or he assumes most misbehavior is due to disrespect, not listening or some other flaw in the child.

1.2.8 Consequences. The adult uses natural consequences to teach children new social skills and uses logical consequences to motivate children to use the new skills.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
• The adult uses natural consequences to teach children new social skills and uses logical consequences to motivate children to use the new skills. The adult only presents logical consequences to connected children who already know the expected skills. She or he uses problem solving for chronic problems and School Family issues. When a child becomes upset with a consequence, the adult offers empathy while following through with the consequences.	• The adult helps children resolve interpersonal conflicts with natural consequences. The natural consequence of hitting is to learn another socially acceptable skill. You will hear the following frequently in the classroom: "Did you like it" (victim) and "You wanted" (aggressor).	• The adult begins to see that consequences aren't something made up by adults and imposed on children, but that they are always happening around us. She or he understands that every thought, feeling and action produces a consequence, and begins to utilize natural consequences and problem-solving in the classroom. The adult will talk to children who have disputes, instead of just dispensing a reward or punishment.	• Rewards and punishments are used throughout the classroom and given by the adult for situations judged either good or bad.

Data Collection Plan: Supportive School Environment — Teachers/Individuals			
Level of Measurement	**Instrument/Data Type**	**Frequency**	**Responsible for Collecting Data**
1. Participants' Reactions	Are You Ready? – fill out prior to training	1x/workshop	RMG Project Leads
2. Participants' Learning	Pre-Assessment Post-Assessment	1x/workshop	RMG Project Leads
3. Organizational Supports	District records of follow-up support provided to schools	4x/year	RMG Project Leads
4. Participants' Practice	Conscious Discipline Progress Assessment Rubric Skills and Structures – teacher self-assessment and school-based SEL Team assessment. Powers – Teacher self-assessment	4x/year	RMG Project Leads
5. Student Outcomes	Panorama SEL and Supportive School Environment Survey	2x/year	RMG Project Leads

2.0 School Administrators: Project Based Learning

2.1 **Purpose & Vision:** The school leadership has collaboratively worked with stakeholders to describe the purpose and establish a vision for PBL in their school community.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
• It is my ambition to transform my school into a PBL exemplar so all students have the opportunity to achieve deeper learning outcomes. • I share my vision for PBL as a primary instructional method to develop deeper learning outcomes for *all* students, including those who are furthest from opportunity, with teachers, students, families and community members. • Our school's vision statement elevates PBL as the primary instructional method to achieve deeper learning outcomes for *all* students, including those who are furthest from opportunity. This vision statement drives our instructional and operational decisions, and is continuously reflected upon and revised as needed.	• I have expressed my commitment to lead my school to use PBL to help achieve deeper learning outcomes for all students to teachers and students. • I share my personal vision for PBL as a primary instructional method to achieve deeper learning outcomes for *all* students, including those who are furthest from opportunity, with the teachers in my school. • Our school's vision statement elevates PBL as the primary instructional method to achieve deeper learning outcomes for *all* students, including those who are furthest from opportunity. This vision statement drives our instructional and operational decisions.	• I have learned the importance of PBL to achieve deeper learning outcomes for all students. • I have a written personal vision statement that includes PBL as a primary instructional method to achieve deeper learning outcomes. • Our school has a vision statement that includes components of PBL as a key instructional method to achieve deeper learning outcomes.	• I am exploring how PBL can help achieve deeper learning outcomes for all students. • I have a personal vision statement that includes elements of PBL and deeper learning. • Our school has a vision statement that may include elements of PBL and deeper learning.

2.2 **Culture:** The school leadership has established a strong culture of PBL in the school and surrounding community.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
• Teachers and students at my school regularly articulate and exemplify the beliefs and norms of high quality PBL. • Our school leadership team makes school-wide decisions about instruction and operations based on	• Teachers and students at my school have embraced the beliefs and norms that drive a school culture that supports and promotes high quality PBL. • Our school leadership team makes school-wide decisions about instruction and operations based on the	• I have identified which beliefs and norms in my school culture need to be developed to support and promote high quality PBL, and have begun to communicate them. • I confer with our school leadership team regarding decisions	• I am exploring which beliefs and norms drive a school culture that supports and promotes high quality PBL. • I am exploring ways to share leadership to build a culture for high quality PBL and deeper learning.

• what is needed to transform our school into an exemplar of high quality PBL to achieve deeper learning outcomes. • My school has regularly scheduled structured collaboration time across departments and/or grade levels for teachers to design, plan, and evaluate high quality interdisciplinary PBL and deeper learning. • All of the campus structures and procedures (e.g., schedules, expectations, roles and responsibilities, resources, and connections), as well as policies (e.g., curricular pacing and integration), in my school are aligned and support and promote high quality PBL and deeper learning. • Our school has a systematic way in which teachers, staff, students, and families regularly recognize and celebrate teachers for the achievement of deeper learning outcomes through PBL.	• principles of high quality PBL and deeper learning. • My school has regularly scheduled structured collaboration time for teachers to design, plan, and evaluate high quality PBL and deeper learning. • I have established all the necessary campus structures and procedures (e.g., schedules, expectations, roles and responsibilities, resources, and connections) that support and promote high quality PBL, and have removed those that hinder it. • I formally recognize and celebrate teachers for achievement of deeper learning outcomes through PBL at staff meetings and through individual correspondence and evaluations.	• about instruction and operations that affect the use of high quality PBL and deeper learning. • I encourage teachers, staff members, and student at my school to collaborate and/or use Professional Learning Communities to support high quality PBL and deeper learning. • I have established some campus structures and procedures (e.g., schedules, expectations, roles and responsibilities, resources, and connections) that support and promote high quality PBL. • I recognize and celebrate teachers for achievement of deeper learning outcomes through PBL.	• I am considering collaboration structures or how Professional Learning Communities can support high quality PBL and deeper learning. • I am considering campus structures and procedures (e.g., schedules, expectations, roles and responsibilities, resources, and connections) that support and promote high quality PBL. • I am examining ways to recognize teachers for success in using high quality PBL and achieving deeper learning outcomes.

2.3 **Capacity Building**: School leadership provide the appropriate professional learning and provides time for teachers to discuss their knowledge of PBL design elements and teaching practices.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
• I regularly pursue opportunities to apply new leadership knowledge and skills to my practice to transform our school into an exemplar of high quality PBL to achieve deeper learning outcomes • Teacher leaders in my school are networked to apply new leadership knowledge and skills to transform our school into an exemplar of high quality PBL to achieve	• I am engaged in formal professional learning opportunities and/or coaching to develop my knowledge and skills to lead high quality PBL and deeper learning, based on my individual needs. • Teacher leaders in my school are engaged in formal professional learning opportunities and/or coaching to develop knowledge and skills to lead high quality PBL and	• I have a plan for developing the leadership knowledge and skills necessary to lead high quality PBL and deeper learning. • I have a plan for developing the leadership knowledge and skills of key teachers in my school to lead high quality PBL and deeper learning. • I have a plan for coaching or feedback to support teachers to use	• I understand my leadership strengths, areas of growth, and readiness to lead high quality PBL and deeper learning. • I understand my teachers' strengths, areas of growth, and readiness to lead high quality PBL and deeper learning. • I have considered ways to incorporate coaching or feedback to support teachers to use high

deeper learning outcomes. • Teachers in our school network with one another and engage in peer coaching or feedback. They regularly give and receive meaningful feedback on the use of high quality PBL and deeper learning. • Families and community members actively support high quality PBL and deeper learning through meaningful participation in projects and/or school events, using a variety of languages and literacy mediums.	deeper learning, based on their individual needs. • Teachers in our school have access to individualized coaching or feedback to support the use of high quality PBL and deeper learning. • I actively recruit families and community members to participate in school events and activities that support high quality PBL and deeper learning, using a variety of languages and literacy mediums.	high quality PBL and deeper learning. • I promote high quality PBL and deeper learning with families and community members.	quality PBL and deeper learning. • I am exploring ways to engage the community in PBL and deeper learning.

2.4 **Continuous Improvement:** School leadership has developed ways to evaluate and improve on practices in regards to PBL implementation.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
• Teaches at my school regularly report and use data for multiple measures of deeper learning, including student achievement, student engagement, and community engagement, to improve student engagement and deeper learning. • Teachers systematically use protocols to reflect on, monitor, evaluate, and share evidence of its solutions for exemplifying high quality PBL and the achievement of deeper learning outcomes. • I collaborate and learn from other leaders to use structures, such as school and classroom walkthroughs and PBL leadership walkthroughs, to gather school-wide information about the quality of PBL instruction, progress of student learning outcomes, and other promising practices	• Teachers at my school regularly collect, measure, and report results for some deeper learning outcomes, including student achievement, student engagement, or community engagement. • Teachers use protocols to reflect on, monitor, and evaluate successes, challenges, and solutions for high quality PBL and the achievement of deeper learning outcomes. • I regularly use structures, such as classroom walkthroughs and PBL leadership walkthroughs, to gather school wide information about the quality of PBL instruction, progress on student learning outcomes, and other promising practices.	• Teachers at my school have identified methods to measure the evidence of some deeper learning outcomes, such as student achievement, student engagement, or community engagement. We have collected some of the data or evidence. • Teachers at my school use some protocols or observations to reflect on, monitor, and evaluate how we achieve high quality PBL and deeper learning. • I regularly use structures, such as classroom walkthroughs and PBL leadership walkthroughs, to gather information and make visible our work in achieving high quality PBL and deeper learning competencies.	• I am exploring ways to help teachers measure the evidence of achievement of deeper learning outcomes, as well as student and community engagement, at my school. • I am exploring ways to reflect on, monitor, and evaluate implementation of high quality PBL and deeper learning at my school. • I am exploring how to use structures, such as classroom walkthroughs and PBL leadership walkthroughs, to make our work visible in achieving high quality PBL and deeper learning.

to drive decision making about instruction and operations that affect deeper learning.			

Data Collection Plan: Project-Based Learning — School Administrators			
Level of Measurement	**Instrument/Data Type**	**Frequency**	**Responsible for Collecting Data**
1. Participants' Reactions	Feedback form in PDMS	1x/workshop	RMG Project Managers
2. Participants' Learning	Participant Survey	2x/year	RMG Project Managers
3. Organizational Supports	Changes in school schedules to allow for PBL Documentation of structural changes aligned with desired outcomes Change in course selection to align to PBL	4x/year	RMG Project Managers
4. Participants' Practice	Evidence of PLC structures that align to PBL support Teacher teaming and student scheduling	1x/workshop	RMG Project Managers
5. Student Outcomes	ELA & Math FSA and Course Grades in all subjects	2x/year	RMG Project Managers

Mid-Year and End-of-Year Evaluation Plan		
Level 1. Participant Reactions		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teacher/Individual	Workshop Feedback Survey in PDMS	Summary of Survey Data
Administrator/Supervisor	Workshop Feedback Survey in PDMS	Summary of Survey Data
Level 2. Participant Learning		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teacher/Individual	Pre-/Post-Assessment	Summary of Assessment Data
Administrator/Supervisor	Workshop-embedded Assessment	Summary of Assessment Data
Level 3. Organizational Support		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teacher/Individual	District record of support to schools, progress toward structural changes.	Annual review of District supports and structural changes.
Administrator/Supervisor		
Level 4. Participants' Use of New Knowledge and Skills		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teacher/Individual	Evidence of PBL implementation and strategies to support a supportive school environment	Annual report of progress toward Project-based Learning and Supportive School Environment Desired Outcomes.
Administrator/Supervisor		

Level 5. Student Learning Outcomes		
Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
Teacher/Individual	Course Grades in all subjects	FSA Mathematics, Reading and Writing
Administrator/Supervisor		

3.0 Personalization Classes – PASL Teachers

3.1 Self-Awareness and Self-Management. The PASL Teacher is helping students to recognize their own emotions, thoughts, and values on how they influence behavior. In addition, the PASL teacher is helping students to accurately assess their strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset." The PASL teacher is helping students to develop the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals. (From CASEL 2020)

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
• I have a solid grasp of PASL's 5 key components and am applying these components in delivering PASL to my students. This will be clearly observed by those observing my PASL students' interactions with each other.	• I have a solid grasp of PASL's 5 key components and am applying these components in delivering PASL to my students. This will be made evident by observing my interaction with PASL students.	• I have learned the foundation of PASL's 5 key components.	• I am learning about the 5 key components of PASL.
• I have developed a format to schedule regular Rapid Check Ins with my students and check in with most of them once or more a week when applicable.	• I have developed a format to schedule regular Rapid Check Ins with my students and check in with some of them at least once a week related to self-awareness and self-management skills when applicable.	• I have developed a format to schedule regular Rapid Check Ins with my students and check in with few of them at least once a week related to self-awareness and self-management skills when applicable.	• I am developing a format to schedule regular Rapid Check Ins with my students related to self-awareness and self-management skills when applicable.
• I have taught my students to use data to develop attainable goals on	• I am utilizing data to help my students set up attainable goals in the	• I am utilizing data to meet my students where they are in	• I am learning how to collect and analyze data to support my

their own along with monitoring their own success when applicable.	development of self-awareness and self-management skills when applicable.	developing self-awareness and- self-management skills when applicable.	student's growth in developing self-awareness and self-management skills.
• I have created individualized plans to help students develop self-awareness and self-management skills for most of my students in each class period when applicable.	• I have created individualized plans to help students develop self-awareness and self-management skills for some of my students in each class period when applicable.	• I have created individualized plans to help students develop self-awareness and self-management skills for a few of my students in each class period when applicable.	• I am developing lessons to help individual students learn to analyze factors that create stress or motivate successful performance, along with identifying strategies they can use to manage stress leading to successful performance.

3.2 Social Awareness and Relationship Skills. The PASL teacher is helping student to develop the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports. (From CASEL 2020) The PASL teacher is helping student to develop the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed. (from CASEL 2020)

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
• I have a solid grasp of PASL's 5 key components and am applying these components in delivering PASL to my students. This will be clearly observed by those observing my PASL students' interactions with each other.	• I have a solid grasp of PASL's 5 key components and am applying these components in delivering PASL to my students. This will be made evident by observing my interaction with PASL students.	• I have learned the foundation of PASL's 5 key components.	• I am learning about the 5 key components of PASL.
• I have developed a format to schedule regular Rapid	• I have developed a format to schedule regular Rapid Check	• I have developed a format to schedule regular	• I am developing a format to schedule regular

Check Ins with my students and check in with most of them once or more a week when applicable.	Ins with my students and check in with some of them at least once a week related to social awareness and relationship skills when applicable.	Rapid Check Ins with my students and check in with few of them at least once a week related to social awareness and relationship skills when applicable.	Rapid Check Ins with my students but have not started yet.
• I have taught students to explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it when applicable.	• I am utilizing data to help my students set up attainable goals in the development of social awareness and relationship skills when applicable.	• I am utilizing data to meet my students where they are in developing social awareness and relationship skills when applicable.	• I am learning how to collect and analyze data to support my student's growth in developing social awareness and relationship skills.
• I have created individualized plans to help students develop social awareness and relationship skills for most of my students in each class period when applicable.	• I have created individualized plans to help students develop social awareness and relationship skills for some of my students in each class period when applicable.	• I have created individualized plans to help students develop social awareness and relationship skills for a few of my students in each class period when applicable.	• I am developing lessons to help individual students learn to analyze how one's behavior may affect others.

3.3 Responsible Decision Making: The PASL teacher is helping students to develop the ability to make constructive choices about personal behavior and social interactions across diverse situations. (from CASEL 2020)

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
• I have a solid grasp of PASL's 5 key components and am applying these components in delivering PASL to my students. This will be clearly observed by those observing my PASL students' interactions with each other.	• I have a solid grasp of PASL's 5 key components and am applying these components in delivering PASL to my students. This will be made evident by observing my interaction with PASL students.	• I have learned the foundation of PASL's 5 key components.	• I am learning about the 5 key components of PASL.
• I have developed a format to schedule regular Rapid Check Ins with my students and check in with most of them once or more	• I have developed a format to schedule regular Rapid Check Ins with my students and check in with some of them at	• I have developed a format to schedule regular Rapid Check Ins with my students and check in with few of them at	• I am developing a format to schedule regular Rapid Check Ins with my students related to responsible

a week when applicable.	least once a week when applicable.	least once a week related to responsible decision-making skills when applicable.	decision-making skills when applicable.
• I have taught my students to evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions when applicable. • I have created individualized plans to help students develop responsible decision-making skills for most of my students in each class period when applicable.	• I am utilizing data to help my students set up attainable goals in the development of responsible decision-making skills when applicable. • I have created individualized plans to help students develop self-responsible decision-making skills for some of my students in each class period when applicable.	• I am utilizing data to meet my students where they are in developing responsible decision-making skills when applicable. • I have created individualized plans to help students develop responsible decision-making skills for a few of my students in each class period when applicable.	• I am learning how to collect and analyze data to support my student's growth in developing responsible decision-making skills. • I am developing lessons to help individual students learn to analyze how decision-making skills improve study habits and academic performance.

Data Collection Plan: Project-Based Learning — School Administrators

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participant's- Reactions	Online Professional Learning Feedback	1x/workshop	PASL Project Managers
2. Participant's Learning	Participants Reflections (Oral and/or Written)	1x/workshop	PASL Project Managers
3. Organizational Support	Site Visits and Coaching Opportunities	1x/spring	PASL Project Managers
5. Student Learning Outcomes	Panorama Assessment Data	1x/fall 1x/spring	PASL Project Managers

Mid-Year and End-of-Year Evaluation Plan

Level 1.		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teacher/Individual	Workshop Feedback Survey in PDMS	Summary of Survey Data

Level 2.		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teacher/Individual	Participant Reflections/Oral & Written	Participant Reflections/Oral & Written

Level 3.		
Audience	Mid-Year Evaluation	End-of-Year Evaluation

Teacher/Individual	District record of support to schools, progress toward structural changes.	Annual review of District supports and structural changes.
Administrator/Supervisor		
Level 4.		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teacher/Individual	Continued implementation practice of the PASL/SEL. The instructor will observe the group's progress and provide constructive feedback.	Summary of observer's feedback.
Administrator/Supervisor		
Level 5.		
Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
Teacher/Individual	Results on the SEL Assessment (fall)	Results on the SEL Assesment (spring)
Administrator/Supervisor		