2021-2022

Guideposts for Excellent Teaching

RUBRIC

IDEA
Public Schools

TEACHER CAREER PATHWAY

Our Beliefs that Drive Teaching and Learning

The mission of IDEA Public Schools is to prepare all of our students for success in college and citizenship. This requires that we inspire them to become independent, life-long learners who read to learn, think critically, advocate with purpose, pursue discovery and steward their own learning. The Guideposts for Excellent Teaching outline our shared language for transformative teaching that puts IDEA students on this trajectory.

We teach K-12 for success to and through college.

We believe that the impact of great teaching is so strong that our students can take the knowledge, skills and habits learned in IDEA classrooms all the way to the college graduation stage and beyond. Every lesson, in every subject, in every grade is a building block on the road to college readiness and success. From the time a child first learns to read in kindergarten to their last AP literature essay, we seize every instructional moment as an opportunity to prepare our students for this journey.

Teacher actions lead to student actions.

We believe that when the adults in the system get it right, children will meet and exceed our wildest expectations. We recognize the realities of the achievement gap and the myriad obstacles facing many of our students. However, we know that the single most important in-school factor in their academic success is the teacher in their classroom. We hold ourselves to high standards and take responsibility for determining the outcomes in our classrooms. From lesson planning to data reflection, our actions directly impact those of our students every single day.

Teaching and learning are journeys of continuous improvement.

We are fundamentally an educational organization – we learn and we teach. We constantly refresh and tune our growth mindset through feedback, professional development and self-reflection. Just as we believe that our students can grow and develop with great instruction and leadership, we believe that every teacher can become exceptional with effective support. We strive to be transformational teachers knowing that it is a lifetime pursuit.

We teach in schools full of joy and rigor.

"Aha!" moments make us grin from ear to ear and inspire us to get out of bed in the morning. These are the moments when a student experiences the endorphine rush that only comes from mastering challenging content. We reject the suggestion that joy and rigor are incompatible, indeed our students show us every day just how interconnected they are.

The goal is the same. The path and the pace may be different.

We believe that students will rise to the expectations set for them. We believe these expectations include academic success to and through college, while understanding that students have different starting points and learning needs. Therefore, we strive to create individualized learning opportunities for students that emphasize their strengths, address their weaknesses and ensure that they have every opportunity to succeed. As educators, we relentlessly pursue effective strategies and tools that differentiate for their individual needs and empower them to reach their ultimate goals.

IDEA
Public Schools

GET - ACADEMY & COLLEGE PREP | 2021-2022

TEACHER CAREER PATHWAY

Guideposts

Guidepost 1:
Goals

Guidepost 3:
Planning

Guidepost 5:
Data-driven Decisions

Guidepost 2:
Climate & Culture

Guidepost 4:
Lesson Delivery

Guidepost 6:
IDEA Core Values

Guidelines for Evaluation

I
Pre-Novice
No attempt

II
Novice
Attempt, but not successful

III
Proficient
Successful attempt, 80% or more of students benefiting from practices

Advanced
Successful demonstration of skill, 90% or more students benefitting from practices, may be beginning to innovate

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Exceptional
Successful demostration of skill, all students benefiting from practices, innovative, visionary

GET AT A GLANCE
Academy & College Prep

IDEA Public Schools

TEACHER CAREER PATHWAY

Guidepost 1: Goals
Sets ambitious goals and invests students and families

1A SMART GOALS
Sets SMART Goals that drive instruction and classroom focus

1B INVESTS STUDENTS
Communicates goals and motivates students to achieve their goals

1C INVESTS STAKEHOLDERS
Invests parents and/or other key influencers in students' success

Guidepost 2: Climate & Culture
Creates a powerful learning environment

2A PHYSICAL ENVIRONMENT
Establishes a physical space that promotes purposeful learning

2B RELATIONSHIPS & CLASSROOM CLIMATE
Develops positive relationships with students, treats them with respect and takes responsibility to motivate them

2C CULTURE OF ACHIEVEMENT
Builds a culture of hard work, high expectations and ensures 100% of students are engaged and on task

2D SYSTEMS & PROCEDURES
Designs, teaches, and insists on clear and consistent routines and procedures that maximize instructional time

2E RULES & CONSEQUENCES
Manages student behavior and asserts respectful authority to ensure focus is on learning

Guidepost 3: Planning
Plans purposeful, rigorous instruction

3A CONTENT KNOWLEDGE & PEDAGOGY
Articulates a deep content knowledge, extensive pedagogical practices, and proactively seeks individual professional development

3B UNPACKING UNIT PLAN
Demonstrates a deep understanding of IDEA, state and national assessments and designs units that measure rigorous learning goals

3C PLANNING LESSON VISION
Uses IDEA standards and curriculum to design aligned lessons.

3D PLANNING FOR THE LESSON CYCLE
Creates lesson with an effective gradual release to students and aligned practice opportunities.

Guidepost 4: Lesson Delivery
Delivers purposeful, rigorous instruction

4A INSTRUCTIONAL CLARITY
Selects from a range of tools to present concepts clearly

4B STUDENT PRACTICE
Engages 100% of students in meaningful practice of objectives to master skills and concepts

4C MONITORS STUDENT LEARNIN
Monitors student learning throughout the lesson cycle and adjusts instruction accordingly.

4D RESPONDS TO GAPS IN STUDENT LEARNIN OUTCOMES
Ad usts instruction based on trends when monitoring student learning.

4E LITERACY
uilds college-ready literacy across contents.

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Guidepost 5: Data-driven Decisions
Analyzes data to intervene and adjust instruction

5A ASSESSMENT DATA
Uses assessment data, including historical data, diagnostics, and ongoing assessments to drive instructional planning and delivery decisions

5B TRACKING
Uses tracking systems to consistently empower students and measure progress

5C FEEDBACK & GRADING
Provides students with grades and feedback connected to goals in a timely manner

5D REMEDIATION & RE-TEACHING
Provides individual and collective remediation and targeted re-teaching based on assessment data

5E MODIFICATIONS & ACCOMMODATIONS
Modifies instruction and provides accommodation based on student need

Guidepost 6: IDEA Core Values

6A WE ACHIEVE ACADEMIC EXCELLENCE
Ensuring college success for 100% of all our students is the best way to help them succeed in life, contribute to their communities, and overcome the obstacles they face. IDEA staff, students, families, and community work together to ensure that every student on every campus and in every classroom receives a high-quality education.

6B WE DELIVER RESULTS
We set ambitious goals and hold ourselves and each other accountable for achieving those results because we believe our students can and will succeed. Our results show what's possible when the adults in the system get it right, and represent the collective effort of all our staff, students, and families.

6C WE ENSURE EQUITY
We have high expectations and empathy for our Team & Family members. We differentiate our support and resources, address racism and discrimination, and advocate alongside our students and staff to empower them with the opportunities to succeed and ensure the respect they deserve.

6D WE BUILD TEAM & FAMILY
We strive to make IDEA an inclusive environment for all and foster a sense of belonging by treating our students, staff, and families with compassion, respect, and humility. We maximize our individual best efforts by working collaboratively and supporting each other in pursuit of our mission.

6E WE ACT WITH INTEGRITY
We put the best interests of students at the forefront of all our decisions and actions. We take personal responsibility and model the honest and ethical behavior we want our students and each other to demonstrate.

6F WE BRING JOY
We want all of our students, staff, and families to have a positive experience at IDEA Public Schools. We operate with a sense of optimism, and our traditions celebrate learning, growth, and accomplishments.

6G WE SWEAT THE SMALL STUFF
Achieving excellence lies in paying attention and caring about the details that go into effective execution. We prioritize the actions that lead to our mission of College for All.

DI COMPONENTS & LOOK FOR'S	ALIGNED GET ROW & STRAND IN TEACHBOOST
GUIDEPOST 1: GOALS	
Thermometer Charts Posted & Labeled	GET 1A ii. (SMART Goals – Measurable)
Refers to Thermometer Chart	GET 1A v. (SMART Goals – Time-bound)
Celebrations	GET 1B iii. (Celebrates successes)
T/S Game Celebrations	GET 1B iii. (Connects goals to college)
GUIDEPOST 2: CLIMATE & CULTURE	
Seating Arrangement	GET 2A ii. (Creates strategic seating)
Seating Assignments	GET 2A ii. (Creates strategic seating)
Environmental Print	GET 2A iii. (Provides print-rich environment)
Skills Charts	GET 2A iii. (Provides print-rich environment)
Independent Work Time	GET 2C i. (Sets expectations)
Signals	GET 2C i. (Sets expectations)
STAR Expectations	GET 2C ii. (Level of engagement)
Rewards Good Behavior	GET 2C iii. (Responding to engagement level)
Redirects / Praises	GET 2C iii. (Responding to engagement level)
Proximity	GET 2C iii. (Responding to engagement level)
Responds to Students	GET 2C iii. (Responding to engagement level)
Transitions between Small Groups	GET 2D ii. (Procedures save time)
Articulating Rules and Consequences	GET 2E ii. (Classroom presence)
Provides Consequences	GET 2E iv. (Responds to misbehavior)
GUIDEPOST 3: PLANNING	
Applying Knowledge and Skills	GET 3A i. (Solid content knowledge and pedagogy)
Vertical Alignment	GET 3A i. (Solid content knowledge and pedagogy)
Coaching Peers	GET 3A ii. (Seeks out and applies professional development)
DI / TEKS Connections	GET 3B i. (Uses district curriculum)
Planning Tools	GET 3B ii. (Backwards plans)
Track Development	GET 3B iii. (Calendars unit)
Script Practice	GET 3C i. (Manager feedback)
Previewing and Tagging Lesson	GET 3D ii. (Introducing key points)

DI COMPONENTS & LOOK FOR'S	ALIGNED GET ROW & STRAND IN TEACHBOOST
GUIDEPOST 4: LESSON DELIVERY	
Lesson Framing	GET 4A i. (Lesson opening)
Activating Prior Knowledge	GET 4A i. (Lesson opening)
Following Script	GET 4A ii. (Highlights key points)
Timing of Lessons	GET 4A iii. (Varies delivery)
Think Time	GET 4A iv. (Think ratio)
Lesson Pacing	GET 4B iii. (Completes lesson cycle)
Work Checks	GET 4C i. (Checkpoints)
Part Firming	GET 4C ii. (Number of students answering)
Individual Turns	GET 4C iv. (Selecting the right students)
On the Spot Feedback	GET 4D i. (Identifies gaps and trends)
Correction Procedures	GET 4D.iii (Reteaches based on gaps in student learning)
Fix-Ups	GET 4D iv. (Reassesses)
Delayed Tests	GET 4D iv. (Reassesses)
GUIDEPOST 5: DATA-DRIVEN DECISIONS	
Anecdotal Notes	GET 5A i. (Frequency of analysis)
Analysis of Student Work	GET 5A ii. (Type of data)
LPC's and DI Forms	GET 5B i. (Tracking system)
Independent Work	GET 5B ii. (Consistent use over time)
Tracking Goals	GET 5B iii. (Student ownership of tracking)
Absent Students	GET 5D i. (Daily gaps)
Implements Remedies	GET 5D ii. (Gaps after assessments)
Remediation	GET 5D iv. (Data-driven reteach)
25% Rule	GET 5D iv. (Data-driven reteach)
ELL Connections	GET 5E i. (Plans and implements accommodations)

	I Pre-Novice	**II** Novice	**III** Proficient	**IIII** Advanced	**IIIII** Exceptional
(i) Specific	No attempt or action.	Class goals are broad and general. They are posted in the classroom. Students do not make individual goals, or their goals are generic and/or non-academic (e.g., do better in class this year, get on to the soccer team).	Class goals are **specific and aligned to end of year exam or district goal.** They are posted **in the classroom.** **Student goals are the same as the class goal (e.g., class goal is 100% pass the STAAR, individual goal is pass the STAAR). These goals are recorded, but not posted.**	Class goals are specific and align to end of year exam or district goal and **skills needed for college/careers.** Each student's goals are **individualized and based on past performance.** Class and student goals and **tracking system(s)** are posted in a **highly-visible place** in the classroom.	Class goals are specific and align to end of year exams or district goals and **building college/career skills, key mindsets, and/or emotional intelligence (e.g., grit).** Each student has individualized, specific goals based on past performance. **The goals are for the end of year exam and college/career skills, mindsets, and/or emotional intelligence.** Class and student goals and tracking system(s) are posted in a highly-visible place in the classroom. **The presentation of the individual goals includes pictures, quotes, and/or other reflections from students that will help motivate them throughout the year.**
	No DI Example required.				
(ii) Measurable	No attempt or action.	Goals cannot easily be measured.	**Goals can be measured by performance on end of year exam.**	All goals can be measured by end of course exam **and one additional measures (e.g., writing portfolio, national rubric).**	All goals can be measured by end of course exams and **multiple additional measures.**
	DI Example: No attempt or action.	Thermometer charts are present for some but not all groups, and contain some but not all of the following: goal, date, and incentive. The chart is updated infrequently.	Thermometer charts are present for each group and contain some but not all of the following: goal, date, and incentive. The chart is marked daily and the teacher refers to it periodically to motivate students.	Thermometer charts are present for each group and contain: goal, date, and incentive. Students initial the chart daily and the teacher refers to it in daily instruction to motivate students.	Thermometer charts are present for each group and contain: goal, date, and incentive. Students initial the chart daily and the teacher refers to it in daily instruction to motivate students. Students can articulate how their individual goals help the group reach their goal.
(iii) Ambitious	No attempt or action.	Goals do not require work from students since they're not individual, specific and/or academic.	Goals will require moderate work from **all students** since they're the same as class goals.	**Individual** goals will require **intense work from most students** since they're individual.	**Individual** goals will require **intense work from all students** and they'll **measure additional measures (end of the year exams, college/career skills, mindsets, and/or emotional intelligence).**
	No DI Example required.				
(iv) Relevant	No attempt or action.	When introducing the goals, the teacher makes a minimal attempt to explain why goals are relevant to students now and/or in their future college and career experiences.	When introducing the goals, the **teacher offers a rationale for why these goals are relevant to students now and in their future college and career experiences.**	When introducing the goals, the teacher offers a **compelling** rationale for why these goals are relevant to students now and in their future college and career experiences. **Teacher revisits this rationale occasionally throughout the year.**	When introducing the goals, the teacher offers a compelling, passionate rationale for why these goals are relevant to students now and in their future college and career experiences. **Students have an opportunity to authentically reflect on and internalize this rationale.** Teacher revisits this rationale **frequently** throughout the year.
	No DI Example required.				

	I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
(v) Time-bound	No attempt or action.	Goals explained at beginning of the year but are not referred to again throughout the year. Progress towards goals cannot be measured easily.	**Goals are referred to at key points in the year (e.g., before IAs).** **Progress towards goals is measured after each IA.**	Goals are **often** referred to throughout the year. Progress towards goals is measured and tracked after and **at least once in-between each IA.**	Goals--**and progress towards them--are referred to on an ongoing basis throughout the year.** Progress towards goals can be measured and tracked **multiple times between each IA .** **Teacher conferences periodically with students about progress towards their individual goals.**
	DI Example: No attempt or action.	Teacher sometimes refers to thermometer chart during instruction.	Teacher often refers to thermometer chart during instruction. Students do not clearly understand the meaning of the thermometer chart.	Teacher often refers to thermometer chart during instruction and motivates students: "Look at that! Only three rows left until your popcorn treat. You have really been accurate on your independent work. Keep it up!"	Teacher refers to thermometer chart daily and motivates students to complete IW accurately. Students can articulate how their individual goals help the group reach their goal. Students can be overheard encouraging others to do their best on independent work so they can mark their thermometer chart. Groups are excited about next goal and can be overheard sharing and discussing these celebrations.

CLASSROOM EXAMPLES

I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
Teacher has no STAAR goals..	After the first week of school, goals are not referred to or tracked throughout school year.	STAAR goals are present and students can articulate one, broad classroom goal, "100% of us will pass the STAAR." Students track their performance after each IA by completing an item analysis worksheet. At this point, students can explain their goal and if they are on track to meet it.	Class goals are posted. Teacher updates students on class and individual progress after biweekly assessments.	Teacher shares compelling stories from his/her life or others' about the value of college. Talk about college is interwoven throughout the class.

	I Pre-Novice	**II** Novice	**III** Proficient	**IIII** Advanced	**IIIII** Exceptional
(i) Motivates students	No attempt or action.	Teacher adopts a "Whatever it Takes" attitude to motivate students to reach goals, but these efforts are inconsistent and motivate less than 80% of students.	Teacher adopts a "Whatever it Takes" attitude and **a consistent strategy to motivate 80% of students to reach their goals.**	Teacher adopts a "Whatever it Takes" attitude and **various strategies** to motivate **90%** of students to reach their goals.	Teacher adopts a "Whatever it Takes" attitude and various strategies to motivate **all** students to reach their goals.
	No DI Example required.				
(ii) Builds student accountability	No attempt or action.	Less than 80% of students can answer questions such as "Are you on track to meet your goals?" and "What specific things do you need to do to meet your goals?"	**80%** of students can answer questions such as "Are you on track to meet your goals?" and "What specific things do you need to do to meet your goals?"	**90%** of students can answer questions such as "Are you on track to meet your goals?" and "What specific things do you need to do to meet your goals?"	**All** students can answer questions such as "Are you on track to meet your goals?" and "What specific things do you need to do to meet your goals?"
	No DI Example required.				
(iii) Celebrates successes	No attempt or action.	Teacher inconsistently uses broad and general strategies to celebrate students' success.\n\nTypically, only the highest-performing students are recognized.	Teacher **periodically** uses **specific** strategies to celebrate students' success, **such as after each IA.**\n\n**Recognition given for high performance and growth.**	Teacher uses **specific** strategies to celebrate students' success **after and between each IA**.\n\nRecognition given for high performance and growth. **Method of celebration is meaningful to students.**	Teacher uses **specific** strategies to celebrate students' success **on an ongoing basis.**\n\nRecognition given for high performance and growth. Method of celebration is meaningful to students. **Students help celebrate each others' successes.**
	DI Example: No attempt or action.	<80% of the time, teacher initiates celebration when students meet their thermometer chart goal, mastery goal and/or lesson progress goal\n\n<80% of the time, teacher initiates celebration when students "win" the T/S game. Teacher may incorporate daily and/or weekly celebrations.	80% of the time, teacher initiates celebration when students meet their thermometer chart goal, mastery goal and/or lesson progress goal\n\n80% of the time, teacher initiates celebration when students "win" the T/S game. Teacher may incorporate daily and/or weekly celebrations.	90% of the time, teacher initiates celebration when students meet their thermometer chart goal, mastery goal and/or lesson progress goal\n\n90% of the time, teacher initiates celebration when students "win" the T/S game. Teacher may incorporate daily and/or weekly celebrations.	100% of the time, teacher initiates celebration when students meet their thermometer chart goal, mastery goal and/or lesson progress goal\n\n100% of the time, teacher initiates celebration when students "win" the T/S game. Teacher incorporates daily and weekly celebrations
(iv) Connects goals to college	No attempt or action.	Less than 80% of students are able to state goals or articulate how they will help them with college, career, and/or end of year goals.	**80%** of students can state goals or articulate how they will help them with college, career, and/or end of year goals.	**90%** of students can state goals or articulate how they will help them with college, career, and/or end of year goals.	**All students** can state goals or articulate how they will help them with college, career, and/or end of year goals.
	No DI Example required.				

CLASSROOM EXAMPLES

I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
Students do not know their goals.	Most students cannot articulate goals such as passing STAAR.	Students have difficulty explaining their goals.	Most students can articulate their goals and how their individual goals are important.	All students can articulate their goals and how their individual goals are important.
	Teacher stresses we all have to pass to reach our campus goals.	Teacher stresses and enforces actions to help his/her students reach campus goals inside the classroom (e.g. passing the class) and outside the classroom (e.g. addressing hallway behavior). Students are able to articulate that reaching their individual student goal will help them get to the ____ grade or that they will pass the STAAR.	Teacher stresses and enforces actions to help all students regardless if they are in his/her classroom to reach campus goals inside the classroom (e.g.. passing the class) and outside the classroom (e.g. addressing hallway behavior). Students can articulate their individual goal will help them be the first in their family to go to college.	Teacher stresses and enforces actions to help all students regardless if they are in his/her classroom to reach campus goals inside the classroom (e.g. passing the class), outside the classroom (e.g. hallway behavior) and to be model citizens of society (e.g. follow the IDEA 55). Students are able to articulate reaching their individual student goal will provide a sense of financial security and a particular lifestyle for them and their families.

	I Pre-Novice	**II** Novice	**III** Proficient	**IIII** Advanced	**IIIII** Exceptional
(i) Regular communication with all stakeholders	No attempt or action.	Leverages the existing campus communication structures such as report card night and progress reports, but does not initiate additional communication with parents. Inconsistently returns parent phone calls and emails within 24 hours. Voice mail message is not set up by day 1 of school.	**Communicates students' progress toward goals, grades, and missing assignments to stakeholders 2-3 times per quarter.** **Returns parent phone calls and emails within 24 hours. Voice mail message is set up by day 1 of school.**	Communicates students' progress toward goals, grades, missing assignments, and **class news & updates** to stakeholders on a **bi-weekly basis. Occasionally uses multiple methods of communication (email, text, letter home, etc.) to meet stakeholder needs.** Returns parent phone calls and emails within 24 hours. Voice mail message is set up by day 1 of school.	Communicates students' progress toward goals, grades, missing assignments, class news & updates, and **student shout outs** to stakeholders on a **weekly to daily (if needed) basis. Consistently differentiates method of communication (email, text, letter home, etc.) to meet stakeholder needs.** Returns parent phone calls and emails within 24 hours. Voice mail message is set up by day 1 of school.
	No DI Example required.				
(ii) Reaching out when students struggle	No attempt or action.	Teacher's efforts to rally stakeholders to support struggling students are inconsistent and ineffective.	**Teacher reaches out at least once to rally stakeholders for 100% of struggling students. Teacher follows through with more communication and specific next steps until 80% of struggling students make progress.**	Teacher reaches out **multiple times** to rally stakeholders for 100% of struggling students. Teacher follows through with more communication and specific next steps until **90%** of struggling students make progress.	Teacher reaches out **as many times as necessary** to rally stakeholders for 100% of struggling students. Teacher follows through with more communication and specific next steps until **all** struggling students make **significant** progress. **Message to stakeholders is: 1) This is important; 2) Your child can do it with hard work; 3) I will not give up on you or your child; 4) We will help each other.**
	No DI Example required.				
(iii) Reaching out to celebrate successes	No attempt or action.	Teacher's efforts to communicate students' successes to stakeholders are rare.	**80% of stakeholders are updated a few times during the year regarding students' successes.** **Occasionally, teacher strategically selects stakeholders to communicate successes to (such as parents of student with past misbehavior).**	**90%** of stakeholders are updated a few times during the year regarding students' successes. Teacher **consistently** strategically selects stakeholders to communicate successes to (such as parents of student with past misbehavior).	**All** stakeholders are updated regarding students' successes **throughout the year.** Teacher **frequently** strategically selects stakeholders to communicate successes to (such as parents of student with past misbehavior).
	No DI Example required.				

CLASSROOM EXAMPLES

I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
Teacher has never reached out to parents outside of report card night and campus progress reports.	Parents have complained that teacher does not return their calls or their emails consistently.	Teacher calls parents and sets up meetings to discuss students' behavior.	Teacher reaches out to parents and sets up meetings to address progress toward goals or lack thereof.	Teacher communicates with parents and sets up meetings to discuss students' progress toward goals and shares student examples of independent work, mastery tests and placement tests, benchmark tests, etc.
	Teacher makes an excuse not to contact parents because of language barrier (instead of asking for help with an interpreter) or says "I called, but no one calls me back." Written notices are only in English.	Written notices and other communication are only in English.	Written notices and communication are in parent's language.	Written notices and communication are in parent's language.
	Teacher sends generic grade report with students to inform parents of grades, but does not have a system for checking that parents received/reviewed it.	Teacher sends grade report home with students and annotates important assignments that will help student reach Big Goal and pass the quarter. Teacher calls parents when students are not on track to pass or meet growth goals.	Teacher communicates students' progress toward goals with parents through report cards and requiring parents to sign IA's, unit tests and benchmark tests and follows up with parents/key influencers when the signed documents are not returned. Teacher regularly calls parents and reaches out to coaches or other teachers who have a positive report with the student to ask for help with student.	Teacher communicates students' progress toward goals with parents utilizing various methods such as report cards and weekly trackers. Requires parents to sign IA's, unit tests and benchmark tests and follows up with parents/key influencers when the signed documents are not returned. Teacher realizes that she is not always the person with the greatest leverage with her students. For example, her student Tom is a soccer player, and he respects and responds well to his soccer coach. Teacher invites coach to the grade team meeting for his insight and ability to motivate Tom.

	I Pre-Novice	**II** Novice	**III** Proficient	**IIII** Advanced	**IIIII** Exceptional
(i) Designs classroom layout	No attempt or action.	The physical environment has little to do with supporting learning in the classroom. The items posted may be only aesthetic.	Physical environment **is aligned to classroom content and culture.** **The environment may not be frequently updated and/or is a passive part of the learning happening in the classroom.** **Student work is posted.**	Physical environment is aligned to classroom content and culture. **The environment is sometimes referenced during the lesson.** The environment **is updated in order to maintain the alignment to learning and culture.** Student work is posted and **updated.**	Physical environment is **central as a tool for ongoing teaching and reinforcement of classroom culture and purposeful learning.** **Artifacts in the classroom change over time and are purposeful. Even after STAAR, classroom is back up and running.** **Exemplar student work** is posted and updated frequently. **Students contribute to creating the environment.**
	No DI Example required.				
(ii) Creates strategic seating	No attempt or action.	A seating chart is created, but is not based on data from the students' behavior or academic performance. The seating chart tends to remain stagnant after its original creation.	A seating chart **has been created based on either academic performance or behavior and is updated periodically (e.g., after each IA).** Seating **arrangement is not part of teacher's strategy for prioritizing individual student interaction.**	A seating chart has been created based on academic performance **and** behavior and is updated periodically (e.g., after each IA). **Teacher prioritizes interactions with students in high priority areas.** **Student advocacy for a change in seat may be honored, but not encouraged.**	Seating is arranged **strategically for each section/class. It is flexible and modified frequently based on ongoing assessments of both behavior and academic achievement.** **Strategically seats, groups, and prioritizes interactions with struggling students consistently.** Students **demonstrate self-advocacy when a change of seat is needed to increase learning.**
	DI Example: No attempt or action.	<80% of DI groups are using appropriate seating arrangement. There may be problems with arrangement such as students blocking one another's view. <80% of students know their assigned seat in small group and independent work time.	80% of DI groups are using appropriate seating arrangement. Desks and chairs may be arranged so the teacher has easy access to each student. Teacher is able to stand up and move to the back of the group, and keeps an eye on all students tracking and work. 80% of students know their assigned seat in small group and independent work time. Seating is intentionally arranged based on academics and behavior (e.g., lower performers front and center)	90% of DI groups are using appropriate seating arrangement. Desks and chairs may be arranged so the teacher has easy access to each student. Teacher is able to stand up and move to the back of the group, and keeps an eye on all students tracking and work. 90% of students know their assigned seat in small group and independent work time. Seating is intentionally arranged based on academics and behavior (e.g., lower performers front and center). Seating is updated regularly.	100% of DI groups are using appropriate seating arrangement. Desks and chairs may be arranged so the teacher has easy access to each student. Teacher is able to stand up and move to the back of the group, and keeps an eye on all students tracking and work. 100% of students know their assigned seat in small group and independent work time. Seating is intentionally arranged based on academics and behavior (e.g., lower performers front and center). Seating is updated regularly.
(iii) Provides a print-rich environment	No attempt or action.	There is little print up on walls and/or there are spelling or grammatical errors in the print.	**The classroom has some** print up on wall: **for example, word wall, anchor charts, etc. These are placed in high-visibility locations in the classroom.**	The classroom **has various print up on wall (more than 3 different types of items):** for example, word wall, anchor charts, etc. These are placed in high-visibility locations in the classroom. **The some of the print is student-made.** **Teacher refers to different print often throughout lessons.**	The classroom has **a lot of print that is visually stimulating, inviting, and purposeful.** These are placed in high-visibility locations in the classroom. **Students play a central part in contributing to create the environment.** Teacher **& students** refers to different print often throughout lessons.

	I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
	DI Example: No attempt or action.	DI Signage (thermometer charts, STAR poster), student work, and academic posters are present on the walls infrequently (3-4 items) and are sometimes changed. Some groups have skills charts posted.	DI Signage (thermometer charts, STAR poster), student work, and academic posters are present on the walls frequently (at least 5 items) and are sometimes changed. Teacher has a detailed "Skills Chart" posted for each group. Teacher refers to these skills sometimes- 80% of the time.	DI Signage (thermometer charts, STAR poster), student work, and academic posters are present on the walls frequently (at least 5 items) and are often changed. Teacher has a detailed "Skills Chart" posted for each group. Teacher refers to these skills daily, during transitions, and before & after lessons 90% of the time.	DI Signage (thermometer charts, STAR poster), student work, and academic posters are present on the walls frequently (at least 5 items) and are regularly changed. Teacher has a detailed "Skills Chart" posted for each group. Teacher refers to these skills daily, during transitions, and before & after lessons 100% of the time.
(iv) Maintains a clean and organized classroom	No attempt or action.	The classroom is not very organized and/or very clean. Piles of teacher papers and student papers are around room. Potential--but unlikely--safety hazards exist (see proficient).	The classroom is 80% clean and organized. **Classroom is physically safe for students (exits clear, fire drill practiced to mastery, hazardous or breakable materials locked up, spills immediately cleaned up, lock down/shelter in place procedures followed, log of when students leave class for bathroom or nurse present).**	The classroom is 90% clean and organized. **Most teacher materials and students materials are organized, easily accessible to teacher and labeled.** Classroom is physically safe for students (see proficient).	The classroom is 100% clean and organized. **All teacher** materials and students materials are organized, **easily accessible to teacher and students**, and **clearly labeled.** Classroom is physically safe for students (see proficient).
	No DI Example required.				

CLASSROOM EXAMPLES

I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
No student work is posted.	Classroom artifacts do not change from beginning of the year. Teacher infrequently posts student work or any classroom procedures posters.	Classroom is clean, orderly and artifacts reflect a positive culture. Student work is evident but has not been changed recently.	Classroom arrangement and artifacts reflect a positive, academic culture. Walls display recent student work, and positive messages, including IDEA culture items.	In addition the characteristics in Proficient: Student work and other instructional posters are present and rotated as needed.
Classroom is impossible to walk-through.	Seating chart is created without regard to behavior or strategic groupings. Room is impossible to navigate on account of the seating arrangement.	Seating is neatly arranged. A seating chart is created, but seating is not conducive to the activity (ex. Doing a Socratic Seminar in rows).	Seating is strategic so that desks can be moved so that students can work in pairs or other groupings to accommodate struggling/ challenging students.	
Trash is always on the floor. Teacher has no defined work-space.	There is trash on the floor often.	Floor is generally clear, but some clutter is present.	Spaces between desks are clear. It is easy to navigate throughout the room.	
	Teacher work-space is cluttered and disorganized.			

GUIDEPOST 2: Climate & Culture
Relationships & Classroom Climate: Creates a powerful learning environment

RELATIONSHIPS & CLASSROOM CLIMATE: Develops positive relationships with students, treats them with respect and takes responsibility to motivate them

2B

	I Pre-Novice	**II** Novice	**III** Proficient	**IIII** Advanced	**IIIII** Exceptional
(i) Displays respect and fairness	No attempt or action.	Teacher makes some efforts to establish a respectful classroom where fairness is valued. Inconsistencies in teacher actions may prevent these efforts from producing a predictably fair classroom. Students rarely have choices in their day.	If behavior situations arise, teacher **reacts to 80% of situations consistently and fairly.** **Interactions between students/teacher and student/student include respectful actions.** **Student and teacher interactions attempt to preserve dignity and fairness inside and outside of the classroom, although the teacher remains the main driver of this action.** Students **may have a few limited** choices during the day.	If behavior situations arise, teacher reacts to **90%** of situations consistently and fairly. Students/teacher and student/student interactions **demonstrate respect.** Student and teacher interactions **preserve dignity and fairness inside and outside of the classroom.** Students **have various choices for activity and learning throughout the day.**	If behavior situations arise, teacher **and students react to all** situations consistently and fairly. Interactions between students/teacher and student/student demonstrate **warmth, caring, and respect.** Student and teacher interactions preserve dignity and fairness inside and outside of the classroom. Students have various choices for activity and learning throughout the day; **teacher frequently allows students to have a say in choices.**
	No DI Example required.				
(ii) Builds individual relationships	No attempt or action.	Teacher knows limited individual details about students' background, interests/hobbies, extracurricular activities, and goals.	Teacher knows **some individual details** about students' background, interests/hobbies, extracurricular activities, and goals for **80% of students.** **Teacher know and uses all student names within the first 2 weeks of school.** **Teacher prioritizes building relationships with a few challenging or struggling students.**	Teacher knows **many individual details** about students' background, interests/hobbies, extracurricular activities, and goals for **90% of students. Teacher creates formal (e.g., surveys) and informal (e.g., conversations in hallway) opportunities to learn more about students.** Teacher knows and uses all student names within the first **1-3 days** of school. Teacher **quickly identifies** and prioritizes building relationships with **most** challenging or struggling students, **and maintains them throughout the year.**	Teacher knows **extensive individual details** about students' background, interests/hobbies, extracurricular activities, and goals for **all of students.** Teacher creates formal (e.g., surveys) and informal (e.g., conversations in hallway) opportunities to learn more about students. **Teacher effectively calls on this information to motivate and encourage students as needed.** **Teacher quickly builds and maintains strong relationships with all students.**
	No DI Example required.				
(iii) Develops growth mindsets	No attempt or action.	Teachers or students may struggle to talk about strengths or areas of growth in a productive way.	Teachers **communicates student achievements and areas of growth.** **Students feel comfortable to share that they made a mistake.**	Teachers **and students are respectful of each other's** areas of growth. **Teacher encourages students to take risks and feel safe to make mistakes.** **Teacher values students' hard work and perseverance.**	Teacher and students **celebrate each others achievements and take mutual ownership of** areas of growth. Teacher **and students** take risks, **make mistakes, learn from their mistakes and admit confusions.** Teacher **and students obviously** value hard work and perseverance.
	No DI Example required.				

GUIDEPOST 2: Climate & Culture
Relationships & Classroom Climate: Creates a powerful learning environment

RELATIONSHIPS & CLASSROOM CLIMATE: Develops positive relationships with students, treats them with respect and takes responsibility to motivate them

2B

(iv) Demonstrates cultural competence

| No attempt or action. | Teacher does not realize the differences between cultures.

There is a lack of awareness of others' perspectives.

Critical comments about others' cultural backgrounds are occasionally unaddressed. | Teacher is appreciative of own culture and aware of differences in student cultures.

Teacher understands the perspective of others, but doesn't necessarily help students to understand these perspectives. | Teacher is open-minded about other cultures.

Teacher proactively creates opportunities to help students to understand others' perspectives, cultures, social contexts, and communities.

Teacher and students makes connections between self, students, families, and colleagues. | Teacher and students are open-minded and critically appreciative of own culture and values and traditions of others.

Teacher empowers student to help each other understand others' perspectives, cultures, social contexts, and communities.

Teacher helps students to see the connections and differences between self, students, families and colleagues. |

No DI Example required.

CLASSROOM EXAMPLES

Pre-Novice	Novice	Proficient	Advanced	Exceptional
Teacher never intervenes on inappropriate student behaviors.	Teacher asks students to respect each other, but doesn't plan how to address disrespectful behavior. Students talk when teacher or students are talking and talk back to the teacher. Students roll their eyes at classmates or at teacher. Teacher does not intervene.	Teacher models respectful behavior and regularly addresses disrespectful behavior. Students know that the teacher expects them to respect one another, but they don't know why it's important. Student says, "Really? I have to work with..." and Teacher says, "Yes. Go." Students watch or listen to teacher but not to other students. After a class period with many misbehaviors, teacher snaps at a student who is not in line. Students say, "S/he's my favorite teacher because s/he's really cool."	Teacher greets students by name as they enter class. Teacher pulls a student aside for using inappropriate language. Student apologizes. Teachers and students use courteous language like please, thank you and excuse me. Students wait for others to stop speaking before contributing.	Stops a student at the door to ask about a recent basketball game. Student says, "S/he makes us work hard but I know s/he really cares about us." Students genuinely clap for a student group that has just presented. Students apologize to one another.
	Teacher tells students they need to work harder or study more, but cannot articulate what specific area they need to work on.	Teacher shares whole class praise with students: "You all did a great job on your vocabulary quiz!"		
	Teacher and students make comments against others in the classroom. Sarcastic remarks occur.	Teacher does not make any disrespectful comments, but students may.	Teacher and students constantly make connections to each other's similarities and differences in a very accepting manner.	Students will make connections to each other and other cultures in nothing but an accepting manner.
	Teacher makes little reference to other cultures and perspectives. In private, teacher tells other teachers that "_____ type of student just can't _____."	Teacher will make some conscious decisions in regards to other perspectives and cultures.	Teacher helps students understand other cultures by sharing information with them. Teacher respectfully and proactively increases colleagues' cultural awareness.	Students constantly correct each other when another is not being open-minded or accepting. Teacher is a respected, safe, and welcoming sounding board for other teachers who are struggling with cultural competency.

GUIDEPOST 2: Climate & Culture
Culture of Achievement

CULTURE OF ACHIEVEMENT: Builds a culture of hard work, high expectations and ensures 100% of students are engaged and on task

2C

	I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
(i) Sets clear expectations	No attempt or action.	Sets clear expectations for student actions less than 80% of the time by: 1. Getting 100% of students' attention. 2. In 3-5 steps: Clearly and quickly explaining academic work expectations (see 4B strand i), time limit, and/or expected student behavior. 3. Checking for understanding. 4. Giving the signal to start. 5. Positive behavior narrating and checking for compliance until all students are on task..	Sets clear expectations for student actions 80% of the time. (See Novice descriptor for steps.)	Sets clear expectations for student actions 90% of the time. (See Novice descriptor for steps; advanced and exceptional teachers may achieve the same result without following those exact steps.)	Sets clear expectations for student actions 100% of the time. (See Novice descriptor for steps; advanced and exceptional teachers may achieve the same result without following those exact steps.)
DI Example:	No attempt or action.	Teacher inconsistently provides time expectation for IW. <80% of the time, teacher uses appropriate signal.	Teacher provides some time expectations for Independent work. There is a clear procedure for IW. 80% of the time, teacher uses appropriate signal.	Teacher provides clear time expectations for Independent work. There is a clear procedure for priority of IW. Students are able to explain what they do first and what other work they have available. 90% of the time, teacher uses appropriate signal.	Teacher provides clear time expectations for Independent work. There is a clear procedure for priority of IW. Students are able to explain what they do first and what other work they have available. Students manage their own time during IW. 100% of the time, teacher uses appropriate signal.
(ii) Level of student engagement	No attempt or action.	All students are engaged less than 80% of class time. Some students are apathetic or destructive.	All students are engaged at least 80% of class time. While no students are destructive or disrupting class environment, a few are apathetic (e.g., head down or quietly checked out).	All students are engaged at least 90% of the time. Many students are eager, excited, and passionate. No students are apathetic.	All students are engaged all of the time. Most students are eager, excited, and passionate. None are apathetic.
DI Example:	No attempt or action.	<80% of the time, students follow STAR expectations. Teacher restates the STAR (Sit tall, Talk Big, Answer on Signal, Respect others) expectations when needed.	80% of the time, students follow STAR expectations. Teacher restates the STAR (Sit tall, Talk Big, Answer on Signal, Respect others) expectations when needed.	90% of the time, students follow STAR expectations. Teacher restates the STAR (Sit tall, Talk Big, Answer on Signal, Respect others) expectations when needed.	100% of the time, students follow STAR expectations. Teacher restates the STAR (Sit tall, Talk Big, Answer on Signal, Respect others) expectations when needed.
(iii) Responds to level of student engagement	No attempt or action.	Teacher notices and responds to lack of student engagement less than 80% of the time. Suggested corrective action guideline: 1. Circulate to check for compliance 2. Respond immediately to off-task behavior, first with positive behavior narration and proximity 3. If off-task behavior persists, address student individually with one of the following, depending on the situation - Nonverbal signal - Private, individual correction -Lightning-quick public correction 4. If off-task behavior persists from same student(s), use consequence hierarchy (This step is described in 2E strand iv.)	Teacher notices and responds to lack of student engagement 80% of the time. Corrective actions increase engagement for some, but not all students. (See Novice descriptor for suggested corrective action guideline).	Teacher notices and responds to lack of student engagement 90% of the time. Corrective actions increase engagement for most students. (See Novice descriptor for suggested corrective action guidelines; advanced and exceptional teachers may achieve the same result without following those exact steps.)	Teacher is responsive to student engagement 100% of the time and takes corrective action to increase that engagement that increases engagement for all students- including Special Education students. Teacher has taught students how to self- monitor and increase their own level of mental engagement such that 100% of students are actively engaged in the task at hand. (See Novice descriptor for suggested corrective action guidelines; advanced and exceptional teachers may achieve the same result without following those exact steps.)

GUIDEPOST 2: Climate & Culture
Culture of Achievement

CULTURE OF ACHIEVEMENT: Builds a culture of hard work, high expectations and ensures 100% of students are engaged and on task

2C

| | DI Example: No attempt or action. | The teacher rewards good behavior and corrects inappropriate behavior at about the same frequency.

Uses student teacher game inconsistently (<80% of time).

Teacher responds to disengagement by using strategies such as ignoring, proximity and/or nonverbal signals <80% of the time.

Responds to some, but not all (<80%) of coat tailing, droning, and student not responding chorally. | Uses student teacher game consistently and effectively most of the time (80% of time) to reward positive academic behaviors and eliminate talk-outs.

Teacher responds to disengagement by using strategies such as ignoring, proximity and/or nonverbal signals 80% of the time.

Responds to some, but not all (80%) of coat tailing, droning, and student not responding chorally. | The teacher rewards good behavior at least four times as frequently as s/he corrects inappropriate behavior.

Always uses student teacher game consistently and effectively (90% of time) to reward positive academic behaviors and eliminate talk-outs.

Teacher responds to disengagement by using strategies such as ignoring, proximity and/or nonverbal signals 90% of the time.

Responds to most (90%) of coat tailing, droning, and student not responding chorally. | The teacher rewards good behavior more than four times as frequently as s/he corrects inappropriate behavior.

Uses student teacher game consistently and effectively (100% of time) using the 4:1 positive to negative ratio to reward academic behaviors and eliminate talk-outs. Teacher articulate specific action that earned a point.

Teacher responds to disengagement by using strategies such as ignoring, proximity and/or nonverbal signals 100% of the time.

Responds to all (100%) of coat tailing, droning, and student not responding chorally. |
|---|---|---|---|---|---|
| **(iv) Fosters a love of learning** | No attempt or action. | Teacher sometimes communicates that class work is important.

Teacher displays a love of teaching & learning less than 80% of the time. | Teacher **consistently** communicates that class work is important.

Teacher displays a love of teaching & learning **through 80% of what they do.**

Teacher and students smile, laugh, and use humor sometimes. | Teacher consistently communicates **that this is important and you can do it with hard work.**

Teacher displays a love of teaching & learning during **90%** of the day.

Teacher and students smile, laugh, and use humor **most of the time.** | Teacher consistently communicates:
**1) This is important;
2) You can do it with hard work;
3) I will not give up on you;
4) We will help each other.**

Teacher displays a love of teaching & learning **through all they do.**

Teacher and students smile, laugh, and use humor **regularly.** |
| | No DI Example required. | | | | |

CLASSROOM EXAMPLES

I	II	III	IV	IIIII
Pre-Novice	**Novice**	**Proficient**	**Advanced**	**Exceptional**
	Teacher notices students are not taking notes, so she picks their work up at the end of class.

Teacher ignores/allows students who are sleeping/off-task.

Teacher lectures for more than 30% of the class period and students copy from a Power Point slide or notes on board.

Students rarely display aspects of accountable talk such as active listening, taking turns, and using complete sentences to answer questions or connecting their ideas to those stated by others. | Teacher uses a Kagan strategy that increases participation for most but not all students.

Students work together in groups but one student is clearly doing the lion's share.

Students complete activities but cannot answer how this activity is connected to their objective.

Accountable talk includes aspects such as such as using complete sentences to answer questions, whether through their own volition or at teacher prompting. Students take turns, listen actively, and link their ideas in a discussion to other students' ideas. ("I disagree with ___ because..." or "I would like to add on to what ___ said about _____...") | Teacher notices a few students who are not participating, and follows up with them to help them engage in the lesson.

Students working in groups or pairs divide work evenly with the teacher's facilitation.

Students understand that their skills improve from instructional practice and feedback.

Accountable talk includes using complete sentences to answer questions out of consistent habit of teacher enforcing this expectation. Students link their thoughts to others' ideas, ask clarifying questions of teacher and other students, and support their answers with evidence. ("Based on this evidence in paragraph ____, I think..." or "How do you know it is correct to...") | In addition to the characteristics in Proficient:

If asked, students can provide rationale for their lesson.

In group work, students ask each other to rationalize answers.

Students self-monitor their learning and progress.

Students model accountable talk by using complete sentences to summarize key ideas in discussion; linking their thoughts to others' by agreeing, disagreeing, or clarifying; supporting answers with evidence; unpacking how they arrived at a solution; politely challenging others' ideas; highlighting important similarities or differences in ideas, etc. |
| | Students do not actively attend to independent work and/or expectations are posted but not clear.

Teacher accepts sloppy and incomplete work. | Expectations for Independent Work are posted and clear, but students require a lot of teacher direction to complete Independent Work. | Students clearly understand independent work expectations and are on task all of the time. | Students clearly understand independent work expectations and are on task all of the time of the time. |

GUIDEPOST 2: Climate & Culture
Systems & Procedures: Creates a powerful learning environment

SYSTEMS & PROCEDURES: Designs, teaches, and insists on clear and consistent routines and procedures that maximize instructional time

2D

	I Pre-Novice	**II** Novice	**III** Proficient	**IIII** Advanced	**IIIII** Exceptional
(i) Plans and teaches systems and procedures	No attempt or action.	Attempts to create basic systems and procedures, but students may not demonstrate mastery (see examples for list). May not follow through on plan to teach various procedures in the first weeks of school due.	**Designs initial plan to teach students basic systems and procedures (see list in examples).** **Students learn all procedures in the first weeks of school and demonstrate short-term understanding, but may not be able to connect the systems to a positive learning environment or college readiness.**	Designs **ongoing** plans to teach students **basic and more advanced procedures (see examples) and invest them in the purpose of creating a positive learning environment and becoming college ready.**	Designs ongoing plans to teach students all needed procedures and invest them in the purpose of creating a positive learning environment and connecting that to becoming college ready. **Students show ownership of routines and procedures by taking part in the development and consistent implementing classroom systems.**
	No DI Example required.				
(ii) Procedures save time	No attempt or action.	Classroom procedures do not align to the times when instructional time is most likely to be lost. Creates procedures that might increase instructional time if consistently implemented.	**Creates procedures that address most transitions and inefficiencies in order to increase instructional time.** Procedures **exist for the most common classroom situations.** **Most students implement procedures when prompted by teacher.**	Creates procedures that address most transitions and inefficiencies in order to increase instructional time. **Effective** procedures exist for the most common classroom situations. **All** students implement procedures when prompted by teacher.	**Innovates** procedures **with the class to address all possible** transitions and inefficiencies **in order to maximize instructional time and allow additional teacher energy for instructional responsibilities.** Effective procedures exist for the most common classroom situations. All students follow procedures **without prompting** by teacher.
	DI Example: No attempt or action.	When transitioning within classroom activities, students are confused about where to go, where to sit, etc. There is chaotic movement with limited sense of direction.	During classroom transitions, teacher has to stop it and start it again on a regular basis until students comply.	Students transition within classroom activities promptly without chaos because they know where to go which maximizes instructional time.	All students facilitate classroom transition procedures by doing things such as running countdown, encouraging others to do it quickly and quietly, doing so with a sense of urgency. Students can articulate why quick transitions are important.
(iii) Practices--and repractices--procedures to mastery	No attempt or action.	If students do not follow procedures, teacher has them practice to mastery less than 80% of the time.	If students do not follow procedures, teacher has them practice to mastery **80% of the time.**	If students do not follow procedures, teacher has them practice to mastery **90% of the time.**	If students do not follow procedures, teacher has them practice to mastery **100% of the time.**
	No DI Example required.				
(iv) Upholds school-wide systems	No attempt or action.	Attempts to implement school systems.	**Mechanically** implements school systems. **Students usually follow the systems and are redirected when they do not.**	**Faithfully** implements school systems. Students **consistently** follow these systems and are redirected when they do not.	**Blends the use of school systems with own methods so as to not over depend on school systems.** **Students hold each other accountable for implementing school wide systems with little or no direction from teacher.** **Students help each other meet expectations by modeling expected behaviors as well as respectfully reminding or correcting those who are not meeting expectations.**
	No DI Example required.				

GUIDEPOST 2: Climate & Culture
Systems & Procedures: Creates a powerful learning environment

SYSTEMS & PROCEDURES: Designs, teaches, and insists on clear and consistent routines and procedures that maximize instructional time

2D

CLASSROOM EXAMPLES

Pre-Novice	Novice	Proficient	Advanced	Exceptional
I	II	III	IIII	1IIII
Materials are never ready nor organized. Teacher does it on the spot as opposed to before hand.	Materials are rarely out, ready or organized.	At times, materials are out, ready and organized.	Materials are regularly out, ready and organized.	Materials are always out, ready and organized in a strategic manner that increases teacher efficiency.
Teacher says, "I don't believe in school uniforms…" Teacher fails to pick students up/ participate in transitions.	Students say, "I never get West Wing from…so I don't do my homework." Lessons do not include a Do Now on daily basis Students use their planners inconsistently to assign themselves.	Students enter class with untucked shirts. Teacher reminds them to tuck it in, but not all comply. Students say, "She gave me detention for that, but I do it everyday." Teacher is in the hall during transitions but does not stop students who are violating culture expectations. Do Now is short—"Open your book to page 37." Teacher uses "Give me 5" whenever class becomes unruly.	Teacher stops students in the hall who have uniform violations, including those s/he does not know. Teacher's class starts and ends on time. Students can explain why they received detention or West Wing from a teacher. Do Now takes between 3-7 minutes and allows for students to enter class and get to work. Teacher uses "Give me 5" a few times a class period to give important directions. Students use their planners to assign themselves and teacher has a system to ensure that all students complete their planners daily.	In addition the characteristics in Proficient: Students tuck in shirts/fix uniform violations without being reminded by the teacher. Do Now calls for higher order thinking and launches the daily lesson. 100% of students use their planner to assign themselves.
Transition procedure in halls is non existent.	Transitions in halls are rarely followed to expectation (bubbles and wings or 5 and 1). When moving into groups, students are confused about where to go, where to sit, etc. Distributing supplies is time consuming and sometimes results in kids not turning in work or getting supplies. Students crowd at the door during entry and exit. Students who misbehave are unaware of the appropriate task.	Transitions in halls are inconsistently followed to expectation (bubbles and wings or 5 and 1). Students ask clarifying questions about procedures OR when teacher checks for understanding, few students answer correctly. Attendance and paper collection are time consuming, but completed. During procedure, teacher has to stop it and start it again on a regular basis. Between 80% of student start do now upon entering class.	Transition in hall are consistently followed to expectation (bubbles and wings or 5 and 1). Students move into groups quickly and quietly because they know where to go. Teacher facilitates procedure by counting down/timing etc. Clean-up at the end of the lesson is efficient and effective. Over 80% start Do Now immediately leaving teacher with one or two students to speak with individually.	Transitions in hall are followed to expectations. (Bubbles and wings or 5 and 1). Influences other teachers and students to follow the expectations as well. In addition the characteristics in Proficient: Students facilitate procedures by running countdown/doing classroom jobs. Class enters silently and 100% of students begin Do Now without direction from teacher. Students see classroom jobs as important responsibilities
	Basic procedures: Entering the classroom and picking up supplies The first 5 minutes of class Handing in assignments Returning assignments Organizing a notebook or folder Transitions between activities Getting up to…sharpen a pencil, get a tissue, throw away trash Getting the teacher's attention Think/pair/share Restroom Nurse The last 5 minutes of class Exiting the classroom Test taking		More advanced procedures: Getting missed assignments after being absent Turning in work after being absent Class jobs More complex, effective notebook/folder organization What to do if you finish early Using a mastery machine Understanding rubrics and other systems for grading Independently updating a tracker, word wall, or other class system Etc.	

IDEA Public Schools

	I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
(i) Designs behavior plan	No attempt or action.	Classroom rules are not limited in number (3-5), positively stated, and/or clear. Consequences are not gradual and/or clearly stated. Or, most consequences (in planning or in practice) are reliant on the grade team leader and/or assistant principal to carry out. Teacher has not planned for a clear behavior tracking system (clipboard, cards, chart in student planner or folder, etc.) See examples.	**Classroom rules are limited in number (3-5), positively stated, and clear. They are posted in the classroom.** **Consequences for misbehavior are gradual and clear, with the teacher owning responsibility for enforcing all consequences save for severe misbehavior.** Teacher **has planned** for a clear behavior tracking system (clipboard, cards, chart in student planner or folder, etc.) and **often uses it.** See examples.	Classroom rules are limited in number (3-5), positively stated, clear, and student friendly. They are posted in the classroom. Consequences for misbehavior are gradual, clear, and **logical.** Teacher consistently uses a clear behavior tracking system (clipboard, cards, chart in student planner or folder, etc.) for the class, and **uses individual behavior charts as needed.** See examples.	Classroom rules are limited in number (3-5), positively stated, clear, and student friendly. They are posted in the classroom. Consequences for misbehavior are gradual, clear, and logical. **Restorative justice, empathy-building, or conflict resolution strategies are included in behavior plan.** **Students are guided to take a strong role developing the rules and consequences and in maintaining and monitoring behavior.** **Students can articulate rules and expectations for behavior in their own words and explain why they are important.** Teacher consistently uses a clear behavior tracking system (clipboard, cards, chart in student planner or folder, etc.) for the class, and uses individual behavior charts as needed.
		No DI Example required.			
(ii) Projects strong, calm presence	No attempt or action.	Teacher attempts to have a strong classroom presence, but is not convincing as the classroom leader. Teacher sometimes angrily raises voice or visibly loses her calm.	Teacher **demonstrates some actions aligned to a** strong classroom presence **and positive classroom authority.** **Teacher does not angrily raise voice to students or visibly lose her calm.**	Teacher **usually has a** strong classroom presence and positive **authority and ensures focus is on learning.** **Teacher supports student leadership when the student initiates.**	Teacher **exudes presence and positive** authority that ensures focus is on learning; Teacher **promotes** and supports student leadership **beyond the classroom.** **Teacher consistently models a calm demeanor and is warm and demanding.**
	DI Example: No attempt or action.	<80% of students can articulate rules and consequences.	80% of students can articulate rules and consequences.	90% of students can articulate rules and consequences.	100% of students can articulate rules and consequences.
(iii) Anticipates and prevents misbehavior	No attempt or action.	Teacher has limited awareness of common causes of misbehavior, including lesson pacing & content, student boredom, unwise seating, unclear limits, and a sense of powerlessness.	Teacher **demonstrates awareness** of common causes of misbehavior (lesson pacing & content, student boredom, unwise seating, unclear limits, and a sense of powerlessness) **by making strategic planning decisions in 1-2 parts in the day's lesson to avoid these triggers.**	Teacher demonstrates awareness of common causes of misbehavior (lesson pacing & content, student boredom, unwise seating, unclear limits, and a sense of powerlessness) by making strategic planning decisions in **3-4 parts** in the day's lesson to avoid these triggers and **as some in-the-moment situations arise.**	Teacher demonstrates awareness of common causes of misbehavior (lesson pacing & content, student boredom, unwise seating, unclear limits, and a sense of powerlessness) by making strategic planning decisions in **all** of the day's lesson to avoid these triggers and as **many** in-the-moment situations arise.
		No DI Example required.			
(iv) Responds to misbehavior	No attempt or action.	Notices and/or addresses less than 80% of misbehavior with appropriate consequences. Appropriate consequences are: 1. Quick 2. Incremental (follows hierarchy) 3. Consistent 4. Depersonalized 5. Tracked (and teacher follows up) Sometimes unintentionally escalates situation when major misbehavior occurs OR fails to maintain student dignity OR fails to address negative comments said by one student about another. Rarely reflects on common causes of misbehavior (e.g., attention seeking, power-seeking, revenge-seeking, fear of failure).	Notices and/or addresses **80%** of misbehavior with appropriate consequences. **(See Novice descriptor for appropriate consequences).** **Rarely** unintentionally escalates situation when major misbehavior occurs OR fails to maintain student dignity OR fails to address negative comments said by one student about another. **Reflects afterwards (and occasionally in the moment) on common causes of misbehavior (e.g., attention seeking, power-seeking, revenge-seeking, fear of failure).**	Notices and/or addresses **90%** of misbehavior with appropriate consequences. (See Novice descriptor for appropriate consequences). **Never** escalates situation when major misbehavior occurs **(if it does at all)** or fails to **maintain student dignity, including addressing all students' negative actions or words towards each other.** **Consistently reflects afterwards (and often in the moment)** on common causes of misbehavior (e.g., attention seeking, power-seeking, revenge-seeking, fear of failure).	Notices and/or addresses **all** of misbehavior with appropriate consequences; **this misbehavior is extremely rare.** (See Novice descriptor for appropriate consequences). **Teacher consistently and effectively uses all needed strategies that maintain lesson flow. Major misbehavior is extremely rare, and teachers and students actively maintain the dignity of other students.** Consistently reflects afterwards (and often in the moment) on common causes of misbehavior (e.g., attention seeking, power-seeking, revenge-seeking, fear of failure) **and helps new teachers engage in the same process.**

	DI Example: No attempt or action.	The teacher inconsistently provides consequences for students who are not on task by taking a point as part of the T/S game. Teacher possibly threatens taking points but doesn't follow through.	The teacher provides consequences 80% of the time for students who are not on task by taking a point as part of the Teacher-Student game.	The teacher provides consequences 90% of the time for students who are not on task by taking a point as part of the Teacher-Student game. The teacher says something like, "Gee, I'm sorry you're not working, I get a point. When I see you working, you can get a point."	The teacher provides consequences 100% of the time for students who are not on task by taking a point as part of the Teacher-Student game. Most of the time this is not needed because students are following the expectations. Students will hold each other accountable.
(v) Students self-monitor and reflect	No attempt or action.	Students depend on the teacher to resolve conflicts and misbehaviors. Teacher may talk about reflecting on relationships in the classroom, but does not develop a means to gather reflection from all students and plan from those reflections.	Students **sometimes** resolve and/or **prevent misbehavior by problem-solving independently and making good choices.** **Teacher and students may reflect on their classroom relationships, but then not address areas of strength or growth in a meaningful way.**	Students **usually resolve** and/or prevent misbehavior by problem-solving independently and making good choices. Teachers and students reflect on and adjust how they show respect toward one another. The reflection may be infrequent. Students sometimes feel they have a say in discussions around classroom.	Students **resolve** and/or prevent misbehavior by problem-solving independently and making good choices. Teacher and students build a classroom system where students monitor, reflect on, and adjust how they show respect towards one another and as a class . The frequency of monitoring and reflection is thoughtfully considered in the creation of the system. Teacher regularly holds class meetings to be proactive in problem solving and resolve conflicts happening in the classroom.
	No DI Example required.				

CLASSROOM EXAMPLES

I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
	Rules are unclear: "Always use appropriate conduct." Too many (negative) rules: "No gum, food, or drink in class. Bring your homework, book, notebook, and pen to class everyday. Be on time. No profanity. No leaving the room without permission." Consequences not gradual, are overly-reliant on outside enforcement: 1. Warning 2. Sent to office Teacher talks over students. Students talk and teacher does not intervene. Students not in chairs. Students use phones or other electronic devices and teacher does not notice or correct behavior. A student calls another student "gay" as an insult, and the teacher does not respond.	Classroom rules are posted but students and teacher do not refer to them. Rules are clear and positively stated: "Come to class prepared with all required materials" or "Follow the teacher's directions" or "Respect your classmates in your words and actions" or "Listen when someone else is talking." Gradual consequences: 1. Warning 2. Short detention after class or school 3. Written plan for improvement 4. Guardian contact 5. Severe clause: Sent to assistant principal Note: teacher owns #1-4. #5 is rare. Teacher says, "Give me five," but a few students continue to talk. Teacher assigns detention for gum chewing for one student, but asks another to just spit it out. Teacher assigns "West Wing" or detention to an entire class. Students are often "waiting in the hall" for this teacher to come and talk to them.	Teacher begins an activity by explaining the behavior expectations and checks student understanding of those directions. Logical consequences: If a student runs to be the first in line, he receives a warning and is asked to walk instead at the end of the line. When a student misbehaves during rehearsal for a play, she receives a warning and is told that if the poor behavior continues, she will have to sit out of the rehearsal until the next day. Teacher uses "teacher look" to bring a group of off task students back to work. Teacher cycles room and stops briefly at a student's desk, whispers to him and walks away. Student returns to work.	Restorative Justice: If students use their hands to hurt others, you might consider requiring them to use their hands to help others instead. (E.g., Hands & Words Are Not for Hurting Project) If asked about rules, students can provide rationale. A student who forgot his/her homework assigns themselves "West Wing" or detention. 100% of students are on task.

GUIDEPOST 3: Planning
Content Knowledge & Pedagogy: Plans purposeful, rigorous instruction

CONTENT KNOWLEDGE & PEDAGOGY: Articulates a deep content knowledge, extensive pedagogical practices, and proactively seeks individual professional development

3A

	I Pre-Novice	**II** Novice	**III** Proficient	**IIII** Advanced	**IIIII** Exceptional
(i) Solid content knowledge and pedagogy	No attempt or action.	Teacher has gaps in understanding of content knowledge and pedagogy. Makes content errors or struggles to recognize errors made by students. Plans and practices demonstrate little understanding of pedagogical approaches suitable to student learning of the content.	Teacher has a solid understanding of content knowledge and pedagogy. Some gaps exist in knowledge of vertical alignment of content across grades. Plans and practices reflect a limited range of pedagogical approaches in the content.	Teacher has a solid understanding of content knowledge and pedagogy, including vertical alignment of content across grades and how this extends into college-readiness. Plans and practices reflect effective pedagogical approaches in the content, engaging students with the content at a college preparatory academic level.	Teacher has a solid understanding of content knowledge and pedagogy, including vertical alignment of content across grades and how this extends into college-readiness. Teacher shares this knowledge with others. Plans and practices reflect a wide range of effective pedagogical approaches in the content, driving student learning at a high, college preparatory academic level.
	DI Example: No attempt or action.	Teacher applies <80% of knowledge or implements skills acquired from PD sessions with an IM, API or coach. Teacher has broad gaps in understanding of the vertical alignment within an individual DI program.	Teacher applies 80% of knowledge or implements skills acquired from PD sessions with an IM, API or coach. Teacher has a general understanding of the the ways in which skills build on one another within an individual DI program, and applies this knowledge in the classroom.	Teacher applies 90% of knowledge or implements skills acquired from PD sessions with an IM, API or coach. Teacher routinely asks support personnel for guidance in order to build his/her own capacity. Teacher has a specific understanding of the vertical alignment within an individual DI program, and applies this knowledge in the classroom and/or while coaching peers.	Teacher applies 100% of knowledge or implements skills acquired from PD sessions with an IM, API or coach. Teacher routinely asks support personnel for guidance in order to build his/her own capacity, as well as peers. Teacher has a specific understanding of the vertical alignment between different DI programs, and applies this knowledge in the classroom and/or while coaching peers.
(ii) Seeks out and applies professional development	No attempt or action.	Attends all required district/campus professional development opportunities, but is unsure of how to implement new strategies into planning and instruction.	Attends all required district/campus professional development, and makes some effort to incorporate new content knowledge and pedagogy skill into planning and instruction.	Attends all required district/campus professional development, seeks out individual professional development to improve both content knowledge and pedagogy when prompted by others, and uses all professional development opportunities to improve pedagogy and content knowledge.	Routinely and proactively seeks out individual professional development to improve both content knowledge and pedagogy beyond the required district/campus professional development. Plans and practices clearly reflect new knowledge and skills gained from professional development opportunities.
	DI Example: No attempt or action.	Teacher provides appropriate feedback to peers in script practice <80% of the time.	Teacher provides appropriate feedback to peers in script practice 80% of the time.	Teacher provides appropriate feedback to peers in script practice 90% of the time. Teacher is selected to attend Level A Coach training, and applies the acquired skills to assist peers.	Teacher provides appropriate feedback to peers in script practice 100% of the time. Teacher is selected to attend Level B or C Coach training, and applies the acquired skills to assist peers.
(iii) Child development and psychology	No attempt or action.	Teacher has gaps in understanding of child development & psychology. Some expectations are not age-appropriate.	Teacher can articulate child development & psychology characteristics for children in his/her grade. Most expectations are age-appropriate.	Teacher can articulate child development & psychology characteristics for children in his/her grade, and those above and below. Some planning takes into account this knowledge. Expectations are age-appropriate.	Teacher can articulate child development & psychology characteristics for children in grades k-12. All planning takes into account this knowledge. Expectations are age-appropriate.
	No DI Example required.				

GUIDEPOST 3: Planning
Content Knowledge & Pedagogy: Plans purposeful, rigorous instruction

CONTENT KNOWLEDGE & PEDAGOGY: Articulates a deep content knowledge, extensive pedagogical practices, and proactively seeks individual professional development

3A

CLASSROOM EXAMPLES

Pre-Novice	Novice	Proficient	Advanced	Exceptional
	Teacher provides the wrong definition of a term to students.

Teacher learns how to use CLOSE READING during course collaboration, however has difficulty articulating where to add it into instruction. | Teacher learns a collaborative teaching strategy at a PD session, and attempts to incorporate aspects of the strategy into the next days' lesson. | Teacher provides students some time to write their response to a complex question before orally responding.

Teacher and coach agree that calculator training would be beneficial, so teacher attends a PD session at the Regional Service Center. | Teacher is unsure how to teach the writing process, so s/he researches the best practices and incorporates those practices into lessons. |

GUIDEPOST 3: Planning
Unpacking the Unit Plan

UNPACKING THE UNIT PLAN: Demonstrates a deep understanding of IDEA, state and national assessments and designs unitst that measure rigorous learning goals

3B

	I Pre-Novice	**II** Novice	**III** Proficient	**IIII** Advanced	**IIIII** Exceptional
(i) Uses district curriculum	No attempt or action.	Does not understand and/or fully utilize the district planning documents.	Understands and utilizes the district planning documents.	Has mastered use of the district planning documents and seamlessly integrates aligned resources that push the rigor of student thinking in the classroom.	Has mastered use of the district planning documents and seamlessly integrates and shares with others aligned resources that push the rigor of student thinking in the classroom.
	DI Example: No attempt or action.	Teacher has broad gaps in understanding of DI/TEKS connection. A teacher can articulate exactly what students need to do to meet expectations on the state assessment, but is a little unsure how to push students toward the highest level.	Teacher has a general understanding of DI/TEKS connection. Teacher attempts to integrate this knowledge into unit planning.	Teacher has a specific understanding of DI/TEKS connection. Teacher plans and prioritizes how to touch on a TEKS objective within the DI curriculum if it is not explicitly taught in curriculum.	Teacher has a specific understanding of how to connect TEKS to DI objectives. For example, although it is not on the assessed curriculum for this year, the teacher can identify that students need a specific TEK for success next year and is sure not to deprioritize the topic.
(ii) Backwards planning from assessments	No attempt or action.	Reads district formative and summative assessments for the unit.	Takes district formative and summative assessments prior to planning the unit. Identifies question stems used and/or the content and cognition of each assessment item.	Takes district formative and summative assessments prior to planning. Identifies question stems used and the content and cognition of each assessment item. Notes common errors and misconceptions for planning	Takes district formative and summative assessments prior to planning. Writes responses to each question in the form of exemplar student work. Identifies question stems used and the content and cognition of each assessment item. Analyzes aligned released-test items from course end of year exam. Notes common errors and misconceptions for planning.
	DI Example: No attempt or action.	Teacher sometimes uses the DI planning tools (including planning pages, Teacher's Guide, Resource exchange, Curriculum Corner).	Teacher often uses the DI planning tools (including planning pages, Teacher's Guide, Resource exchange, Curriculum Corner) and integrates aligned resources that emphasize skill development in the classroom.	Teacher regularly uses the DI planning tools (including planning pages, Teacher's Guide, Resource exchange, Curriculum Corner) and seamlessly integrates aligned resources that emphasize skill development in the classroom.	Teacher regularly uses the DI planning tools (including planning pages, Teacher's Guide, Resource exchange, Curriculum Corner) and seamlessly integrates aligned resources that push the rigor of student thinking in the classroom.
(iii) Calendar for unit	No attempt or action.	Uses the district scope and sequence to calendar daily objectives.	Uses the district scope and sequence to calendar daily objectives. Matches aligned questions/question stems from district IA and BWAs to specific days in the calendar.	Uses the district scope and sequence to calendar daily objectives. Matches aligned questions/question stems from district assessments to specific days in the calendar. Calendars time for reteaching or spiraled practice.	Uses the district scope and sequence to calendar daily objectives and aligns to assessed content, cognition, and question stems in BWA and IA. Calendars time for reteaching and sprialed practice for this unit AND for previously taught priority objectives.
	DI Example: No attempt or action.	Teacher has broad gaps in understanding of the track development of a specific skill within the DI program.	Teacher has a general understanding of the track development of a specific skill within the DI program, and applies this knowledge in the classroom.	Teacher has a nuanced understanding of the track development of specific skills within the DI program, and applies this knowledge in the classroom and/or while coaching peers.	Teacher has a nuanced understanding of the track development of various skills within various DI programs, and applies this knowledge in the classroom and/or while coaching peers.

GUIDEPOST 3: Planning
Unpacking the Unit Plan

UNPACKING THE UNIT PLAN: Demonstrates a deep understanding of IDEA, state and national assessments and designs units that measure rigorous learning goals

3B

(iv) Plans for student investment and relevance	No attempt or action.	Superficial, limited attempts are made to plan to invest students.	The unit plan has plans to invest students on the first day of the unit.	The unit plan **includes strategies to** invest students, **such as an overarching theme, enduring understandings or guiding question(s); activation of background knowledge; strategies to make learning relevant to students; and completion of authentic, real-world assessments.**	The unit plan **includes multiple, ongoing strategies to invest students,** such as an overarching theme, enduring understandings or guiding question(s); activation of background knowledge; strategies to make learning relevant to students; and completion of authentic, real-world assessments.
	No DI Example required.				

CLASSROOM EXAMPLES

Pre-Novice	Novice	Proficient	Advanced	Exceptional
I	II	III	IIII	IIIII

	Novice	Proficient	Advanced	Exceptional
	A science teacher is teaching a entire unit on insects, however, the district curriculum lists that unit in the previous grade level's curriculum.

Teacher reviews BWA prior to administering the test.

Teacher has a calendar of daily objectives, but is unsure of how each objective will be assessed on BWA and IA.

Math teacher shows a video of an architect at the start of a geometry unit, but does not plan how to make connections between the work of the architect and the unit. | Teacher reads through Unit Plan instructional notes and uses them to craft key points or identify potential student misconceptions.

Before planning the upcoming week of lessons, the teacher takes the BWA. The teacher identifies the correct response to each question but does not write how he/she would show work on each problem.

Teacher has a calendar of daily objectives and knows how each objective will be assessed on the upcoming BWA or IA.

An ELA teacher begins a unit on poetry with lyrics from a popular song that use a poetic device students will study during the unit. | Elementary math teacher uses HUB materials to facilitate centers in her class that include spiraled content that her students need to revisit.

Mr. M takes his Biology BWA and notes that the terms "heterozygous" and "homozygous" are used often. He anticipates that the students will struggle in differentiating these two vocabulary terms.

When calendaring her objectives, Ms. T writes a specific objective "SWBAT use a strip diagram to solve an addition problem" for the flex day noted in the curriculum. She chooses this objective, because her students struggled with it on their last BWA. Note that the objective targets a particular skill and is not written as "review day." | Although it is not on the assessed curriculum for STAAR this year, Mrs. R knows that students need a specific TEK for success next year, as referenced in her scope and sequence so she makes sure not to deprioritize the topic.

Ms. J writes drafts an exemplar response to the Open Response Question for the 7th grade writing BWA. When creating the exemplar response, she notes that identifying a variety of examples to support her thesis during the pre-writing process is something students might overlook. She plans to introduce a graphic organizer for students so that they are successful on this ORQ and plans time to conference with students who struggle with the pre-writing process.

Although there is no writing component on the 8th grade Science STAAR, Mr. G knows that developing students justification skills will help when they take their AP/IB courses so he makes sure to frequently include open-ended response opportunities in class. |

GUIDEPOST 3: Planning
Planning Lesson Vision

PLANNING LESSON VISION: Uses IDEA standards and curriculum to design aligned lessons.

3C

	I Pre-Novice	II Novice	III Proficient	IV Advanced	IIII Exceptional
(i) Lesson Plan feedback Cycle	Not submitted for feedback	Submits lesson plan the day before lesson delivery, without adequate time to receive and implement feedback. Does not make revisions in response to feedback.	Submits lesson plan **at least two days prior to lesson delivery and makes lesson revisions in response to feedback.**	Submits lesson plan at least **one week** prior to lesson delivery. **Revises and resubmits based on feedback.**	Submits lesson plan at least one week prior to lesson delivery. Revises and resubmits based on feedback. **Rehearses revised lesson prior to delivery.**
	DI Example: No attempt or action.	Inconsistent practice of lesson delivery (2-3 times per week). Practice includes some essential elements such as practicing out loud, with signals, and with correction procedures.	Moderately consistent practice of lesson delivery (4 times per week). Practice includes all essential elements such as practicing out loud, with signals, and with correction procedures.	Regularly practices lesson delivery (daily). Teacher may facilitate script practice. Practice includes all essential elements such as practicing out loud, with signals, and with correction procedures.	Regularly practices lesson delivery (daily). Plans, leads and models practice sessions on lesson delivery for other colleagues. Practice includes all essential elements such as practicing out loud, with signals, and with correction procedures.
(ii) Objective	No attempt or action.	The objective is not on track with the district scope/sequence. OR The objective is not specific or measurable.	The objective **is on track** with the district scope/sequence. The objective **is specific and measurable.**	The objective **is aligned to the district scope/sequence.** The objective is specific and measurable. **It uses grade-appropriate academic language.**	Objective is aligned, **specific, measurable, and uses grade-appropriate academic language. It inspires learners to engage in the lesson, and is personally relevant and compelling to students.**
	No DI Example required.: Rating for 3-12 teachers only. Not applicable for Pre-K – 2 teachers				
(iii) Lesson assessment	No attempt or action.	The lesson assessment is present, but is not aligned to the rigor of the end of year exam, IA, and WA, OR The lesson assessment is overly-aligned (e.g. exactly the same as a WA question with only one word or number changed).	The lesson assessment **is aligned to the objective and** the rigor of the end of year exam **and district assessments.** The lesson assessment **generally requires students to show or explain their thinking. (Open Response Question, Multiple Choice + show work or explain answer choice)**	The lesson assessment is aligned to the objective and the rigor of the end of year exam and district assessments. **The lesson assessment pushes students to master components of college readiness, going beyond the requirements of the state assessment.** The lesson assessment **requires students to justify their thinking. (Open Response Question that cites text evidence, Multiple Choice + justify answer choice)**	The lesson assessment is **fully aligned to the rigor of multiple assessments. The question(s) require students to demonstrate their critical thinking through writing and/or critically think and solve complex problems with no obvious solutions.** Note: Teachers at this level frequently have lessons that extend across several days of instruction. While daily lesson assessments in the form of exit tickets may not be present, teachers at this level WILL have a lesson end-product and specific "look-fors" that indicate whether students are on track to master the objective each day.
	No DI Example required.: Rating for 3-12 teachers only. Not applicable for Pre-K – 2 teachers				
(iv) Exemplar reponse/ criteria for mastery	No attempt or action.	The exemplar response and/or criteria for mastery are present.	The exemplar response **shows the work students should produce on the lesson assessment, including work that supports the response or explanation of their thinking.** **Criteria clearly defines mastery so that the teacher is able to quickly sort completed lesson assessments as "mastered" or "not mastered".**	The exemplar response shows the work students should produce on the lesson assessment, including work that supports the response or explanation of their thinking Criteria clearly defines mastery so that the teacher is able to quickly sort completed lesson assessments as "mastered" or "not mastered" **and by types of errors.** **Potential errors in the lesson assessment are identified and linked to potential student misconceptions.**	The exemplar response shows **what students should produce on the lesson assessment, including a variety of ways that students might justify their reponse or approach the problem.** Criteria clearly defines mastery so that the teacher is able to quickly sort **the lesson assessments as "mastered" or "not mastered" by types of errors.** Potential errors in the lesson assessment are identified and linked to potential misconceptions **and next-steps for students with particular misconceptions** . **Note: Teachers at this level frequently have lessons that extend across several days of instruction. While daily lesson assessments in the form of exit tickets may not be present, teachers at this level WILL have a lesson end-product. Exemplar response will include clear criteria for mastery for the lesson's end-product and specific ways of monitoring student mastery throughout the days of the extended lesson.**
	No DI Example required.: Rating for 3-12 teachers only. Not applicable for Pre-K – 2 teachers				

GUIDEPOST 3: Planning
Planning Lesson Vision

PLANNING LESSON VISION: Uses IDEA standards and curriculum to design aligned lessons.

3C

(v) Key points

| No attempt or action. | Key points lack clarity, accuracy, and/or grade-appropriate academic language.

Key points are incomplete: missing essential "what" or "how" keypoints. | Key points **explain the essential knowledge and skills students must internalize in order to master the objective. They are accurate, use grade appropriate academic language, and are written in complete sentences.**

Depending on the grade, content, and objective, key points may include one or both of the following:

"What" - Directly states the key vocabulary & definitions, facts, and rules students need to remember and use to master the objective.

"How" - Name the replicable steps or strategies of a process or skill students need to follow to master an objective. | Key points explain the essential knowledge and skills students must internalize in order to master the objective. They are accurate, use grade appropriate academic language, and are written in complete sentences.

Depending on the grade, content, and objective, key points may include 2 or more of the following:

"What" - Directly states the key vocabulary & definitions, facts, and rules students need to remember and use to master the objective.

"How" - Name the replicable steps or strategies of a process or skill students need to follow to master an objective.

"Why" - Explanation of why the procedural steps make sense conceptually (e.g. "we can use A = ½ b x h to calculate the area of a triangle because a triangle is half a rectangle") and/or explanation of why the objective is important and how it relates to the real world. | Key points clearly state the "what," "how," and "why" of the objective. They are accurate, student-friendly, and written in complete sentences.

Key points are memorable so that key information "sticks." |

No DI Example required.: Rating for 3-12 teachers only. Not applicable for Pre-K – 2 teachers

CLASSROOM EXAMPLES

Pre-Novice (I)	**Novice** (II)	**Proficient** (III)	**Advanced** (IIII)	**Exceptional** (1 IIII)
	In her weekly lesson plan, Mrs. D uses verbs like "learn," "review," and "understand" in her daily objectives. The exit ticket requires students to add 2 digit numbers, but the lesson objective and TEK indicate students must be able to add 3-digit numbers. The exemplar response to a multiple choice question shows that the answer is B. In a lesson plan where students will be able to analyze literary devices to make an inference about the text, Mr. K defines the literary devices, but does not provide the process for how a student will make an inference.	The teacher uses specific and measurable objectives from the HUB in the daily lesson plan. The lesson assessment is a multiple choice question and prompts students, "Explain why you chose your final answer choice. Write your explanation in a complete sentence and use vocabulary from today's lesson in your explanation. Teacher drafts an exemplar response and underlines the words or key ideas that must be included in the exemplar response in order for a student to show mastery.	The lesson plan's SMART objective articulates both a skill needed to be proficient on the state test and also a component that pushes students towards the highest performance rating on the state test. On a multiple choice exit ticket, students must choose the correct answer and justify it by disproving all other answers and explaining the correct answer. In a history lesson about ratifying the Constitution, the teacher defines what it means to ratify, the steps to the ratification process, and explains why this is relevant and important to the U.S. today. The teacher introduces each of these key points, with a visual that connects to each one, and poses an open-ended question that students stop-and-jot their response to after each example. When students learn to use the formula A = 1/2 bh to calculate area of a triangle, the teacher helps students understand the following WHY key point: "This formula makes sense because a triangle is half of a rectangle. Multiplying base times height gives us the area of the rectangle, then multiplying that by one half gives us the area of the triangle."	In history class, teacher uses literacy reading strategies to help students read their text books for 10 minutes a day, providing the opportunity for students to "read to learn." In a science class, the teacher strategically designs a hands-on lab to enable students to discover the key-points through hands-on experience.

GUIDEPOST 3: Planning
Planning for the Lesson Cycle

LESSON PLANNING: Creates lesson with an effective gradual release to students and aligned practice opportunities.

3D

	I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
(i) Plan for lesson opening (GET 4A.i)	No attempt or action.	Teacher partially plans to frame the lesson (Introduce the objective & end of class goals, agenda, relevance of the day's learning, connection to unit or overarching goal).	Teacher plans to frame the lesson (Introduce the objective & end of class goals, agenda, relevance of the day's learning, connection to unit or overarching goal). Teacher also plans for one of the following: 1. Activates prior academic knowledge. 2. Connects to students' experiences in the real world. 3. Hooks students' interest.	Teacher plans to frame the lesson (Introduce the objective & end of class goals, agenda, relevance of the day's learning, connection to unit or overarching goal). Teacher also plans for two of the following: 1. Activates prior academic knowledge. 2. Connects to students' experiences in the real world. 3. Hooks students' interest.	Teacher plans to frame the lesson (Introduce the objective & end of class goals, agenda, relevance of the day's learning, connection to unit or overarching goal). Teacher also plans all of the following, often in an innovative or engaging way: 1. Activates prior academic knowledge. 2. Connects to students' experiences in the real world. 3. Hooks students' interest.
	DI Example: No attempt or action.	<80% of the time, presentation book is tagged for specific individual turns, delayed tests, and targets priority students in preparation for next mastery test/check-out.	The presentation book contains adequate evidence of previewing the lesson. 80% of the time, it is tagged for essential elements such as specific individual turns, delayed tests, priority students, when to reinforce behavior, potential misconceptions, and correction procedures.	The presentation book contains adequate evidence of previewing the lesson. 90% of the time, it is tagged for essential elements such as specific individual turns, delayed tests, priority students, when to reinforce behavior, potential misconceptions, and correction procedures.	The presentation book contains adequate evidence of previewing the lesson. 100% of the time, it is tagged for essential elements such as specific individual turns, delayed tests, priority students, when to reinforce behavior, potential misconceptions, and correction procedures.
(ii) Plan for introducing key points (GET 4A.ii, iv)		Teacher has a limited plan for introducing key points. Teacher does not plan to include questions while introducing concepts, or the questions are ONLY low-level Bloom's Taxonomy questions.	The teacher has planned how to introduce the key points one by one during the Introduction to New Material, with an example or model after each one. Teacher has planned 2-3 higher-order questions on Bloom's Taxonomy to push students' thinking about the key points. The method for answering the question means 80% of students will engage in thinking (for example, think/pair/share, white boards, Teach Like a Champion's Everybody Writes).	The teacher has planned how to introduce the key points one by one during the Introduction to New Material, with an example or model after each one. Teacher has planned several higher-order questions on Bloom's Taxonomy to push students' thinking about the key points. The method for answering the question means 90% of students will engage in the thinking (for example, think/pair/share, white boards, Teach Like a Champion's Everybody Writes).	The teacher has planned how students will discover and internalize key points during the lesson. Teacher has planned whole-group and individual open-ended questions that will support student discovery and understanding of key points. All students will have a chance to respond to the questions and share answers.
	No DI Example required.: Rating for 3-12 teachers only. Not applicable for Pre-K – 2 teachers				
(iii) Plan for gradual release of responsibility to students (GET 4B)	No attempt or action.	Lesson plan includes multiple "at bat" opportunities for students to practice, but without plans for gradual release. OR "At bats" are not aligned to the lesson vision.	Lesson plan includes multiple "at bat" opportunities for students to practice with support (from peers/teacher) and independently . "At bats" are aligned to lesson vision.	Lesson plan includes multiple "at bat" opportunities for students to practice with support (from peers/teacher) and independently. "At bats" are aligned to lesson vision. Most of the lesson focuses on student practice.	Lesson plan includes multiple "at bat" opportunities for students to practice with support (from peers/teacher) and independently. "At bats" are aligned to lesson vision and college readiness indicators. Student practice includes opportunities for student choice, student peer tutoring, and/or student-led inquiry.
	No DI Example required.: Rating for 3-12 teachers only. Not applicable for Pre-K – 2 teachers				

GUIDEPOST 3: Planning
Planning for the Lesson Cycle

LESSON PLANNING: Creates lesson with an effective gradual release to students and aligned practice opportunities.

3D

| **(iv) Plan to monitor student learning (GET 4C)** | No attempt or action. | Selects 1 key moments during the lesson as a "checkpoint" when the teacher will monitor the responses of all students.

Teacher has an answer key for the checkpoint. | Selects at least **2-3 key moments in the lesson in guided and independent practice** as "checkpoints" when teacher will monitor the responses of EVERY student.

For each checkpoint, teacher

1. Writes the exemplar student answer (and work) to look for from each student.

2. Selects a technique for monitoring EVERY student's answer (for example, mastery lap & tally, white boards, clickers, etc.) | Selects **several key moments throughout the lesson to designate as "checkpoints," in guided and independent practice,** when teacher will **survey all students and selects additional "checkpoints" for specific students.**

For each checkpoint, teacher

1. Writes the exemplar student answer (and work) **you** will look for from each student.

2. Predicts potential errors.

3. Selects a technique for monitoring EVERY student's answer. | Selects **a lesson structure that empowers all students to show their work and share their thinking throughout the lesson. Differentiate the "checkpoints" selected for individual students.**

Students are also empowered to participate in the feedback process. |
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No DI Example required.: Rating for 3-12 teachers only. Not applicable for Pre-K – 2 teachers

CLASSROOM EXAMPLES

I	II	III	IIII	IIII I
Pre-Novice	**Novice**	**Proficient**	**Advanced**	**Exceptional**

| | Teacher plans to check #5 on the worksheet before the end of the class period.

Mr. R anticipates his students will struggle with the vocabulary in the passage they will read, but does not plan how he will respond to errors due to unfamiliarity with vocabulary. | Teacher plans to do a mastery lap, looking at the work of every student an tallying errors, after a stop and jot during guided practice, and during independent practice, looking student responses to question #3.

Instructional notes in the unit plan suggests that students may struggle to draw a picture to solve the problem. Teacher plans to identify a student who has shown their thinking in a problem, but not drawn a picture and use the "Show Call" TLAC strategy to share their work with the class and determine how to draw a picture that represents the students' thinking. | Teacher has created exemplar student response for guided practice and independent practice problems. Teacher uses "Affirmative Checking" TLAC strategy and instructs students to raise their hand when they finish odd-numbered problems, to be checked by the teacher before moving on.

Teacher plans to provide students with a checklist of everything that their paragraph must include, so they can evaluate the paragraph's of each group member during guided practice. Teacher plans to give students feedback on their thesis during writing conference in independent practice time. | Teacher completes the work students will be assigned in class, creates college-level responses to prompts and underlines "look fors" so that the examplar can be used when monitoring student learning. Teacher notes potential misconceptions as well as individual students who might struggle and plans more frequent checkpoints for those students.

Students read AP rubric for a response to a document-based question and work with classmates to create a criteria for success they will use to evaluate their work as they draft their response. |

Note: For descriptors that say "can explain" or "can articulate," teachers should not be required to write explanations. Instead, leaders can assess these descriptors by engaging in conversations with teachers over the course of the year, as teachers are unpacking modules and internalizing lessons, or in other contexts.

	Pre-Novice	Novice	Proficient	Advanced	Exceptional
(i) Lesson Plan Feedback Cycle	Not submitted	Submits evidence of internalization less than two days before delivery, or does not consistently rehearse before delivery (if coach requires this).	**Submits evidence of internalization (example: annotated lesson plan from TE with exemplars completed) at least two days prior to lesson delivery.** **Consistently rehearses lesson before delivery (if coach requires this).**	Submits evidence of internalization (example: annotated lesson plan from TE with exemplars completed) at least two days prior to lesson delivery **and makes revisions in response to feedback.** Consistently rehearses lesson before delivery (if coach requires this) **and re-practices based on feedback.**	Submits evidence of internalization (example: annotated lesson plan from TE with exemplars completed) **at least one week prior to lesson delivery** and makes revisions in response to feedback. Consistently rehearses lesson before delivery (if coach requires this) and re-practices based on feedback.
(ii) Objective	No attempt or action	Objective ("Learning Goal") is not consistently on track with the district scope and sequence.	The objective ("Learning Goal") is **consistently on track with the district scope and sequence.**	In addition to Proficient descriptors, **teacher also compares the objective to the objectives in the lessons taught before and after, and can sometimes explain how objectives build on each other across multiple lessons within the unit or module.**	In addition to Advanced descriptors, teacher can **consistently** (80% of the time or more) explain how objectives build on each other across multiple lessons within the unit or module.
(iii) Lesson assessment	No attempt or action	Teacher identifies the lesson assessment incorrectly, or does not plan to implement it in a way that will require all students to show or explain their thinking.	**Teacher identifies the lesson assessment and plans to implement it in a way that will require all students to show or explain their thinking.**	In addition to Proficient descriptors, **teacher can also explain how students' ability to show mastery on this assessment will set them up to be successful on assessments for future lessons and the end-of-module (or end-of-unit) assessment.**	In addition to Advanced descriptors, **teacher can also explain how students' ability to show mastery on this assessment will help them build college-readiness skills and/or prepare them for future grade levels.**
(iv) Exemplar response /criteria for mastery	No attempt or action	Teacher writes an exemplar for the lesson assessment.	Teacher writes an exemplar for the lesson assessment that **shows all the work students should produce, including work that supports the response or explanation of their thinking.** **If an exemplar is provided in the curriculum, teacher spars with this exemplar and revises theirs to close gaps in accuracy or quality if needed.** **Criteria for success clearly defines mastery so that the teacher is able to quickly sort completed lesson assessments as "mastered" or "not mastered."**	Teacher writes an exemplar for the lesson assessment that shows all the work students should produce, including work that supports the response or explanation of their thinking. If an exemplar is provided in the curriculum, teacher spars with this exemplar and revises theirs to close gaps in accuracy or quality if needed. Criteria for success clearly defines mastery so that the teacher is able to quickly sort completed lesson assessments as "mastered" or "not mastered," **and by type of error.**	Teacher writes an exemplar for the lesson assessment that shows all the work students should produce, **including a variety of ways students might justify their response or approach the problem.** If an exemplar is provided in the curriculum, teacher spars with this exemplar and revises theirs to close gaps in accuracy or quality if needed. Criteria for success clearly defines mastery so that the teacher is able to quickly sort completed lesson assessments as "mastered" or "not mastered," and by type of error.
(v) Key points	No attempt or action	Teacher can articulate some facts or steps related to the lesson, but cannot articulate key knowledge and skills aligned to the unpacked standard.	**Teacher can use the unpacked standard (unpacked at the beginning of the unit or module) to articulate the key knowledge and skills students should master during the lesson.** **Depending on the grade, content, and objective, this may include key vocabulary and definitions, facts, rules, and/ or replicable thinking steps or strategies.**	In addition to Proficient descriptors, teacher can also sometimes articulate **key concepts and enduring understandings aligned to the lesson.** **If students will learn a process or series of steps, teacher can sometimes explain** *why* **the process or steps make sense.** (Example: We can use A = ½ b x h to calculate the area of a triangle *because* a triangle is half a rectangle.)	In addition to Advanced descriptors, teacher can **consistently** (80% of the time or more) articulate key concepts and enduring understandings aligned to the lesson. If students will learn a process or steps, teacher can **consistently** explain *why* the process or steps make sense. (Example: We use A = ½ b x h to find the area of a triangle *because* a triangle is half a rectangle.)

Note: For descriptors that say "can explain" or "can articulate," teachers should not be required to write explanations. Instead, leaders can assess these descriptors by engaging in conversations with teachers over the course of the year, as teachers are unpacking modules and internalizing lessons, or in other contexts.

	Pre-Novice	Novice	Proficient	Advanced	Exceptional
(i) Plan for lesson opening	No attempt or action	Teacher does not plan to frame the lesson by introducing the objective (Learning Goal), or cannot explain how they will use the curriculum materials to execute a lesson opening.	**Teacher plans to frame the lesson by introducing the objective (Learning Goal).** **Teacher can describe how they will use the curriculum to execute a lesson opening. (Example: Can describe how teacher and students will do and say during the Launch / during the Fluency practice.)**	In addition to Proficient descriptors, **teacher can sometimes explain the intended purpose of the opening activity included in the curriculum (example: activate prior knowledge, hook students' interest, etc.).**	In addition to Proficient descriptors, teacher can **consistently** (more than 80% of the time) explain the intended purpose of the opening activity included in the curriculum (example: activate prior knowledge, hook students' interest, etc.).
(ii) Plan for introducing key points	No attempt or action	Teacher has read and annotated the lesson materials, but cannot explain how they will use curriculum resources to help students internalize the key knowledge and skills, or has not identified 2-3 higher-order questions to push students thinking.	Teacher has read and annotated all lesson materials, **and can explain how they will use the curriculum resources to allow students to internalize the key knowledge and skills.** **If the lesson materials include a model / Think Aloud, teacher can explain what teacher and students will say and do during the model / Think Aloud.** **Teacher has identified and/or scripted 2-3 higher-order questions to push students' thinking about the key knowledge and skills (including but not limited to questions built into the curriculum).**	In addition to Proficient descriptors, teacher **plans to ask higher-order questions in a way that will require all students to formulate an answer and share it with a partner or with the class.** **If applicable, teacher can give rationale for customizations.**	In addition to Advanced descriptors, **teacher can articulate the ideal student response they are listening for, and can explain how they will respond if students' answers are not fully correct.**
(iii) Plan for gradual release of responsibility to students	No attempt or action	Teacher writes an exemplar for the student practice.	Teacher writes an exemplar for the student practice **that shows all the work students should produce. If an exemplar is provided in the curriculum, teacher spars with this exemplar and revises theirs if needed.** **Teacher identifies or creates a time-stamped agenda that includes time for multiple at-bats.**	In addition to Proficient descriptors, **teacher can explain how they will use the curriculum materials to ensure students have opportunities to practice both with support (from teacher or peers) and independently.** **If applicable, teacher can give rationale for customizations.**	In addition to Advanced descriptors, **teacher can explain how they will use the curriculum resources to provide scaffolding and support when needed and provide additional challenges for students who demonstrate mastery quickly.**
(iv) Plan to monitor student learning	No attempt or action	Selects 1 key moment in the lesson to use as a "checkpoint" when the teacher will monitor the responses of all students. Teacher has an answer key for the checkpoint.	Selects 2-3 key moments in the lesson to use as checkpoints, including checkpoints built into the curriculum. For each checkpoint, teacher: 1. Writes the exemplar student answer (and work) to look for. 2. Selects the technique for monitoring EVERY student's answer (for example, mastery lap & tally, white boards, clickers, etc.) 3. Selects a technique for providing feedback.	In addition to Proficient descriptors, teacher **selects several** checkpoints for all students and **selects additional "checkpoints" for specific students.** **Teacher also predicts potential errors.**	In addition to Advanced descriptors, **teacher differentiates the checkpoints selected for individual students, and empowers students to participate in the feedback process.** **Teacher plans to respond to potential errors.** (Example: Proactively plans to Chart the Error using Show Call to respond to a common misconception.)

	I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
(i) Lesson Opening	No attempt or action.	Teacher opens by partially framing the lesson (Introduce the objective & end of class goals, agenda, relevance of the day's learning, connection to unit or overarching goal.)	Teacher opens by framing the lesson (Introduce the objective & end of class goals, agenda, relevance of the day's learning, connection to unit or overarching goal). Teacher also includes one of the following: 1. Activates prior academic knowledge. 2. Connects to students' experiences in the real world. 3. Hooks students' interest.	Teacher opens by framing the lesson (Introduce the objective & end of class goals, agenda, relevance of the day's learning, connection to unit or overarching goal). Teacher also includes two of the following: 1. Activates prior academic knowledge. 2. Connects to students' experiences in the real world. 3. Hooks students' interest.	Teacher opens by framing the lesson (Introduce the objective & end of class goals, agenda, relevance of the day's learning, connection to unit or overarching goal). Teacher also includes all of the following, often in an innovative or engaging way: 1. Activates prior academic knowledge. 2. Connects to students' experiences in the real world. 3. Hooks students' interest.
DI Example: No attempt or action.		<80% of the time, provides framing for each lesson, and daily goal review. Teacher may briefly introduce the lesson, vocabulary, theme, or skill before starting the script. <80% of the time, teacher activates prior knowledge in a quick and seamless manner that does not jeopardize lesson pacing. Teacher may incorporate visuals, objects, and concise explanations.	80% of the time, provides framing for each lesson, and daily goal review. Teacher may briefly introduce the lesson, vocabulary, theme, or skill before starting the script. 80% of the time, teacher activates prior knowledge in a quick and seamless manner that does not jeopardize lesson pacing. Teacher incorporates visuals, objects, and concise explanations.	90% of the time, provides framing for each lesson, and daily goal review. Teacher may briefly introduce the lesson, vocabulary, theme, or skill before starting the script. 90% of the time, teacher activates prior knowledge in a quick and seamless manner that does not jeopardize lesson pacing. Teacher incorporates visuals, objects, and concise explanations.	100% of the time, provides framing for each lesson, and daily goal review. Teacher may briefly introduce the lesson, vocabulary, theme, or skill before starting the script. 100% of the time, teacher activates prior knowledge in a quick and seamless manner that does not jeopardize lesson pacing. Teacher incorporates visuals, objects, and concise explanations.
(ii) Highlights key points	No attempt or action.	Attempts to explain content clearly. Explanations may lack accuracy. Fewer than 80% of the students can articulate, summarize, explain in their own words, or makes connections to the key points.	Explanation of concepts is clear. The teacher accurately uses and reinforces academic language. 80% of students can articulate, summarize, explain in their own words, or makes connections to the key points.	Explanations of concepts are clear, explicit, efficient, and highlight key ideas. Key points are presented one by one with an example or model. The teacher accurately uses and reinforces academic language. 90% of students can articulate, summarize, explain in their own words, and make connections to the key points.	Explanations of concepts are clear, explicit, efficient, and highlight key ideas. Key points are presented one by one with an example or model. Content is presented in a memorable way that illuminates key ideas. The teacher accurately uses and reinforces academic language. All students can articulate, summarize, explain in their own words, and make connections between key points to essential questions and enduring understandings across the unit or other units.
DI Example: No attempt or action.		Teacher maintains fidelity to script <80% of the time. Teacher deviates inappropriately (e.g., provides the wrong definition of a term to students or completely re-words a rule during a language lesson)	Teacher maintains fidelity to script 80% of the time. Teacher deviates appropriately (e.g., adds a higher order thinking question).	Teacher maintains fidelity to script 90% of the time. Teacher deviates appropriately (e.g., adds a higher order thinking question).	Teacher maintains fidelity to script 100% of the time. Teacher deviates appropriately (e.g., adds a higher order thinking question).
(iii) Varies delivery methods to meet needs	No attempt or action.	Teacher uses a single tool or presentation technique. Fewer than 80% of students gain clarity of concepts.	Teacher uses a limited set of tools or presentation techniques; these techniques lead 80% of the students to gain clarity of concepts.	Teacher uses a variety of research-based tools and presentation techniques to ensure that 90% of students gain clarity of concepts.	Teacher consistently chooses purposefully from a wide variety of research-based tools and presentation techniques to ensure all students gain clarity of concepts.
DI Example: No attempt or action.		Teacher doesn't always start and end lessons on time. Sometimes doesn't switch groups until a lesson is finished.	Teacher starts and ends small groups on time. Has all material ready for next group to maximize time.	Teacher starts and ends small groups on time. Starts another lesson if time allows. Has all material ready for next group to maximize time.	Teacher starts and ends small groups on time. Starts another lesson if time allows. Has all material ready for next group to maximize time. Uses any tiny moment to review skills from skills board.

(iv) Think Ratio	No attempt or action.	When introducing new content, the teacher does not ask questions, or the questions are ONLY low-level Bloom's Taxonomy questions. Fewer than 80% of students are encouraged to think and share as concepts are introduced.	When introducing new content, the teacher **asks several higher-order questions on Bloom's Taxonomy**. **At least 80% of students respond to the questions and/or have opportunities to share their answers (for example, using think/pair/share or Teach Like a Champion's Everybody Writes)** .	When introducing new content, the teacher **consistently implements well-crafted, higher-order questions that guide and extend student thinking for 90% of students.**	When introducing new content, the teacher consistently implements well crafted **questions that guide and extend student thinking all of the time.**
DI Example: No attempt or action.		<80% of the time, teacher varies think time appropriately based on difficulty of the task.	80% of the time, teacher varies think time appropriately based on difficulty of the task.	90% of the time, teacher varies think time appropriately based on difficulty of the task.	100% of the time, teacher varies think time appropriately based on difficulty of the task.

CLASSROOM EXAMPLES

I **Pre-Novice**	II **Novice**	III **Proficient**	IIII **Advanced**	IIIII **Exceptional**
	If outlining the delivered content, it's difficult to pinpoint key points. Key points in lesson delivery may not match key points listed in lesson plans.	.Key points may not be listed during delivery explicitly as stated in the lesson plans, but concepts are clear. Teacher excessively raises voice to emphasize points (not for discipline) in a way that feels unnatural.	Teacher changes the tone of voice to emphasize points. As the teacher moves through the lesson, you can clearly identify the key points.	Class pauses at intervals to stop and summarize. Students do their summaries at the bottom of their Cornell Notes.
	Teacher begins every lesson with a power point. Teacher reads aloud from the power point as students copy notes.	Teacher may often use PowerPoint to provide information, but may also incorporate a few other strategies such as small group discussion, guided note taking, choral reading, etc.	Teacher incorporates varied and creative techniques such as stations, Socratic Seminar, gallery walks, class debates, forums, varied technology, etc.	Similar examples as in advanced column; however, this teacher ensures that the techniques used are resulting in 100% clarity of concepts through well-crafted questions and well-timed checkpoints for understanding. The teacher also introduces material using real-life examples, artwork video, etc. Teacher's approach changes based on the objective.
	Questions are rarely posed to students. They are created spontaneously and are unsuccessful.	Questions are posed to the students, but they are created spontaneously during the lesson. Questions may tend to be lower on Bloom's taxonomy.	Questions start at the lower level of Bloom's and gradually work their way up in difficulty as the introduction to new material goes on.	Probing questions have students draw conclusions, make inferences or predictions, and connections accross units. Questioning is effectively used in a way that leads students to develop thier own understanding of new concepts rather than the teacher directly telling students what they should know.

	I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
(i) Sets academic expectations	No attempt or action.	Student practice directions do not provide clear academic expectations (see below) to help students reach exemplar work outcomes. OR Less than 80% of students can articulate academic expectations. Academic work expectations: 1. What students are working on, 2. How work should be shown (i.e. Format to reach mastery: complete sentences, annotation strategies, specific process to solve, etc.), and 3. How the task connects to mastery of the day's/week's/unit's objective(s).	Teacher gives clear directions for student practice. Directions provide students with the clear academic expectations (see Novice description) necessary to reach exemplar work outcome aligned to rigor of assessment. 80% of students can articulate academic expectations.	Teacher gives clear, concise directions for student practice. Directions provide students with the clear academic expectations necessary to reach exemplar work outcome aligned to rigor of assessment (See Novice description). Teacher models or provides exemplar when necessary. 90% of students can articulate academic expectations.	Directions provide students with the clear academic expectations necessary to reach exemplar work outcome aligned to rigor of assessment or beyond (See Novice description). Teacher models, provides rubric, or provides exemplar when necessary. 100% of students can articulate academic expectations.
	No DI Example required.				
(ii) Monitors academic expectations	No attempt or action.	Teacher is rarely actively monitoring student work and/or circulating throughout lesson cycle OR is only checking for compliance with behavior expectations. All students meet the teacher's stated academic expectations less than 80% of the time. *Note: If academic expectations (as stated in strand 1) are not given to students, this strand is automatically pre-novice.	Teacher is consistently actively monitoring/ circulating throughout lesson cycle to check that student work meets academic expectations. All students meet the teacher's stated academic expectations 80% of the time.	Teacher is always actively monitoring/ circulating throughout lesson cycle to check for stated academic expectations. Teacher uses positive framing to increase student investment in work outcomes. All students meet the teacher's stated academic expectations 90% of the time. (Advanced and exceptional teachers may achieve the same results without following the exact stated strategies.)	Teacher is always actively monitoring/ circulating throughout lesson cycle to check for stated academic expectations. Teacher uses positive framing to increase student investment in work outcomes. Teacher is able to increase lesson pace on-the-spot due to student urgency in meeting academic expectations. All students meet the teacher's stated academic expectations 100% of the time. (Advanced and exceptional teachers may achieve the same results without following the exact stated strategies.)
	No DI Example required.				
(iii) Paces lesson appropriately	No attempt or action.	Teacher attempts to execute all planned components of lesson. Teacher does not attempt to make on-the-spot adjustments based on student needs OR Teacher makes on-the-spot adjustments to pacing but this means the length and amount of content are too long or too short for students to master objective.	Teacher generally executes all planned components of lesson. When it is necessary to veer from planned lesson... 1. Teacher makes on-the-spot adjustments to pacing in order to give students either more or less practice time as needed. 2. Length and amount of content is appropriate for student age and ability. 3. Adjustments usually lead to higher student mastery.	Teacher generally executes all planned components of lesson. When it is necessary to veer away from planned lesson... 1. Teacher is able to make on-the-spot adjustments to pacing in order to give students more or less practice time as needed. 2. Adjustments consistently lead to higher student mastery and sometimes push students beyond grade level.	Teacher is able to make on-the-spot adjustments to pacing in order to give students more or less practice time as needed. Adjustments always lead to higher student mastery and often push students beyond grade level.
DI Example: No attempt or action.	<80% of the time, lesson pacing is appropriate for the needs of the group. Teacher sometimes knows when to speed up on script and when to slow down. Pacing may be irregular.	80% of the time, lesson pacing is appropriate for the needs of the group. Teacher knows when to speed up on script and when to slow down. Pacing is usually quick and rhythmic.	90% of the time, lesson pacing is appropriate for the needs of the group. Teacher knows when to speed up on script and when to slow down. Pacing is quick and rhythmic.	100% of the time, lesson pacing is appropriate for the needs of the group. Teacher knows when to speed up on script and when to slow down. Pacing is quick and rhythmic.	

(iv) Facilitates sufficient independent practice time	No attempt or action.	Less than 80% of students master the objective due to limited practice time/"at bats".	The length of independent practice time and number of "at bats" give 80% of students sufficient time to master the objective.	The length of independent practice time and number of "at bats" give 90% of students sufficient time to master the objective.	Teacher includes any needed real-time adjustments in independent practice time and number of "at bats" to allow all students to master the objective.
			Most students who finish early are engaged in meaningful, enriching work.	All students who finish early are engaged in meaningful, enriching work.	All students who finish early are engaged in meaningful, enriching, and differentiated work.

No DI Example required.					

CLASSROOM EXAMPLES

Pre-Novice	Novice	Proficient	Advanced	Exceptional
	Students are asked to fill in a worksheet. There are directions on the top but no discussion of what students are working on and how work should be shown. Students may or may not comply with teacher directions.	Before students work on their practice teacher clearly explains Academic work expectations: 1. What students are working on, 2. How work should be shown (i.e. Format to reach mastery: complete sentences, annotation strategies, specific process to solve, etc.), and 3. How the task connects to mastery of the day's/week's/unit's objective(s).	Before students work on their practice teacher clearly explains Academic work expectations AND models or provides exemplar.	Before students work on their practice teacher clearly explains Academic work expectations AND models or provides exemplar. Teacher also describes how students might go above and beyond the academic expectation.
	Teacher rarely walks to students desk or might only stick to a certain part of the room (always in the front). Monitors for compliant behavior vs looking at student work.	Teacher is actively walking around to look at students work and check their responses compared to exemplar responses planned.	Teacher is actively looking at student work to see who's on track to meet academic expectations. Teacher has all their students check their work with the teacher at specific intervals during the practice (ex. all students must get an OK or stamp from teacher on problem #4 before moving on).	Advanced example plus - teacher has students self check/monitor progress with rubric or criteria for mastery.
	Due to pacing issues, the students do not get time to practice and demonstrate mastery on an exit ticket.	Adjustments are made throughout the lesson to give more or less time to components of the planned lesson however, the teacher still executes all components of the lesson plan (intro, guided practice, independent practice).	Novice example plus - adjustments lead to higher amounts of clarity and mastery on exit ticket.	Advanced example plus - teacher is also able to push students beyond grade level understanding using on the spot adjustments.

GUIDEPOST 4: Lesson Delivery
Monitors Student Learning

MONITORS STUDENT LEARNING: Monitors student learning throughout the lesson cycle and adjusts instruction accordingly.

4C

	Pre-Novice	Novice	Proficient	Advanced	Exceptional
(i) Monitors learning at key "checkpoints"	No attempt or action.	Monitors student learning at 1 key "checkpoint" or transition. May check only a limited number of student responses at the checkpoint.	Monitors student learning at 2-3 key moments in the lesson by reviewing EVERY student's answers to the "checkpoint" questions and comparing them to the exemplar response.	Monitors student learning at several moments in the lesson by reviewing EVERY student's answers to the "checkpoint" questions and comparing them to the exemplar response and predicted errors. Provides additional "checkpoints" for priority students.	Monitors student learning at throughout the lesson by reviewing EVERY student's answers to the "checkpoint" questions and comparing them to the exemplar response and predicted errors. "Checkpoints" are differentiated for students as needed.
DI Example: No attempt or action.		<80% of the time, teacher conducts full, efficient workcheck procedures. Workcheck may not always drive student ownership of academic performance. Students may not always grade with fidelity.	80% of the time, teacher conducts full, efficient workcheck procedures. Workcheck always drives student ownership of academic performance. Students always grade with fidelity.	90% of the time, teacher conducts full, efficient workcheck procedures. Workcheck always drives student ownership of academic performance. Students always grade with fidelity.	100% of the time, teacher conducts full, efficient workcheck procedures. Workcheck always drives student ownership of academic performance. Students always grade with fidelity.
(ii) Monitors learning throughout class	No attempt or action.	Aside from formal "checkpoints," selects low-level monitoring strategies throughout the rest of the lesson. (These reveal the thinking of only a limited number of students: for example, teacher uses mainly rhetorical questions, cold calling, taking volunteers, limited circulation during work time.)	Aside from formal "checkpoints," often uses monitoring strategies that reveal the thinking of most students (for example, using Everybody Writes, think/pair/share, clickers, rapid-fire cold-calling, targeted circulation focusing on priority scholars).	Aside from formal "checkpoints," principally utilizes monitoring strategies that reveal the thinking of most students (for example, using Everybody Writes, think/pair/share, clickers, rapid-fire cold-calling, targeted circulation focusing on priority scholars).	Meets "advanced" description plus... Strategically adapts methods to monitor student learning based on the objective, student needs, and the point in the lesson in order to monitor all student learning.
DI Example: No attempt or action.		<80% of the time, teacher uses part-firming to correct errors, and assesses mastery by providing individual turns and delayed tests. Teacher may not always detect coat-tailing during group responses and may not always respond appropriately.	80% of the time, teacher uses part-firming to correct errors, and assesses mastery by providing individual turns and delayed tests. Teacher detects coat-tailing during group responses and responds appropriately.	90% of the time, teacher uses part-firming to correct errors, and assesses mastery by providing individual turns and delayed tests. Teacher detects coat-tailing during group responses and responds appropriately.	100% of the time, teacher uses part-firming to correct errors, and assesses mastery by providing individual turns and delayed tests. Teacher detects coat-tailing during group responses and responds appropriately.
(iii) What extent of student learning is monitored	No attempt or action.	Inconsistently crafts questions that allow teacher to discern the extent of student learning. Questions are lower level on Bloom's Taxonomy or may only require single word responses (multiple choice, call and response, single word response).	Consistently crafts questions that allow teacher to discern the extent of student learning. Questions are higher level on Bloom's Taxonomy and require more than single word responses (Ex. open ended questions).	Consistently crafts open ended questions that allow the teacher to reliably discern the extent of student learning. Questions are higher level on Bloom's Taxonomy, and require more than single word responses. Teacher requires students to explain "Why" they took certain steps or "how" they got to a specific conclusion.	Crafts individualized opportunities for students to discern their knowledge and build thier understanding going beyond the requirements of the state assessment. Students are asked to demonstrate critical thinking and solve complex problems.
No DI Example required.					
(iv) Whom to monitor	No attempt or action.	When monitoring student learning the teacher inconsistently selects from a wide range of students at different levels to check their work and understanding.	When monitoring student learning the teacher consistently selects from a wide range of students at different levels to check their work and understanding.	When monitoring student learning the teacher always and purposefully selects from a wide range of students at different levels to check their work and understanding.	When monitoring student learning the teacher always and purposefully selects from a wide range of students at different levels to check their work and understanding. Additionally, all students are empowered and taught to monitor their own learning by using rubrics or criteria for mastery.
DI Example: No attempt or action.		<80% of the time, teacher provides targeted individual turns based on student performance. The teacher may not always give 50% of individual turns to the lowest performing students in the group.	80% of the time, teacher provides targeted individual turns based on student performance. The teacher gives 50% of individual turns to the lowest performing students in the group.	90% of the time, teacher provides targeted individual turns based on student performance. The teacher gives 50% of individual turns to the lowest performing students in the group.	100% of the time, teacher provides targeted individual turns based on student performance. The teacher gives 50% of individual turns to the lowest performing students in the group.

CLASSROOM EXAMPLES

	Pre-Novice	Novice	Proficient	Advanced	Exceptional
I					
		Teacher occasionally monitors students learning at the end of the lesson with the use of an exit ticket.	Monitors student learning during guided practice and before moving onto independent practice. Throughout independent practice teacher is looking at student work.	Proficient example plus - Throughout the introduction to new material the teacher monitors student learning after each key point.	Strategically selects moments during introduction to new material, guided practice, and also during independent practice to monitor student learning.
		Teacher asks, "Does anyone have a question?" or "Does everyone understand?" Allows for volunteers to answer majority of questions.	Uses at least two method that allow for both individual and whole class monitoring of student learning (cold calling, having everybody write a response to a question and walking around to check their response, white boards, turn and talks, checkpoints, etc).	Uses a variety of methods that allow for both individual and whole class monitoring of student learning (cold calling, having everybody write a response to a question and walking around to check their response, white boards, turn and talks, checkpoints, etc).	Advanced example plus - Teacher is strategic about the method and when they use it during class which allow the teacher to be quick, efficient, and yet see what all their students are thinking before moving on.
		Multiple choice, call and response, single word response questions used.	Teacher uses open ended questions that require students to use more than single word responses.	Questions require student to explain their thinking or reasoning by asking "Why" or "how". Students are asked to defend their responses with textual evidence.	A teacher asked students to make inferences, or draw conclusions, using textual evidence and reasoning. Students are challenged to answer a question that is complex, or has no right or wrong answer.
					Students are taught to self check using a rubric or criteria for mastery. Color coding is a system taught to students in order for them to highlight specific components of their work compared to the rubric or criteria for mastery.

GUIDEPOST 4: Lesson Delivery
Responds to gaps in student learning outcomes

RESPONDS TO GAPS IN STUDENT LEARNING OUTCOMES: Adjusts instruction based on trends when monitoring student learning.

4D

	I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
(i) Identifies and tracks trends in gaps of student learning (Outcomes)	No attempt or action.	Teacher incorrectly identifies common errors.	At key moments in the lesson, such as "checkpoints," teacher identifies the most common errors.	At key moments in the lesson, such as "checkpoints," teacher identifies most common errors and keeps track of them.	At key moments in the lesson, such as "checkpoints," teacher identifies trends in common errors and keeps track of them and which students made those errors.
DI Example: No attempt or action.		<80% of the time, teacher actively monitors independent work and gives on the spot feedback. Teacher may say "There is not time to do fix-ups."	80% of the time, teacher actively monitors independent work and gives on the spot feedback. Students correct their work, and their understanding improves as a result.	90% of the time, teacher actively monitors independent work and gives on the spot feedback. Students correct their work, and their understanding improves as a result.	100% of the time, teacher actively monitors independent work and gives on the spot feedback. Students correct their work, and their understanding improves as a result.
(ii) Probes to identify causes of gaps in student learning (Causes)	No attempt or action.	Once a teacher identifies a gap in student learning they inconsistently "research" to analyze where the learning broke down (by asking follow up clarifying questions, using wait time, and looking closely at student work, etc.).	Once a teacher identifies a gap in student learning they consistently "research" to analyze where the learning broke down (by asking follow up clarifying questions, using wait time, and looking closely at student work, etc.).	Once a teacher identifies a gap in student learning they always "research" to analyze where the learning broke down (by asking follow up clarifying questions, using wait time, and looking closely at student work, etc.).	Once a teacher identifies a gap in student learning they "research" to analyze where the learning broke down by using innovative strategies in addition to asking follow up clarifying questions, wait time, and looking at student work.
No DI Example required.					
(iii) Reteaches based on gaps in student learning (Solutions part 1 of 2)	No attempt or action.	Frequency: Inconsistently attempts to adjust instruction to address gaps in student learning. Quality: The reteach (individual or whole group) is general and does not address the right specific gap in student learning.	Frequency: Consistently adjusts instruction (reteaches, scaffolds questions) for the whole-group or individuals to address identified gaps in student learning. Quality: The reteach usually highlights the specific gaps in student learning (by referring back to the right key point, providing an example, rule/definition, context, etc).	Frequency: Always adjust instruction to address gaps in student learning. Quality: The reteach (individual or whole group) always highlights the specific gaps in student learning (by referring back to the right key point, providing an example, rule/definition, context, etc).	Frequency: Always adjust instruction to address gaps in student learning. Quality: Uses individual and whole group reteach, highlights the specific gaps in student learning and uses strong questioning to have students self identify misunderstandings.
DI Example: No attempt or action.		<80% of the time, teacher uses correction procedures. Teacher may use the correction procedure partially or incorrectly.	80% of the time, teacher uses correction procedures. Teacher follows the correction procedure accurately and completely.	90% of the time, teacher uses correction procedures. Teacher follows the correction procedure accurately and completely.	100% of the time, teacher uses correction procedures. Teacher follows the correction procedure accurately and completely.
(iv) Gives additional "at bat" to reassess student learning (Solutions part 2 of 2)	No attempt or action.	Frequency: Teacher inconsistently gives an immediate opportunity for students to practice what they learned in the reteach.	Frequency: Teacher consistently gives an immediate opportunity for students to practice what they learned in the reteach. Quality: The additional practice opportunities for students is aligned to the concept students were struggling with.	Frequency: Teacher always provides an immediate opportunity for students to practice what they learned in the reteach. Quality: The additional practice opportunity for students is aligned to the concept students were struggling with AND asks students to explain or justify their understanding with evidence.	Frequency: Teacher always provides an immediate opportunity for students to practice what they learned in the reteach. Quality: The additional practice opportunity for students is aligned to concept students were struggling with AND always asks students to explain or justify their understanding with evidence. Students are also asked to apply their learning in a new way.

GUIDEPOST 4: Lesson Delivery
Responds to gaps in student learning outcomes

RESPONDS TO GAPS IN STUDENT LEARNING OUTCOMES: Adjusts instruction based on trends when monitoring student learning.

4D

| DI Example: No attempt or action. | <80% of student work is "fixed up" (students correct their errors on assignments).

<80% of the time, uses delayed tests to check for understanding, and adjusts lesson where needed. | 80% of student work is "fixed up" (students correct their errors on assignments).

80% of the time, uses delayed tests to check for understanding, and adjusts lesson where needed. | 90% of student work is "fixed up" (students correct their errors on assignments).

90% of the time, uses delayed tests to check for understanding, and adjusts lesson where needed. | 100% of student work is "fixed up" (students correct their errors on assignments).

100% of the time, uses delayed tests to check for understanding, and adjusts lesson where needed. |

CLASSROOM EXAMPLES

I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
	Teacher rarely notices a common error students are making. Teacher incorrectly identifies a common error students are making.	After releasing students to practice teacher notices everyone is getting stuck on problem #4.	After releasing students to practice teacher notices everyone is getting stuck on problem #4, step #2 and writes down on a clipboard the problems students are missing the most.	During independent practice teacher notices students are getting stuck on problem #4, step #2. Teacher uses a copy of the practice for each class to write down the names of students on the problems they missed.
	The teacher notices students are missing a certain problem or question but doesnt use follow up questions to identify where the learning broke down.	The teacher often uses follow up questions, or looks at student work, or uses wait time to identify where the learning broke down.	The teacher always uses strategies to "research" where the learning broke down.	In addition to using clarifying questions, looking at student work, or wait time, the teacher has students compare their work on a problem to an exemplar, then uses probing questions to have students find their own misunderstanding.
	Stops the class to reteach a problem or question but it is not a problem or question that is connected to the most common error students are making.	The teacher address the correct gap in student learning by restating the rule/definition.	The teacher goes back to a specific key point in the lesson and addresses the gap in student learning by providing an additinoal example, restating the rule/defintion, or adding additional context.	By using targeted probing questions the teacher has students arrive at the correct understanding. Teacher post two students samples of work and has students compare and contrast them.

	I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
I. Reading	No attempt.	Implements only some of the reading opportunities outlined in the district curriculum. OR inconsistently provides support before, during, and after reading (see examples).	Implements all the reading opportunities outlined in the district curriculum. AND consistently uses at least one before, one during, and one after-reading strategy with each text (see examples).	Meets "Proficient" description plus... Effectively uses multiple strategies before, during, and after reading to support student comprehension. Backwards-plans annotation strategies to the skills needed in college; invests students in this rationale.	Meets "Advanced" description plus... Fosters innovative ways to embed reading throughout the classroom and shares those ideas with others on the campus and/or in the district. Builds a love of reading by bringing in additional authentic, culturally-enriching, "real-world" texts (such as news articles, primary sources, textbook passages, literature) and sharing insights, experiences from personal reading. Provides a variety of reading opportunities (such as shared, partner, small-group, independent reading) appropriate to the lesson objective and students' reading level.
	No DI Example required.				
II. Writing	No attempt is made for students to express their thoughts in writing. Writing is not part of this classroom.	Implements only some of the writing opportunities outlined in the district curriculum. OR inconsistently provides support before and after writing (see examples).	Implements all the writing opportunities outlined in the district curriculum. AND consistently uses at least one before- and one after-writing strategy each time students write (see examples).	Meets "Proficient" description plus... Goes beyond district curriculum to provide a few additional opportunities for students to express thinking in writing.	Teacher goes beyond district curriculum to take a creative or innovative approach to writing in their classroom.
	No DI Example required.				
III. Speaking & Listening	No attempt.	Students have limited opportunities for discussion, or they rarely use accountable talk. (See accountable talk examples in proficient).	When students speak (to the teacher or another peer), they use accountable talk 80% of the time. Accountable talk generally includes at least 3 of the following: 1. Speaking in complete sentences and using academic vocabulary (often based on sentence stems). 2. Justifying answers with textual evidence. 3. Connecting to others' comments (by using ABC: "Add, Build on, Challenge" or Teach Like a Champion strategies: "Follow-on" and "Managing the meta"). 4. Listening to and tracking the speaker.	When students speak (to the teacher or another peer), they use accountable talk 90% of the time. Students have a variety of opportunities to use accountable talk, such as whole-group, small group, partners and Socratic Seminars. (See accountable talk examples in proficient)	When students speak (to the teacher or another peer), they use accountable talk 100% of the time. Students have a variety of opportunities to use accountable talk, such as whole-group, small group, partners and Socratic Seminars with minimal teacher prompting. (See accountable talk examples in proficient).
	No DI Example required.				

IV. Vocabulary	No attempt.	Teacher may introduce vocabulary, but students have limited opportunities to practice using vocabulary in writing and speaking. OR teacher uses only low-level strategies for vocabulary integration (e.g., flash cards/students writing out definitions without processing/applying words). In general, new words may become part of students' passive vocabulary (i.e. "I understand the word when I hear it, but can't use it" or "I use the word, but do so incorrectly").	**Teacher introduces vocabulary and give students repeated "at bats" to practice using the words multiple times in context.** Teacher uses **at least one higher level strategy for** vocabulary integration **(e.g., using morphemes or word stems to explore word meaning, previewing vocabulary before reading, using context clues, creating sentences with context clues, using vocabulary correctly during classroom discussion, etc.)** **Many** new words become part of students' **active vocabulary ("I can use this word correctly in context").**	Teacher introduces vocabulary **in memorable ways** and give students repeated "at bats" **over time to build long-term mastery.** Teacher uses **multiple** higher-level strategies for vocabulary integration **(see list in proficient)**. **Most** new words become part of students' active vocabulary **(i.e. "I know this word well enough to use it appropriately in context.").**	**Students continually and automatically use words learned in the past as part of their active vocabulary in speaking and writing.** **Teacher uses creative strategies to foster students' ownership of building their own vocabularies.**
	No DI Example required.				
V. Supporting campus-wide literacy	No attempt.	Inconsistently supports campus-wide literacy efforts (such as Lighthouse, AR, Millionare Club, Achieve 3000, summer reading, carrying a good book with you at all times).	**Usually** supports campus-wide literacy efforts (such as Lighthouse, AR, Millionare Club, Achieve 3000, summer reading, carrying a good book with you at all times).	**Faithfully** supports campus-wide literacy efforts (such as Lighthouse, AR, Millionare Club, Achieve 3000, summer reading, carrying a good book with you at all times). **Demonstrates enthusiasm for helping students increase their literacy.**	**Formally and/or informally** leads campus-wide literacy efforts (such as Lighthouse, AR, Millionare Club, Achieve 3000, summer reading, carrying a good book with you at all times). **Builds other leaders' enthusiasm** for helping students increase their literacy.
	No DI Example required.				

CLASSROOM EXAMPLES

Reading Examples

Before reading: Consistently uses pre-reading strategies to scaffold texts (for example: pre-teaching key vocabulary, activating prior knowledge, building background knowledge, providing visuals).

During reading: Teacher, models, and monitors the quality of student annotations (such as "Annotating for Meaning") and/or models fluent, expressive reading-out-loud.

After reading: Consistently provides students the opportunity to reflect on their reading in writing and through discussion.

Writing Examples

Writing opportunities may include explaining, defending, challenging, synthesizing, making predictions, summarize, etc.

Types of assignments include persuasive, informative, research, process papers, short answer responses, creative writing.
Before writing: Breaking down the prompt, brainstorming, free-writing, analyzing the criteria for success and/or rubric, analyzing an exemplar answer.
After writing: Peer editing, writing conferences, revising & editing exercises

Content-Specific Examples:
Math: Students use UPSC (before, during, and after reading word problems)

Humanities: Students use OPVAL (for primary sources), GPRICES (for categorization)

Science: Students use "Claim-Evidence-Reasoning" strategy to plan, draft, and give feedback to peers.

GUIDEPOST 5: Data-driven Decisions
Assessment Data: Analyzes data to intervene and adjust instruction

ASSESSMENT DATA: Uses assessment data, including historical data, diagnostics, and ongoing assessments to drive instructional planning and delivery decisions

5A

	I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
(i) Frequency of analysis	No attempt or action.	Analyzes student outcome data after each major assessment (IA, unit exam, etc.).	Analyzes student outcome data **every other week.**	Analyzes student outcome data on a weekly basis.	Continually a**nalyzes student outcome data on a daily basis or as needed.**
	DI Example: No attempt or action.	Rarely makes anecdotal notes in comment section on LPC of concerns with groups or individual students.	Occasionally makes anecdotal notes in comment section on LPC of concerns with groups or individual students.	Frequently makes anecdotal notes in the Comment section on LPC of concerns with groups or individual students.	Always makes detailed anecdotal notes in the Comment section on LPC of concerns with groups or individual students.
(ii) Type of data	No attempt or action.	Student outcome analysis is based only on student performance on major assessments (IAs, unit exams, etc.). Teacher can list priority objectives based on data from major assessments (IAs, unit exams, etc.)f	Student outcome analysis is **primarily** based on student performance on major assessments (IAs, unit exams, etc.) and **one additional measure (e.g. essay, research project, mid-module exam, etc.).** Teacher can list priority objectives **and students based on data.**	Student outcome analysis is based on student performance on major assessments (IAs, unit exams, etc.) and **two or more additional measures (e.g. essay, research project, mid-module exam, etc.)** Teacher can list priority objectives and students based on data. **Teacher also lists priority objectives for each student.**	Student outcome analysis is **innovative** and based on student performance on major assessments (IAs, unit exams, etc.) **and multiple additional measures as needed (e.g. essays, research projects, mid-module exams, daily exit tickts, etc.).** Teacher can list priority objectives and students based on data. Teacher also lists priority objectives for each student.
	DI Example: No attempt or action.	Teacher sometimes analyzes student workbooks to identify trends (less than once per week).	Teacher often analyzes student workbooks to identify trends (more than once per week).	Teacher routinely analyzes student workbooks to identify trends (several times per week).	Teacher analyzes student workbooks to identify trends daily.

GUIDEPOST 5: Data-driven Decisions
Assessment Data: Analyzes data to intervene
and adjust instruction

ASSESSMENT DATA: Uses assessment data, including
historical data, diagnostics, and ongoing assessments
to drive instructional planning and delivery decisions

5A

CLASSROOM EXAMPLES

I	**II**	**III**	**IIII**	**IIIII**
Pre-Novice	**Novice**	**Proficient**	**Advanced**	**Exceptional**
Teacher does not know how to read data, and therefore cannot make sound instructional decisions. When asked in a data conversation what was different in the instruction that lead to a difference in mastery from assessment 1 and 2, teacher is not able to articulate or identify trends.	Teacher identifies a priority TEK based on IA data and spirals it throughout the unit by providing sporadic "Do Nows" without re-teaching the TEK.	Teacher identifies a priority TEKS and students based on weekly assessment data.	Teacher is able to formulate questions to identify the root cause of the misunderstanding within a TEK or objective.	"Teacher uses formative, and informative, assessment data frequently to analyze student outcomes aligned to the objective. The teacher will use daily exit tickets, or if a multiple day lesson the teacher will create a formative assessment for the end of the multiple day lesson or at potential road marks throughout the multiple days. The teacher is able to identify individual students areas for growth and their strengths as well. "

	I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
(i) Tracking system	No attempt or action.	Tracking system is created and is used after each IA or has been abandoned since the beginning of the year.	Tracking system is created and **used to track student performance twice a month so that data can inform short and long term planning and differentiation.**	Tracking system is created and used to track student performance on a **weekly basis** so that data can **drive short** and long term planning and differentiation.	Tracking system is created and used to track student performance **continually in an innovative way that empowers students to differentiate their own learning in the** short and long-term.
DI Example: No attempt or action.	LPC's are rarely updated after rotations/classes, or done late.	LPC's are sometimes updated after some rotations/classes.	LPC's are updated daily after most rotations/classes.	LPC's are updated daily after each rotation/class.	
(ii) Consistent use over time	No attempt or action.	Goal oriented Individual and class trackers are inconsistently used. Less than 80% of students are able to track their progress.	Goal oriented individual and class trackers are **used throughout the year**. **80%** of students can explain how they track their progress, **strengths and areas of growth.**	Goal oriented individual and class trackers are used throughout the year. **90%** or more students are able to explain how they track their progress, strengths and areas of growth.	Goal oriented individual and class trackers are used throughout **the entire year with fidelity. 100%** of students are able to explain how they track their progress, strengths and areas of growth.
DI Example: No attempt or action.	<90% of student independent work assignments are complete, checked and tracked on DI forms or DI Online.	90% of student independent work assignments are complete, checked and tracked on DI forms or DI Online. Teacher conducts an error analysis and offers student supplements to challenging skills for extended practice.	95% of student independent work assignments are complete, checked and tracked on DI forms or DI Online. Teacher conducts an error analysis and offers student supplements to challenging skills for extended practice.	100% of student independent work assignments are complete, checked and tracked on DI forms or DI Online. Teacher conducts an error analysis and offers student supplements to challenging skills for extended practice.	
(iii) Student ownership of tracking	No attempt or action.	Students participate in tracking of whole-class progress towards learning goals. Individual tracking system exists, but teacher owns the tracking of individual student goals. (e.g. teacher has individual tracker in personal excel document and progress towards goals is not shared with students).	Students participate in tracking of whole-class **and individual** progress towards learning goals. **System is accessible and translated by teacher into one where students can track their own progress. Students consistently celebrate progress. Celebration of success is teacher-driven and occasionally student-driven.**	Students participate in tracking of whole-class and individual progress towards learning goals. Students **consistently track their own progress individually and consistently** use it to celebrate progress. Celebration of success is **usually student-driven** and occasionally teacher-driven.	Students **are empowered to create their own tracking systems which drive their intrinsic motivation in an innovative way.** Students **celebrate the progress of themselves and others.** Celebration of success is student-driven.
DI Example: No attempt or action.	Teacher rarely tracks progress after rotations/classes, and may be able to articulate progress towards their goal. Teacher may not have visual goal trackers posted.	Teacher tracks progress after some rotations/classes, and can articulate progress towards their goal. Teacher has visual goal trackers posted.	Teacher tracks progress after most rotations/classes, and can articulate progress towards their goal. Teacher has visual goal trackers posted.	Teacher tracks progress daily and can articulate progress towards their goal. Teacher has visual goal trackers posted.	

CLASSROOM EXAMPLES

I	II	III	IIII	IIII
Pre-Novice	**Novice**	**Proficient**	**Advanced**	**Exceptional**
Students take a weekly assessment. The teachers inputs the grade into the grade book and does not share the results with the students.	The teacher has created a bar graph to display on the wall indicating the class average on each IA.	The teacher displays the data from the IA assessment, then reviews the top missed questions with the students before moving onto the next topic.	When receiving the results of last week's quiz, each student is able to communicate which topics they mastered and which topics they still have yet to master based on the tracker in their notebook.	Each student is able to communicate which content and skills they mastered and which content and skills they still have yet to master based on the tracker in their notebook, at the weekly or daily level. Students have also created, and can articulate, a plan for how and when they will get to mastery on the content and skills they have yet to master. The students track the progress of their actions and choices that have led to their success or failure and note how those actions or choices may led them to meet, or not meet, their short-term and long-term goals.

	I Pre-Novice	**II** Novice	**III** Proficient	**IIII** Advanced	**IIIII** Exceptional
(i) Connecting feedback to goals	No attempt or action.	Less than 80% of students receive grades with feedback that allows them to understand strengths and areas of growth. Less than 80% of students can see the connection of grades to goals and can plan to improve.	**80% of students** receive grades with feedback that allows them to understand strengths and areas of growth. **80%** of students can see the connection of grades to goals and can plan to improve.	**90%** of students receive grades with feedback that allows them to understand strengths and areas of growth. **90%** of students can see the connection of grades to goals and can plan to improve.	**All students** receive grades with feedback that allows them to understand strengths and areas of growth. **100%** of students can see the connection of grades to goals and can plan to improve.
	No DI Example required.				
(ii) Timeliness	No attempt or action.	Students receive individual feedback on their work from teacher about once a month. Grades are submitted late. Grades are posted a month after assignment is turned in.	Students receive individual feedback on their work from teacher **every other week.** **Grades are submitted on time.** Grades are posted **within two weeks** after assignment is turned in.	Students receive individual feedback on their work from **teacher once a week.** Grades are submitted on time. Grades are posted **within a week** after assignment is turned in.	Students **continually** receive individual feedback on their work from teacher **as needed per student.** Grades are submitted on time. **Teacher creates a system to efficiently post grades immediately after assignments are turned in.**
	No DI Example required.				

CLASSROOM EXAMPLES

I	**II**	**III**	**IIII**	**IIIII**
Pre-Novice	**Novice**	**Proficient**	**Advanced**	**Exceptional**
	When asked how a student is doing in their math class, the students does not know if he is failing or passing. Teacher handed back students' essays, and the comments were generic: "elaborate more" or "improve your conclusion".	Students know their current grade, but when the class is polled, only about 1 of 3 students know how they can improve their grade or their plan in order to reach their academic goals.	Teacher provides grades that adequately reflect student performance in their class. Students also track formative assessments and can articulate their progress toward academic goals.	Same as proficient and teacher provides grades that adequately reflect student performance in their class. Students also track formative assessments and can articulate their progress toward academic goals as well as strengths and areas for improvement.
	Teacher sends notes home with students to inform parents of open house and report card pick-up night.	Grades are given promptly with generic comments or explanations. OR Graded assignments are returned with detailed comments, but they are returned more than one week after they were turned in.	Teacher returned graded essays and included a score, a rubric that explained how the essay was graded, and two next steps students needed to implement when they revised their essay.	Same as proficient, and provides specific feedback on what students do well and next steps to improve their grades or scores.
	Teacher calls parents to discuss students' misbehavior OR Teacher sends a note home when students are doing well, but the note is generic.	Teachers hold conferences with students at administrator's request.	Holds progress toward goals conferences at the end of the quarter with all students and provides each student with a "glow" and a "grow".	Same as proficient and holds progress toward goals conferences at the end of the quarter with all students and monitors progress by tracking objective mastery and intervening when students are not improving.
	Provides parents and/or other key influencers with positive or negative news regarding students' performance.	Teacher sends home a "Big Goals" sheet that outlines classroom goals for the year, and parents must sign and return the sheet.	Teacher sends home a "Big Goals" sheet that outlines classroom goals for the year. At report card night, teacher, student and parent discuss students' progress toward goals.	Same as proficient, and teacher, parent and student create intervention plan for student to ensure goals are reached.
		Provides parents and/or other key influencers information regarding students' progress toward goals on an absolute scale.	Provides parents and/or other key influencers information regarding students' progress toward goals on a relative scale.	Shows parents and/or other key influencers how to monitor and recognize students' progress toward goals.

GUIDEPOST 5: Data-driven Decisions
Remediation & Re-teaching: Analyzes data to intervene and adjust instruction

REMEDIATION & RE-TEACHING: Provides individual and collective remediation and targeted re-teaching based on assessment data

5D

	Pre-Novice	Novice	Proficient	Advanced	Exceptional
(i) Identifies and responds to daily gaps in learning	No attempt or action.	Reviews daily lesson assessments (e.g. Exit Tickets) to identify the highest leverage gaps less than 80% of the time. Does not use data to determine which students need remediation. Often reteaches to the entire class when only a few students need remediation. Ensures students receive remediation if they were absent less than 80% of the time.	Reviews lesson assessments (e.g. Exit Tickets) within 24 hours to identify the highest leverage gaps 80% of the time. Uses data to determine which students need reteaching. Ensures students receive remediation if they were absent 80% of the time.	Reviews lesson assessments (e.g. Exit Tickets) within 24 hours to identify the highest leverage gaps 90% of the time. Uses data to identify which students need reteaching and the conceptual gaps to address. Ensures students receive remediation if they were absent 90% of the time.	Reviews lesson assessments (e.g. Exit Tickets) within 24 hours to identify the highest leverage gaps 100% of the time. Uses data to identify which students need reteaching and the conceptual gaps to address. Ensures students receive remediation if they were absent 100% of the time.
DI Example: No attempt or action.		<80% of absent students are tested immediately upon return.	80% of absent students are tested immediately upon return.	90% of absent students are tested immediately upon return.	100% of absent students are tested immediately upon return.
(ii) Analyzes assessment data	No attempt or action.	Analysis of these factors may be limited or superficial: 1) WHY students made the error (determined by reviewing their work). 2) HOW to reteach in a way that clarifies the misconception. 3) WHEN to reteach & reassess. Identifies priority students & standards after each assessment (IA, unit exam, etc.) and plans for reteach. Does not consider re-grouping intervention / tutorial / Saturday School students once initial groups have been established.	Analysis of these factors is logical and based on evidence: 1) WHY students made the error (determined by reviewing their work). 2) HOW to reteach in a way that clarifies the misconception. 3) WHEN to reteach & reassess. Identifies priority students & standards after each assessment (IA, unit exam, etc.) and plans for reteach and reassessment. Regroups students in intervention / tutorial / Saturday School as needed. Intervention time is planned based on group needs, rather than individual trends.	Analysis of these factors addresses root causes: 1) WHY students made the error (determined by reviewing their work). 2) HOW to reteach in a way that clarifies the misconception. 3) WHEN to reteach & reassess. Identifies priority students after each assessment (IA, unit exam, etc.) and plans to track reassessment after reteach. Groups students based on specific areas of need. Intervention plan includes reassessing mastery in order to re-group students according to ongoing needs.	Analysis of these factors addresses root causes: 1) WHY students made the error (determined by reviewing their work). 2) HOW to reteach in a way that clarifies the misconception. 3) WHEN to reteach & reassess. Is able to identify priority students and their needs on a weekly basis or more often as needed. Intervention plan includes reassessing mastery and re-grouping students according to ongoing needs.
DI Example: No attempt or action.		Implements <80% of remedies and next steps from NIFDI conference call appropriately and in a timely manner.	Implements 80% of remedies and next steps from NIFDI conference call appropriately and in a timely manner. May initiate remedies without API or IM.	Implements 90% of remedies and next steps from NIFDI conference call appropriately and in a timely manner. May initiate remedies without guidance from API or IM.	Implements 100% of remedies and next steps from NIFDI conference call appropriately and in a timely manner. May initiate remedies without guidance from API or IM. For example, may place students on daily checkouts as soon as they fail a checkout without waiting for API to give recommendation.
(iii) Addresses foundational gaps	No attempt or action.	Has limited awareness of students' long-term foundational gaps. Has limited or minimally-effective plans in place to close foundational gaps in class. Does not coordinate with colleagues also working to close foundational gaps (interventionist, SPED teachers, blended spaces teachers).	Has an understanding of students' long-term foundational gaps. Plans 1-2 consistent strategies to help close foundational gaps in class. Coordinates regularly with colleagues also working to close foundational gaps (interventionist, SPED teachers, blended spaces teachers).	Has an understanding of students' long-term foundational gaps, and how those gaps are changing throughout the year. Plans consistent, highly-effective strategies to help close foundational gaps in class. Coordinates with and supports colleagues also working to close foundational gaps (interventionist, SPED teachers, blended spaces teachers).	Has an understanding of students' long-term foundational gaps, what causes them, and how those gaps are changing throughout the year. Seamlessly blends highly-effective strategies to help close foundational gaps into regular classroom instruction. Develops transformational partnerships with colleagues also working to close foundational gaps (interventionist, SPED teachers, blended spaces teachers).

GUIDEPOST 5: Data-driven Decisions
Remediation & Re-teaching: Analyzes data to intervene and adjust instruction

REMEDIATION & RE-TEACHING: Provides individual and collective remediation and targeted re-teaching based on assessment data

5D

No DI Example required.

(iv) Effective review and reteach

| No attempt or action. | Reteach differs from first instruction less than 80% of the time. Typically does not use reteach structures (e.g. modeling and guided discourse).

Uses intervention time outside of class (e.g. study hall, tutorials, Saturday school) for students to catch up on work, rather than to reteach objectives.

Waits until the end of the school year (e.g. in the months leading up to the end-of-year exam) to review content covered in previous units. | Reteach differs from first instruction 80% of the time. Teacher uses reteach stuctures (e.g. modeling, guided discourse) to target procedural gaps.

Uses intervention time outside of class (e.g. study hall, tutorials, Saturday school) to reteach specific objectives.

Spirals in review of content covered in previous units throughout the year. | Reteach differs from first instruction 90% of the time. Teacher uses reteach stuctures (e.g. modeling, guided discourse) to target procedural gaps and conceptual misunderstandings.

Uses intervention time outside of class (e.g. tutorials) and regular class time to retach and review priority objectives. Selects priority objectives based on data.

Spirals in review of content covered in previous units throughout the year in ways that are engaging for students (e.g. oral drills like Pepper). | Reteach consistently differs from first instruction (e.g. teacher uses a reteach structure like guided discourse or modeling).

Reinforces priority objectives using strategies such as grouping and differentiated centers. Does this during classroom instructional time AND other intervention times (e.g. tutoring). Selects priority objectives and creates student groups based on data.

Spirals in review of content covered in previous units throughout the year in ways that are engaging for students (e.g. oral drills like Pepper).

Reteach and review are often student-led (e.g. students reteach a concept aligned to a commonly missed question, students lead their own study groups to prepare for a major assessment, etc.). |
| DI Example: No attempt or action. | Teacher remediates, re-teaches and/or re-tests <90% of students who do not meet passing criteria, in a timely manner. Teacher applies appropriate notation on DI forms to indicate that remediation has been completed.

When mastery indicates the need to apply the "25% rule" (repeat lesson), teacher applies the rule <80% of the time. | Teacher remediates, re-teaches and/or re-tests 90% of students who do not meet passing criteria, in a timely manner. Teacher applies appropriate notation on DI forms to indicate that remediation has been completed.

When mastery indicates the need to apply the "25% rule" (repeat lesson), teacher applies the rule 80% of the time. | Teacher remediates, re-teaches and/or re-tests 95% of students who do not meet passing criteria, in a timely manner. Teacher applies appropriate notation on DI forms to indicate that remediation has been completed.

When mastery indicates the need to apply the "25% rule" (repeat lesson), teacher applies the rule 90% of the time. | Teacher remediates, re-teaches and/or re-tests 100% of students who do not meet passing criteria, in a timely manner. Teacher applies appropriate notation on DI forms to indicate that remediation has been completed.

When mastery indicates the need to apply the "25% rule" (repeat lesson), teacher applies the rule 100% of the time. |

CLASSROOM EXAMPLES

I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
	Intervention time is used to make-up work or work on activities not aligned to areas of need. Teacher announces, "I'm here every Tuesday for tutoring. You know if you need to come."	Teacher changes intervention groups every 6 weeks, but does not change the intervention plan based on the group.	When teacher reflects on her own practice, she cites multiple approaches to reteach students having difficulty. Students are seated strategically in order to meet individual needs.	Teacher successfully executes a major lesson readjustment that leads to an increase in student mastery. The teacher's adjustments to the lesson (additional modeling, think-alouds, students working with a partner, etc.) are designed to assist individual students.

GUIDEPOST 5: Data-driven Decisions
Accommodations & Modifications: Analyzes data to intervene and adjust instruction

ACCOMMODATIONS & MODIFICATIONS: Modifies instruction and provides accommodation based on student need

5E

	I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
Ii) Plans and implements accommodations	No attempt or action.	Accommodations/modifications for students in Special Programs appear in lesson plans, but are inconsistently executed.	Accommodations/modifications for students in Special Programs appear in lesson plans **and are consistently executed, but teacher may not always select appropriate accommodations/modifications.**	**Plans for and implements appropriate** accommodations/modifications for students in Special Programs. Accommodations/modifications **lead to a measurable increase in student results from the previous school year.**	**Identifies root causes of learning challenges for students who struggle and** implements appropriate accommodations/modifications **to meet students' needs.** Accommodations/modifications lead to **significant** measurable **growth in** student results from the previous school year.
DI Example: No attempt or action.	<80% of the time, teacher uses conceptual refinement tools for ELL students. Teacher may incorporate visuals, real life objects, graphic organizers, or cognates.	80% of the time, teacher uses conceptual refinement tools for ELL students. Teacher may incorporate visuals, real life objects, graphic organizers, or cognates.	90% of the time, teacher uses conceptual refinement tools for ELL students. Teacher may incorporate visuals, real life objects, graphic organizers, or cognates.	100% of the time, teacher uses conceptual refinement tools for ELL students. Teacher may incorporate visuals, real life objects, graphic organizers, or cognates.
(ii) Monitors progress	No attempt or action.	Knows which students are in Special Programs (SPED, ELL, 504). Teacher reads through accommodations/modifications at the beginning of the year and revisits progress once a quarter. Teacher does not document student progress.	**Has knowledge of the needs of each student in** Special Programs (SPED, ELL, 504). Teacher reads through accommodations/modifications at the beginning of the year and revisits progress **about once a month.** Teacher **inconsistently** documents student progress.	Has **deep** knowledge of the needs of each student in Special Programs (SPED, ELL, 504). Teacher reads through accommodations/modifications at the beginning of the year, revisits progress **once a month, and analyzes to make instructional adjustments.** **Communicates progress toward goals with students and parents once a month.**	Has deep knowledge of the needs of each student in Special Programs (SPED, ELL, 504). Teacher reads through accommodations/modifications at the beginning of the year, revisits progress **continually as needed,** and analyzes to make instructional adjustments. Communicates progress toward goals with students and parents **continually as needed in an innovative way.** **Participates frequently in progress monitoring conversations/meetings with parent, student, and other special populations staff with documented evidence (work samples, portfolio, etc.) to show student growth.**
No DI Example required.					
(iii) Participates in ARDs	No attempt or action.	Attends ARD meetings when asked.	**Participates** in ARD meetings when asked.	**Is an active participant in** ARD meetings when asked, **sharing their instructional insight on students, and collaborating ongoing with the committee.**	**Gathers and provides documented evidence of modifications and student progress toward IEP goals for use at ARD meetings to assist in instructional decision making.**
No DI Example required.					
(iv) Collaborates to meet student needs	No attempt or action.	Only consults specialist, team members, and parents when student is failing.	**Consults specialists,** team members, and parents **inconsistently Ð but more than only** when student is failing **(collaboration is irregular)**.	**Collaborates regularly** with specialists **(SPED teacher, ESL point person, etc.),** team members, and parents **to meet needs of students in special program areas.**	**Proactively seeks out collaboration** with specialists (SPED teacher, ESL point person, etc.), team members, and parents to meet needs of students in special programs.
No DI Example required.					

GUIDEPOST 5: Data-driven Decisions
Accommodations & Modifications: Analyzes data to intervene and adjust instruction

ACCOMMODATIONS & MODIFICATIONS: Modifies instruction and provides accommodation based on student need

5E

CLASSROOM EXAMPLES

I Pre-Novice	**II** Novice	**III** Proficient	**IIII** Advanced	**IIIII** Exceptional
	When asked "what are you doing for your special population students?" Teachers says "I'm giving them the same thing I give my regular students" or "They don't have to do those assignments."	When asked "what are you doing for your special population students?" Teachers says "I just give them more time to finish the work."	The teacher individualizes assessment based on students levels of cognitive development while maintaining the appropriate level of rigor.	The teacher regularly creates adapted daily lessons, materials and assessments for students with learning disabilities.
	When asked to identify the accommodations needed for each special population student, the teacher is not able to identify the students with their needs. "Oh, I didn't know _____ was ____ and needed for _____'s accommodations" or "They aren't my responsibility; they go to Special Ed."	The teachers lesson plan has the same accommodations checked off for every lesson.	The teacher examines students previous years folders to ascertain the proficiency levels of groups of students in the class.	Teacher stays updated with students' changing modifications. When asked to complete ARD paperwork, teacher is timely and thoughtful in providing information.

# CORE VALUES

GUIDEPOST 6:
IDEA Core Values

At IDEA Public Schools we will enter our next 20 years of existence with a deeply loved slate of core values, which reflect both the best of who we are and who we aspire to become. These core values are the beliefs and behaviors that already drive our current actions and also what we will grow to become in the future. They unite all of us - staff, students, families, alumni, and supporters.

		I Pre-Novice	II Novice	III Proficient	IIII Advanced	IIIII Exceptional
6A	We Achieve Academic Excellence	Does not express belief that all students can go to college or demonstrate a sense of urgency or ownership to get students there.	Expresses belief that all students can go to college but does not demonstrate a sense of urgency or ownership to get students there.	Expresses belief that all students can go to college; often demonstrates sense of urgency or ownership to get students there.	Expresses belief that all students can go to college; always demonstrates sense of urgency or ownership to get students there.	Expresses belief that all students can go to college; always demonstrates sense of urgency or ownership to get students there and encourages IDEA Team & Family members to do the same.
6B	We Deliver Results	Does not deliver results. Often blames external factors and does not look for solutions within their sphere of influence to achieve ambitious goals. Rarely offers to help others as they strive to achieve goals.	Delivers results in some areas. Sometimes blames external factors and does not look for solutions within their sphere of influence to achieve ambitious goals. Sometimes offers to help others as they strive to achieve goals.	Delivers results in most areas. Does not blame external factors and sometimes looks for solutions within their sphere of influence to achieve ambitious goals. Sometimes offers to help others as they strive to achieve goals.	Delivers results in all areas. Does not blame external factors and often looks for solutions within their sphere of influence to achieve ambitious goals. Often offers to help others as they strive to achieve goals.	Delivers results in all areas. Does not blame external factors and always looks for solutions within their sphere of influence to achieve ambitious goals. Always offers to help others as they strive to achieve goals.
6C	We Ensure Equity	Does not seek to understand others' perspectives, experiences, and identities. Cannot articulate how equity relates to their own work . Does not address racism and discrimination from self and others.	Sometimes seeks to understand others' perspectives, experiences, and identities. Can articulate how equity relates to their own work but does not advocate for improvements to increase equity. Sometimes addresses racism and discrimination from self and others.	Often seeks to understand others' perspectives, experiences, and identities. Can articulate how equity relates to their own work and sometimes advocates for improvements to increase equity. Often addresses racism and discrimination from self and others.	Always seeks to understand others' perspectives, experiences, and identities. Can articulate how equity relates to their own work and often advocates for improvements to increase equity. Always addresses racism and discrimination from self and others.	Always seeks to understand others' perspectives, experiences, and identities. Can articulate how equity relates to their own work and always advocates for improvements to increase equity. Always addresses racism and discrimination from self and others.
6D	We Build Team & Family	Contributes to an undesirable environment for colleagues, students, and families. Does not make an attempt to collaborate with others.	Actively improving in two areas identified as contributing to an undesirable environment for colleagues, students, and families. Sometimes makes an attempt to collaborate with others but is not always successful.	Actively improving in an area identified as contributing to an undesirable environment for colleagues, students, and families. Makes an attempt to collaborate with others but is not always successful.	Actively improving in an area identified as contributing to an undesirable environment for colleagues, students, and families. Successfully attempts to collaborate with others most of the time.	Contributes to a desirable environment for colleagues, students, and families. Successfully attempts to collaborate with others all of the time.
6E	We Act With Integrity	Does not maintain high standards of honest and ethical behaviors for self. Does not take responsibility for behaviors.	Sometimes maintains high standards of honest and ethical behaviors for self. Takes responsibility for some behaviors.	Often maintains high standards of honest and ethical behaviors for self. Takes responsibility for most behaviors.	Always maintains high standards of honest and ethical behaviors for self. Takes responsibility for most behaviors.	Always maintains high standards of honest and ethical behaviors for self. Takes responsibility for all behaviors.
6F	We Bring Joy	Does not maintain a positive outlook. Does not attempt to celebrate any accomplishments or growth. Sometimes participates in campus traditions.	Sometimes maintains a positive outlook. Attempts to celebrate their students' and colleagues' accomplishments but not growth. Sometimes participates in campus traditions.	Often maintains a positive outlook. Attempts to celebrate their students' and colleagues' accomplishments and growth. Usually participates in campus traditions.	Always maintains a positive outlook. Always celebrates their students' and colleagues' accomplishments and growth. Participates in campus traditions all of the time.	Maintains and encourages a positive outlook. Always celebrates their students' and colleagues' accomplishments and growth. Participates in and creates new campus traditions.
6G	We Sweat the Small Stuff	Does not pay close attention to detail. Does not prioritize and is derailed from important work by what is urgent.	Pays close attention to details some of the time. Attempts to prioritize sometimes and is derailed from important work by what is urgent.	Pays close attention to details most of the time. Attempts to prioritize but may derailed from important work by what is urgent.	Pays close attention to details all of the time. Attempts to prioritize and is not derailed from important work by what is urgent.	Pays close attention to details all of the time. Prioritizes and is not derailed from important work by what is urgent.

The Guideposts for Excellent Teaching represent a living document, ever improving. The Guideposts define our shared language to explain this noble work. We are grateful to the mentors and teaching resources which inspire this tool: Teaching as Leadership from Teach For America, Teach Like a Champion from Doug Lemov, Charlotte Danielson's Framework for Teaching, Dr. Robert Marzano's Evaluation Framework, and The Skillful Teacher from Jon Saphier. Over many years, countless IDEA teachers and leaders have looked to these models to revise the language of the Guideposts, to capture the art and science that is teaching at IDEA. This tool is dedicated to the committed, brilliant, creative, ambitious, and hard-working teachers who walk into IDEA classrooms every day, bringing these words to life.

To value, retain, and support the development of ALL IDEA teachers!

TEACHER CAREER
PATHWAY
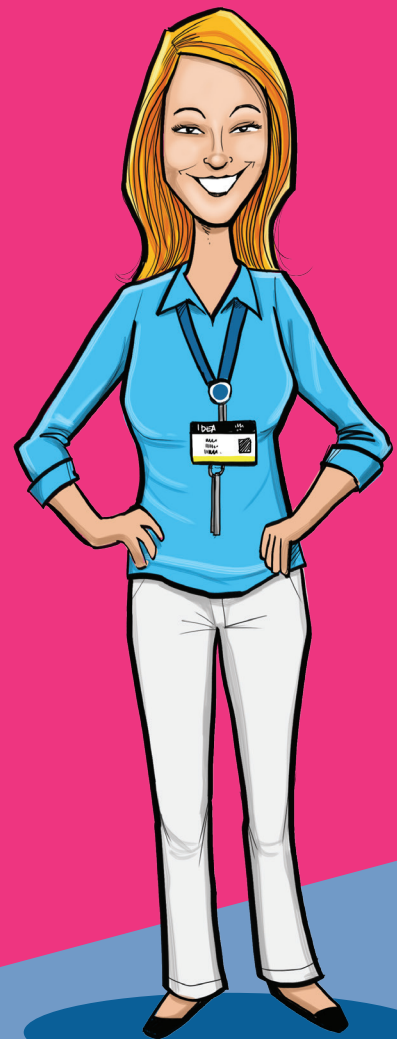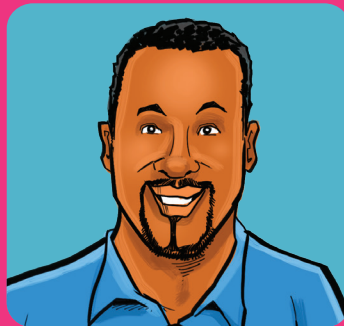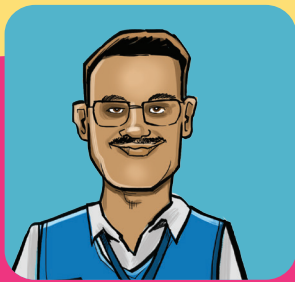
TEACHER CAREER PATHWAY
2020-2021 HANDBOOK

Dear IDEA Teachers,

This handbook is your guide to IDEA's Teacher Career Pathway. This program serves to recognize, reward, and support the development of all IDEA teachers. At IDEA, we believe that excellent teachers are the key to realizing our promise to students. The Teacher Career Pathway was created to make IDEA a place where you feel recognized for your invaluable role in our effort to send all students to and through college.

Inside this handbook, you will find:

- A broad overview of the Teacher Career Pathway

- An in-depth look at pathway placements and rewards. This includes how teachers get placed, details about moving along the pathway, and specifics about the rewards teachers receive at each level

- Infographics to illustrate Teacher Career Pathway processes and structures

- Profiles of teachers at every level of the Teacher Career Pathway

- A look at the Teacher Career Pathway in the context of other reward and recognition programs for teachers

- Highlights of the feedback process: what's been changed according to your feedback, and how to give more feedback.

Sincerely,
Teacher Career Pathway Team

INTRODUCTION

INTRODUCTION

A. OVERVIEW AND RATIONALE FOR THE TEACHER CAREER PATHWAY

The Teacher Career Pathway is a differentiated reward, recognition, and retention program for teachers at IDEA Public Schools. The Teacher Career Pathway program synthesizes multiple components of a teacher's performance in order to place them on a five-tier pathway. Each level on this pathway has its own set of supports, rewards, and recognitions. Pathway evaluations and placements are conducted annually by managers on behalf of all teachers.

The Teacher Career Pathway came together after extensive research, piloting, and review process (and it continues to improve, thanks to candid and thoughtful feedback of IDEA teachers). The Teacher Career Pathway and its accompanying rubrics, evaluation criteria, and reward system is inspired by similar programs from YES Prep Schools, Achievement First, and Aspire Public Schools, among others. However, IDEA's Teacher Career Pathway has some unique features:

| **Transparent, published rubrics for student achievement metrics** | **Full inclusion of elective teachers and teachers of courses without state tests** | **Retention bonuses that build over time for High-Performing, Advanced and Master Teachers** | **Teacher evaluation measures created and modified by teacher committees and the Teacher Advisory Council** |

*Look for this icon throughout the handbook to see how we've integrated **motivation** theory into the Teacher Career Pathway*

MOTIVATION

The Teacher Career Pathway is also rooted in theories of education, business, and psychology. Daniel Pink, who studies motivation, theorizes that people are motivated by three things:

Autonomy   Mastery   Purpose

At IDEA, the inspiring and important mission of College for All gives a sense of purpose. With the Teacher Career Pathway, teachers can also benefit from more autonomy and mastery as they progress through the levels.

[1] *Pink, Daniel H. Drive: The Surprising Truth about What Motivates Us. New York, NY: Riverhead, 2009. Print.*

INTRODUCTION

The Teacher Career Pathway additionally incorporates ideas from Carol Dweck, the Stanford psychologist famous for her work on mindset and achievement. Dweck's "growth mindset" is described below:

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.[2]

In the growth mindset framework, teachers are not born great but rather grow into excellence through hard work. The Teacher Career Pathway facilitates and recognizes that growth.

GROWTH MINDSET

*Look for the **growth mindset** icon throughout the book.*

It highlights places where the teacher career pathway program embodies our belief in all teachers' potential for excellence!

PROGRAM GOALS

Although Pink's and Dweck's theories helped shape the Teacher Career Pathway, the true driving force behind the program is this: To make college possible for all children, IDEA must retain its great teachers. Students benefit from having committed, professionally satisfied teachers. Organizations grow stronger with workforces that choose to stay and grow. These beliefs inform the goals of the Teacher Career Pathway.

The goal of the program is to value, retain, and support the development of IDEA teachers. The Teacher Career Pathway intends to inspire and motivate teachers to grow in their practice and stay with IDEA. By offering bonuses, recognition, and a place to grow as an educator, the Teacher Career Pathway will help keep IDEA teachers fulfilled and in the classroom.

2 Dweck, Carol. http://mindsetonline.com/whatisit/about/. 2006 - 2010.

GOALS FOR THE TEACHER CAREER PATHWAY ARE:

95% Retention of Level Four and Level Five Teachers

85% Retention of Teachers

85% Of teachers agree with annual Teacher Career Pathway Climate Measures Survey

INTRODUCTION

B. HISTORY AND BACKGROUND

The Teacher Career Pathway launched as a natural next step from the work of IDEA's Investing in Innovation (i3) grant. The i3 grant laid the groundwork for recruiting, developing, and retaining a talented workforce. With the Teacher Career Pathway, that work became specific to teachers.

The Teacher Career Pathway took form over an 18-month period. During this process, teacher input was of the highest importance. The Teacher Career Pathway task force held 14 teacher feedback sessions, 14 town hall meetings, five focus groups and five steering committee meetings. Feedback from these events shaped the Teacher Career Pathway in important ways, which are highlighted by the Teacher Feedback icons located throughout this handbook. Today, teacher feedback continues to be a key part of the Teacher Career Pathway's ongoing growth.

TEACHER FEEDBACK
Look for the Teacher Feedback icon throughout the book to see how teachers' voices are represented in the Teacher Career Pathway

The Teacher Career Pathway task force held:

14 Teacher Feedback Sessions

14 Town Hall Meetings

5 Focus Groups

5 Steering Committee Meetings

The Teacher Career Pathway pilot launched in 2014 with teachers receiving their first-ever pathway placements, public recognition, and professional development budgets. The Teacher Advisory Council began the same year. This council opened a direct line of communication between IDEA campuses and headquarters. **Teacher feedback received during the twice-annual TAC meetings shaped multiple components of the Teacher Career Pathway program, among other district initiatives.** Read more on the Teacher Advisory Council's role in Teacher Career Pathway development in Section III of this handbook.

The 2015-16 school year marked the formal commencement of the Teacher Career Pathway. **With the launch of the program, IDEA will grow as a place where teachers love to teach, not only because they believe in putting students on the pathway to college, but also because they feel recognized, rewarded, and valued for their work.**

C. THE TEACHER CAREER PATHWAY PILOT

The Teacher Career Pathway launched in pilot form during the 2014-15 school year. Throughout this time, members of the Teacher Career Pathway team systematically gathered feedback from teachers through measures such as the district-wide pilot survey. This invaluable feedback has been used to adjust the Teacher Career Pathway so it can more effectively retain and reward talented educators. Here are some samples of what IDEA teachers said about the Teacher Career Pathway during the 2015-16 school year, illustrated on the next page.

INTRODUCTION

The Teacher Career Pathway rewards teachers' contribution, supports their professional growth, and most importantly, provides a pathway for promotions so career teachers can continue their influence in the classroom. This portion of the handbook describes Teacher Career Pathway rewards, recognition, and support programs in detail.

The Teacher Career Pathway:

WHO   **WHAT**   **WHY**   **AND**   **HOW**

The Teacher Career Pathway is a system that places IDEA teachers along a five-level continuum of performance. Each of the five pathway levels comes with a different slate of rewards and professional development opportunities. A teacher's pathway placement is determined each year and is based on a balanced scorecard for teacher evaluation. Teachers at the first two pathway levels receive prescriptive, individual development to support their improvement towards higher levels. Teachers at the highest three levels of the pathway receive "Grow with IDEA" accounts, retention bonuses that increase over a three year period. **The philosophy behind the support and recognition along the pathway is to provide increasing autonomy as teachers progress along the pathway.**

IN DEPTH: PATHWAY PLACEMENT

GROWTH MINDSET
With hard work, all teachers can advance up the pathway

Moving up the pathway reflects strong, consistent, and sustained performance over time.

THE LEVELS:

There are five levels on the Teacher Career Pathway. Each level reflects a teacher's performance on the Teacher Career Pathway evaluation scorecard, which includes five metrics: student achievement, manager ratings on the GET rubric, student and family input, and core values.

THE LEVELS OF THE TEACHER CAREER PATHWAY ARE:

1. Welcome to IDEA Teacher

2. Emerging IDEA Teacher

3. High-Performing IDEA Teacher

4. Advanced High-Performing IDEA Teacher
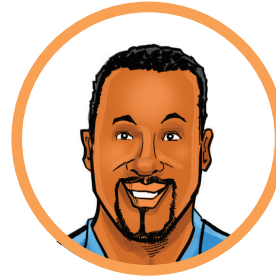
5. Master IDEA Teacher

INTRODUCTION

WELCOME TO IDEA TEACHER

All new to IDEA teachers, who do not yet have a record of results on an IDEA campus or those who need a second year of highly-prescriptive development after joining the organization.

EMERGING IDEA TEACHER

IDEA teacher with at least one year of experience and record of results. Student achievement is nearing expectations, but not yet meeting campus and district goals. Teachers' skills as rated on the Guideposts for Excellent Teaching are typically beginning proficient.

HIGH PERFORMING IDEA

IDEA teacher who consistently meets goals, with at least one year of experience, average rating of proficient on GET rubric, positive relationships with students, parents, and colleagues. Approximately 50% of our teachers at IDEA.

ADVANCED HIGH PERFORMING IDEA TEACHER

IDEA teacher who exceeds goals, with at least two years of experience at IDEA, average rating of advanced on the GET rubric, models strong relationships with all stakeholders. These teachers represent the top 10-15% of teachers in the organization.

MASTER IDEA TEACHER

IDEA teacher who consistently exceeds goals and sets innovative and visionary goals for teachers throughout district, at least 5 years of experience, average rating of advanced to exceptional on GET rubric, exemplary relationships with students, parents, and colleagues, unequivocally irreplaceable. These teachers are in the highest 5% of teachers in the organization.

INTRODUCTION

## HOW PLACEMENTS ARE DETERMINED

There is no single measure of a successful teacher. Teaching is a complex craft, and its evaluation must be equally nuanced. Understanding this, the Teacher Career Pathway employs a balanced scorecard and a multi-layered approval system when assigning teachers to pathway levels. This process is described specifically in the following paragraphs.

COMPOSITE SCORES

The first step in pathway placement is determining a teacher's composite score on a balanced scorecard. This scorecard is a summary of several metrics, each weighted according to their impact on a teacher's capacity to put students on the road to college. **The metrics, their weights, and their reason for inclusion on the scorecard are as follows:**

STUDENT ACHIEVEMENT DATA

Student achievement data is heavily weighted because of its great impact on IDEA students' future options. Student achievement is measured differently for each course based on available international, national, state, and local assessments. Additionally, many courses - such as electives - have unique measures of success, created internally at IDEA in order to measure the course's benefit for students. It is important to ensure that all teachers have a clear understanding of how student performance impacts pathway placement. Thus, rubrics for each grade level and content area are published in the appendix of this handbook.

50%
Student Achievement

35%
GET Ratings

5%
Core Values

5%
Parent/ Family Input

5%
Student Input
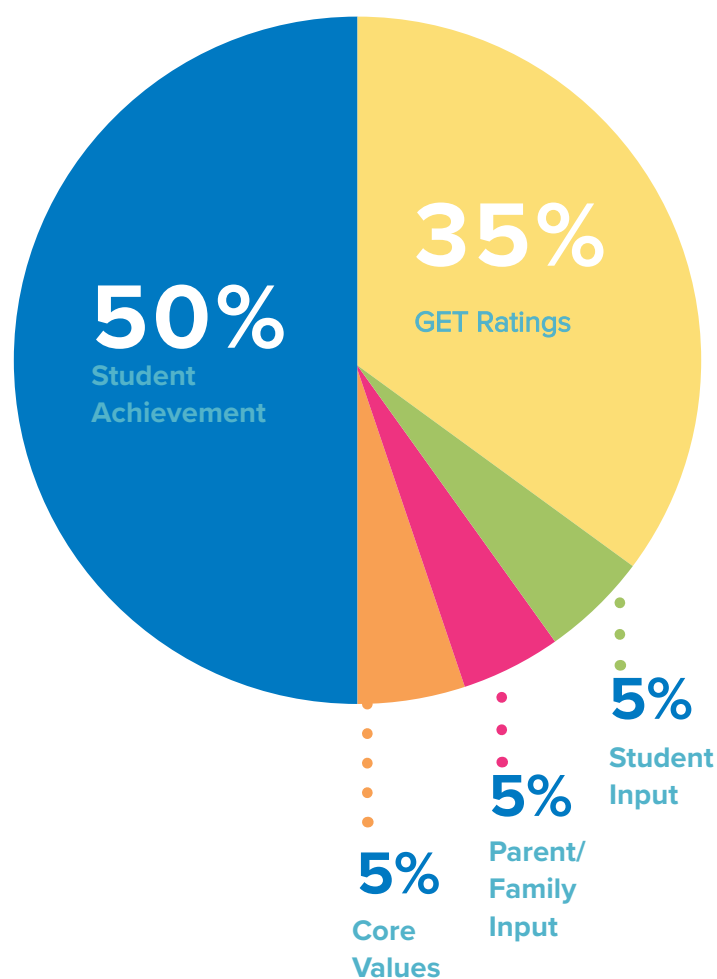
AN IN-DEPTH LOOK:
Teacher Career Pathway Placements and Rewards

A. GETTING PLACED ON THE PATHWAY

GET: RUBRIC RATINGS

The Guideposts for Excellent Teaching Rubric is part of a teacher's score because it is a reliable, research-based, district-wide measure of performance in the classroom.

GET Rubric scores for the Teacher Career Pathway are the same ones a teacher receives during the annual performance review (APR) with his or her manager. Managers receive intensive training on the GET Rubric throughout the year, ensuring their ability to use the tool accurately and reliably. While the GET rubric is used for evaluation, it is also a strong tool to provide specific ways for teachers to improve their practice and develop their strengths.

#1 Goals

#2 Climate & Culture

#3 Planning

#4 Lesson Delivery

#5 Data-Driven Decisions

#6 Core Values & Professionalism

STUDENT & FAMILY RESPONSES

Student and family survey responses allow composite scores to include the perspective of IDEA's most important stakeholder groups. These responses bring special insight into a teacher's contributions, painting a more complete picture of his or her impact. To ensure this insight is as accurate as possible, IDEA contracts with an external survey provider. The provider validates the quality of the surveys as well as their statistical reliability. **Furthermore, the Teacher Career Pathway Team is actively working to make certain that survey rosters are accurate and appropriate** to improve the integrity and accuracy of the survey reports.

DEMONSTRATION OF IDEA CORE VALUES

The Teacher Career Pathway uses IDEA's six core values to gain insight into less tangible - but highly important - workplace qualities. These include work ethic, attitudes, commitment to IDEA's mission, ability to cooperate and collaborate with others, and overall professionalism. The metric for core values ratings comes from managers' ratings on Guidepost 6 (Core Values) during the Annual Performance Review.

AN IN-DEPTH LOOK:

Teacher Career Pathway Placements and Rewards

CORE VALUES

CLOSING THE *ACHIEVEMENT GAP*

Closing the achievement gap and ensuring college success is the best way to help our students succeed in life, contribute to their communities, and overcome the obstacles they face. Achieving this requires the following beliefs and behaviors:

NO EXCUSES

We control our destiny. What we do during the day matters more than poverty, parent education level, or other external factors. When the adults in the system get it right, our students are successful. Conversely, when our students fail, we don't blame unsupportive parents, parent education level, or other external factors: we look in the mirror and take responsibility.

WHATEVER — *it* — TAKES

Through continuous improvement we achieve ambitious results. Those most successful at IDEA seek feedback, pour over the data, identify root causes, and implement solutions.

SWEATING THE SMALL STUFF

The difference between excellence and mediocrity lies in paying attention and caring about the countless details that go into effective execution.

100% EVERY DAY

Our mission and goals apply to 100% of our students, 100% of the time. Creating opportunities that didn't exist isn't easy, and it requires that people give their best every day

TEAM & FAMILY

As the source of strength for our organization, we are committed to attracting and developing high caliber people.

AN IN-DEPTH LOOK:
Teacher Career Pathway Placements and Rewards

YEARS OF EXPERIENCE

Once a teacher's composite score has been determined, **that score is filtered through the teacher's years of teaching experience.** Years of experience - at least one of which must be with IDEA - determine the levels on the pathway for which a teacher is eligible. For example, a Master Teacher must have at least five years in the classroom, one of which was with IDEA. This chart shows how years of experience determine pathway placement levels:

Adding years of experience to the Pathway placement metric is a result of the Teacher Advisory Council's input.

MAXIMUM LEVEL BASED ON YEARS OF EXPERIENCE

In the first year with IDEA, all teachers, regardless of prior experience, begin at the Welcome to IDEA Level. After the first year, all prior teaching experience is included. The arrows represent all pathway levels that are available to a teacher with the corresponding years of teaching experience. The actual placement within that arrow is determined by the composite score explained on page 10.

YEARS OF TEACHING EXPERIENCE

0	1	2	3	4	5+

Welcome To IDEA · Emerging · High-Performing · Advanced High-Performing · Master
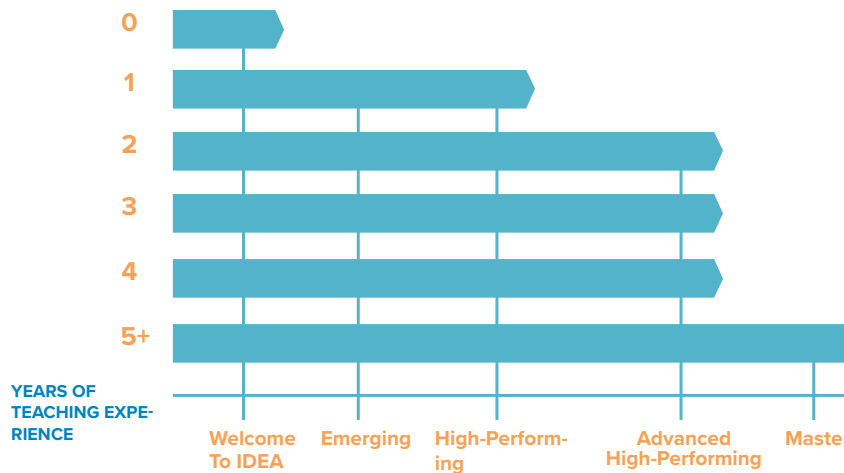
Note: For Emerging IDEA Teacher level and beyond, at least one year of teaching experience must be with IDEA Public Schools.

AN IN-DEPTH LOOK:

Teacher Career Pathway Placements and Rewards

A NOTE ON CO-TEACHING

Co-teachers are an invaluable asset to the classroom at IDEA. Furthermore, a co-teaching year at IDEA is a high-yield professional experience. The following guidelines explain **how co-teaching years are integrated with the Teacher Career Pathway "years of experience" criteria:**

We heard from teachers and leaders about the strong foundation that co-teacher years provide. As a result, the program now incorporates co-teacher years into the total teaching formula.

Each year of co-teaching at IDEA counts as 0.49 years of teaching experience

(2 Years of co-teaching experience at IDEA will earn a teacher a credit of 1 year of teaching experience on the Pathway)

They do not count toward the one-year teaching-at-IDEA requirement. When an IDEA co-teacher transitions to their first year of lead teaching, they will be placed in the Welcome to IDEA level.

However, because their years of co-teaching count as years of overall experience, former co-teachers are able to advance more quickly after their first year on the Teacher Career Pathway.

The following example shows this co-teaching formula in action:

Mrs. F is currently an Advanced Teacher at IDEA. She began her career as an IDEA co-teacher. After four years as a co-teacher, she was promoted to the role of teacher.

Using the formula for co-teaching years, Mrs. F had accumulated
0.49 x 4=1.96
1.96 years of experience at the time of her promotion.

Because her co-teaching years counted toward overall years of experience, Mrs. F was placed at the Welcome to IDEA level during her first year in the teacher role. At the end of that year, she had one year of experience with IDEA, plus her 1.96 years of overall teaching experience. Rounding up, she had three years of experience.

Being the excellent (and now, experienced) teacher that she is,
Mrs. F was promoted to Advanced High-Performing Teacher,
or Level Four, after her first year in the teacher role.

Mid-Year Hires: TCP Policy : Mid-Year Hires cutoff to count as one year of teaching experience at IDEA they must have been hired in a teacher role before January 1, 20XX

AN IN-DEPTH LOOK:

Teacher Career Pathway Placements and Rewards

Once a teacher's composite score and years of experience are accounted for, it's time for the final step in pathway placement: manager and Senior Vice President approval. Principals and all teacher-managers review pathway placements on their campus with the support of their VP and a member of the Teacher Career Pathway Team. Campus lead team members add context to the teacher evaluations and may make appeals based on their knowledge of special campus situations from the previous year.

MANAGER APPROVAL Approval By Manager Familiar With Context.

PRINCIPAL

LEVEL 3

VICE PRESIDENT OF SCHOOLS / EXECUTIVE DIRECTOR

LEVEL 3

In summary, the following steps are used to determine a teacher's placement on the Teacher Career Pathway:

3 | Manager, VP / ED Approval

2 | Years of teaching experience (and teaching experience at IDEA)

1 | Composite score on the balanced scorecard

AN IN-DEPTH LOOK:
Teacher Career Pathway Placements and Rewards

PATHWAY PROMOTIONS AND RE-ADJUSTMENTS

At the end of each school year, all data is compiled and calculated before principals' review in August. Each year, teachers can either be promoted to a higher level, remain at the same level, or be adjusted to a lower level (only after a one-year hold period; see below) on the Teacher Career Pathway. Pathway placements will be presented to teachers in a report located on The Hub. This report shows all relevant evaluation metrics. Teacher Career Pathway placements are meant to reflect consistency over time rather than yearly fluctuations. Thus, teachers who receive a lower rating than they did the previous year enter a **"hold year"**. The "hold year" status appears on teachers' Hub dashboards. During the hold year, teachers retain their current rating (in other words, they will not drop a level) and have the year to bring their performance levels up. **They are also given additional professional support** during this time, including extra coaching, a specific improvement plan, and other opportunities for bettering their practice.

APPEALING PATHWAY PLACEMENTS

There is an appeals process available to teachers who find that their pathway placement does not accurately reflect their performance in the classroom. Appeals can be submitted at any time after managers share pathway placements, but must be requested **before Thanksgiving break** of each year. The appeal process is summarized below:

1   Teacher assembles data and evidence to support reason for appeal.

2   Teacher alerts direct manager about the appeal.

3   Teacher submits appeal request located on Teacher Advancement Site.

4   The Teacher Career Pathway team reaches out to the appealing teacher.

5   A committee will assemble to review the request, make a final decision, and send results to the teacher.

More information in regards to TCP Teacher Appeals can be found on the Hub under our Teacher Career Pathway Website.
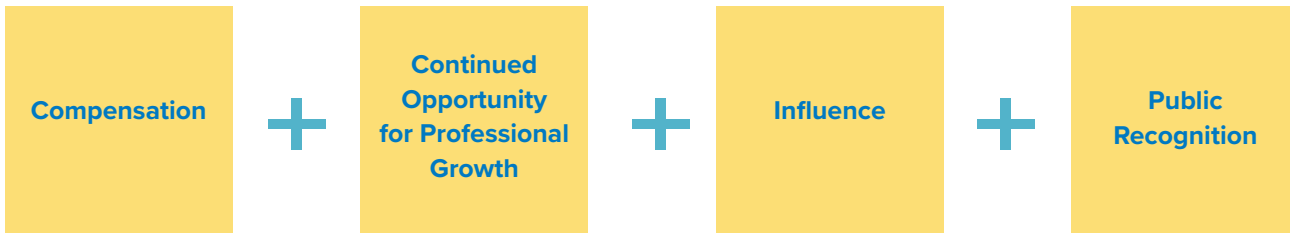
AN IN-DEPTH LOOK:

Teacher Career Pathway Placements and Rewards

MOTIVATION

IDEA teachers are motivated to stay in the classroom by many factors. The Teacher Career Pathway reward system is accordingly diverse. **By offering a "menu" of incentive options, the Teacher Career Pathway avoids being a one-size-fits-all reward program.** In this way, each individual teacher can more effectively be recognized. The menu of incentives is built around four factors found to be primary motivators for encouraging teachers to stay in the classroom. These motivators are:

Motivation comes in many forms. The TCP offers a variety of motivating rewards.

Compensation	**+**	**Continued Opportunity for Professional Growth**	**+**	**Influence**	**+**	**Public Recognition**

TEACHER CAREER PATHWAY PROMOTION BENEFITS

With each new pathway placement, teachers receive incrementally more influence, professional development autonomy, public recognition, and retention bonuses.

With each new pathway placement, teachers receive incrementally more influence, professional development autonomy, public recognition, and retention bonuses. There is a core slate of rewards that is consistent from campus to campus. There may also be additional, campus-specific benefits.

Listed on the following page are some examples of the benefits that teachers may receive. These benefits are cumulative at each level. For instance, Level Three (High-Performing) teachers earn benefits from their level and the two levels below them.

AN IN-DEPTH LOOK:
Teacher Career Pathway Placements and Rewards

SECTION 2

B. TEACHER CAREER PATHWAY PROMOTION BENEFITS

Legend:
- 🟧 Recognition
- 🟦 Influence
- 🟪 Professional Growth
- 🟩 Compensation

	New	At Least One Year of Experience	At Least One Year of Experience	At Least Two Year of Experience	At Least Five Year of Experience
				Candidate for Teacher Laureate Program	Candidate for Teacher Laureate Program
			Candidate For Teacher Advisory Council	Candidate For Teacher Advisory Council	Candidate For Teacher Advisory Council
			Candidate For Teacher Leader Role	Candidate For Teacher Leader Role	Candidate For Teacher Leader Role
			$1,500 (3-year payout – installments of $500)	$3,000 (3-year payout – installments of $1000)	$10,000 (3-year payout – installments of $3,333.33)
		Shout Outs, Swag, & More	Shout Outs, Swag, & More	Shout Outs, Swag, & More	Shout Outs, Swag, & More
	New Teacher Institute	District-Wide Professional Development	District-Wide Professional Development	Advanced Teacher Retreat $500 Individualized PD Budget	Advanced Teacher Retreat $1000 Individualized PD Budget
	School Based Coaching	School Based Coaching	School Based Coaching	School Based Coaching	School Based Coaching
	Welcome to IDEA Teacher	Emerging IDEA Teacher	High Performing IDEA Teacher	Advanced IDEA Teacher	Master Teacher

AN IN-DEPTH LOOK:
Teacher Career Pathway Placements and Rewards

INDIVIDUALIZED PROFESSIONAL DEVELOPMENT BUDGETS

The Teacher Career Pathway also supports teachers' autonomy in professional development. Teachers in Levels four (Advanced High-Performing Teacher) and five (Master Teacher) on the pathway can receive funds to apply to the professional development opportunity of their choice. Advanced High-Performing teachers receive $500 annually and Master Teachers receive $1,000. With individualized PD budgets, IDEA teachers can tailor their professional growth to benefit their practice and their students.

TCP benefits center around the four incentive categories that IDEA teachers identified as highly motivating.

Here are some samples of how teachers used their budgets:

▶ To purchase a motorized early-learning-specific solar system for the classroom

▶ To purchase a licensing fee for Infinite Algebra 2 and Calculus test and worksheet generator program

▶ To attend a variety of conferences and assemblies, including:
- The Annual Convention and World Language Expo of the American Council on the Teaching of Foreign Languages
- South by Southwest EDU
- The Texas Computer Education Association (TCEA) Conference
- Texas Art Education Association Conference
- Ron Clark Academy, expand reading library for classroom

TUITION REIMBURSEMENT

The Tuition Reimbursement program is for staff members who are pursuing a degree directly applicable to their work at IDEA. Staff members may apply for up to 50% of the annual program cost, up to $5,000 maximum per year. This must be approved by the employee's manager and is subject to availability of campus funds. The reimbursement may be for a program currently in process or for one completed with loans incurred while employed by IDEA. For more information, please contact Rosie Garcia Ruiz at rosie.garciaruiz@ideapublicschools.org.

The benefits of the Teacher Career Pathway accompany many existing reward programs to reward and recognize teachers.

Grow-with-IDEA accounts are one of the most unique features of the Teacher Career Pathway. They are retention bonuses that accompany progress on the Teacher Career Pathway. Grow-with-IDEA bonuses are paid out over a three year period, and they increase for both continuing in the classroom and progressing along the pathway. In this way, teachers are compensated for both their loyalty to IDEA and their growth as educators.

AN IN-DEPTH LOOK:
Teacher Career Pathway Placements and Rewards

INDIVIDUALIZED PROFESSIONAL DEVELOPMENT BUDGET POLICY

All items purchased with Individualized Professional Development Budgets are purchased with state and federal funds provided to IDEA and therefore property of IDEA Public Schools.

TRANSFERS

If a teacher transfers to another IDEA school in a teacher role the teacher can choose to transfer any items purchased with Individualized Professional Development Budgets to their new campus. Your campus business clerk must document any transfers that occur for inventory purposes.

PROMOTIONS

If a teacher is promoted to a non-teacher role the teacher can choose to keep and/or transfer any items purchased with Individualized Professional Development Budgets. Your campus business clerk must document any transfers that occur for inventory purposes.

LEAVERS

If a teacher leaves and is no longer employed by IDEA Public Schools the teacher must return any items purchased with Individualized Professional Development Budgets to their campus.

SUMMER

Any technology or furniture purchased with Individualized Professional Development Budgets must be checked in for for summer and can be checked out at the beginning of the year.

TEACHER LAUREATES (LEVEL 4 AND 5 TEACHERS)

The Teacher Laureate Program seeks to:

- Engage high performing teachers in personally meaningful work outside the scope of their classroom teaching and existing teacher leadership roles.
- Increase teacher impact organization-wide by creating opportunities for our best teachers to use their voices, experiences, and work to influence district-level work.
- Retain top teachers in their classrooms by providing experiences many teachers want such as: meaningful project work, high quality professional development, a monetary award, and opportunities for influence.

Outcomes: Teacher Laureates and Alumni of the program report they experienced:

- "...the most memorable year of my career as an IDEA employee...the opportunity to network with and to learn from other incredible leaders/teacher leaders and the possibility to share my voice as a valued teacher of this organization in order to bring about change..."

Reach out to Crischelle Navalta Barnes for more information on the Teacher Laureate Program.

AN IN-DEPTH LOOK:
Teacher Career Pathway Placements and Rewards

BONUSES

Grow-with-IDEA Accounts begin at Level Three (High-Performing IDEA Teacher) on the Teacher Career pathway. In the first year a teacher is placed at the High-Performing IDEA Teacher level, he or she earns a bonus to be paid out in three equal portions. The first portion is received immediately, and the two additional installations are paid over the next two years if the teacher chooses to stay in the classroom at IDEA. This process happens each year, so that current and past bonuses accumulate.

GROW-WITH-IDEA BONUS ASSOCIATED WITH EACH TCP LEVEL

Level 1 - Welcome-to-IDEA Teacher:
N/A (no bonus)

Level 2 - Emerging IDEA Teacher:
N/A (no bonus)

Level 3 - High-Performing IDEA Teacher:
$1,500 (3-year payout – installments of $500)

Level 4 - Advanced High-Performing IDEA Teacher:
$3,000 (3-year payout – installments of $1,000)

Level 5 - Master IDEA Teacher:
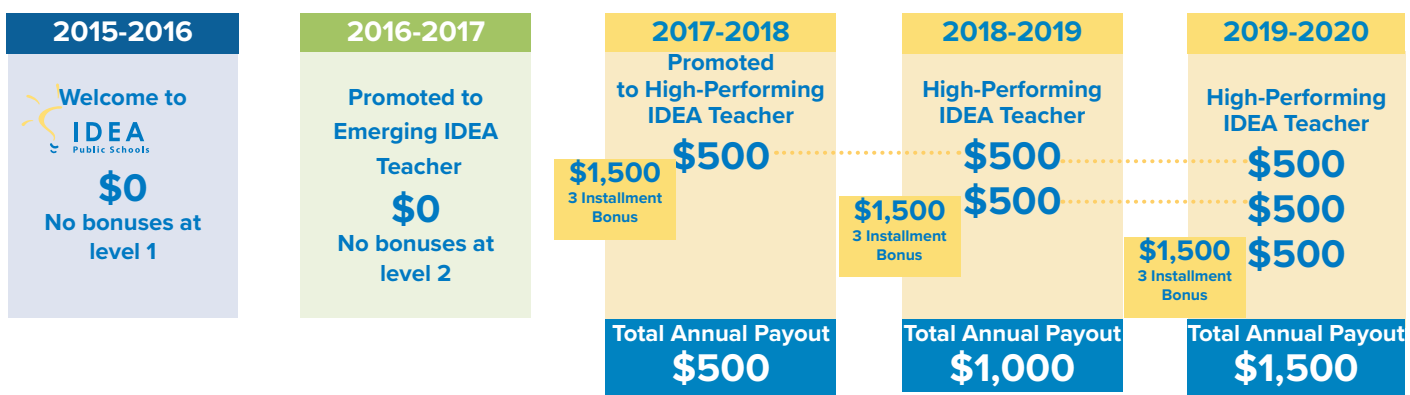$10,000 (3-year payout – installments of $3,333)

ADDITIONAL BONUSES

Each year eligible teachers return to IDEA, they earn an additional installation of their three-year bonus. If they are promoted, the greater value of the new bonus stacks onto the bonus already being paid out. This accumulation is significant - Master Teachers can earn up to $10,000 more per year due to their Grow-with-IDEA account. The following examples demonstrate Grow-with-IDEA accounts:

EXAMPLES

This example shows how a first year IDEA teacher might enter the system in the fall of 2015. As a first year (at IDEA) teacher, she is automatically placed on the Welcome to IDEA level (level 1). There is not a Grow with IDEA account associated with level one. After her first year, she is promoted to Performing Teacher Level, which does not have a Grow with IDEA account as a benefit. At the end of her second year, her results lead to a promotion to High-Performing Teacher. When she chooses to return to the classroom as a High Performing Teacher in 2017-2018, she earns her first payout of $500, with a promise of two more equal payouts in the coming two years. She continues as a High-Performing teacher and returns for the 2018-2019 school year, earning her second payout from last year and her first payout for the new year, earning a total of $1000. When she returns in 2019-2020 as a High-Performing teacher, she earns $1500 and is fully vested. If she remains as a High-Performing Teacher for her career, she will continue to earn $1500 each year when she continues in the classroom.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Welcome to IDEA Public Schools	Promoted to Emerging IDEA Teacher	Promoted to High-Performing IDEA Teacher	High-Performing IDEA Teacher	High-Performing IDEA Teacher
$0 No bonuses at level 1	$0 No bonuses at level 2	$1,500 3 Installment Bonus — $500	$500 $1,500 3 Installment Bonus — $500	$500 $500 $1,500 3 Installment Bonus — $500
		Total Annual Payout $500	Total Annual Payout $1,000	Total Annual Payout $1,500

AN IN-DEPTH LOOK:

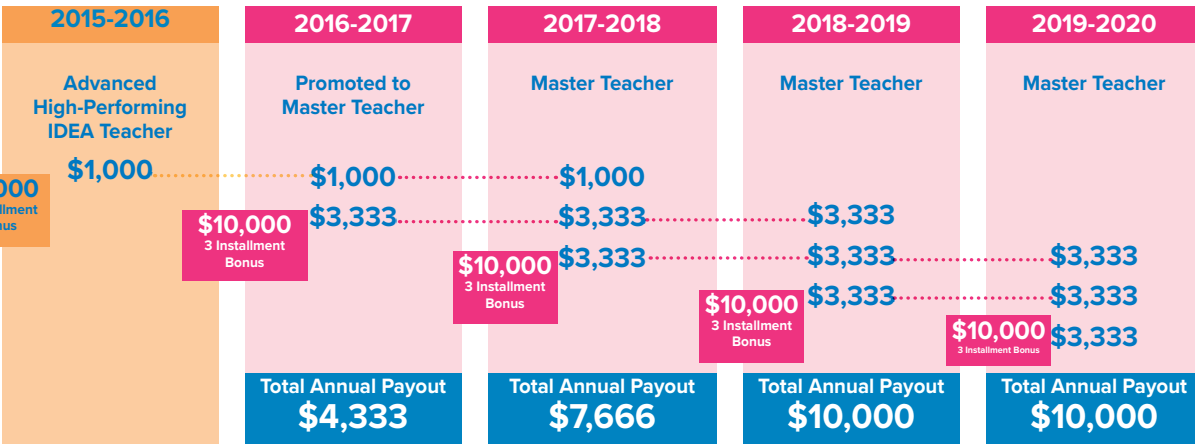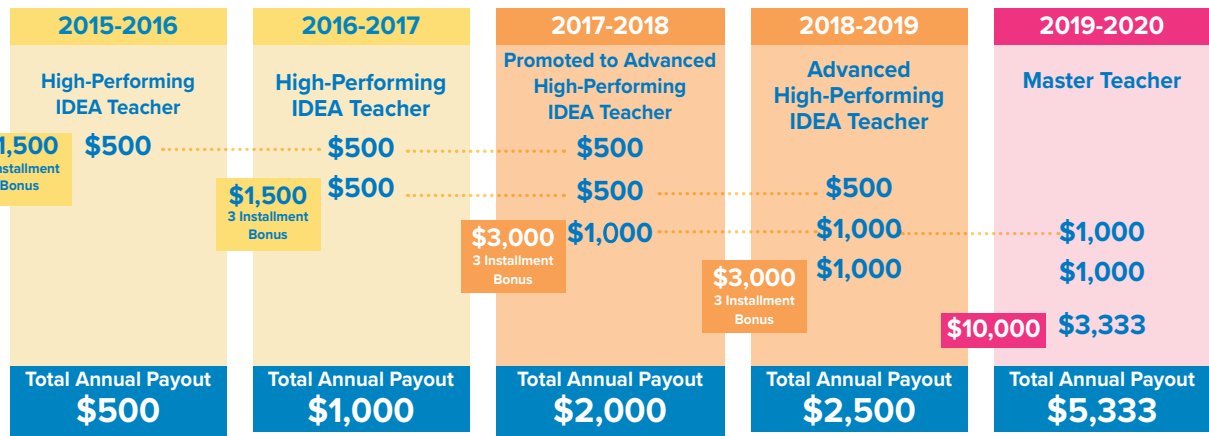## Teacher Career Pathway Placements and Rewards

Each year eligible teachers return to IDEA, they earn an additional installation of their three-year bonus. If they are promoted, the greater value of the new bonus stacks onto the bonus already being paid out. This accumulation is significant - Master Teachers can earn up to $10,000 more per year due to their Grow-with-IDEA account. The following examples demonstrate Grow-with-IDEA accounts:

High-Performing Teacher returns for two years as a High-Performing Teacher, then earns a promotion to Advanced High-Performing Teacher for one year, and a promotion to Master Teacher the following year.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
High-Performing IDEA Teacher	High-Performing IDEA Teacher	Promoted to Advanced High-Performing IDEA Teacher	Advanced High-Performing IDEA Teacher	Master Teacher
$1,500 3 Installment Bonus $500	$500	$500		
	$1,500 3 Installment Bonus $500	$500	$500	
		$3,000 3 Installment Bonus $1,000	$500	
			$1,000	$1,000
			$3,000 3 Installment Bonus $1,000	$1,000
				$10,000 $3,333
Total Annual Payout $500	**Total Annual Payout** $1,000	**Total Annual Payout** $2,000	**Total Annual Payout** $2,500	**Total Annual Payout** $5,333

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Advanced High-Performing IDEA Teacher	Promoted to Master Teacher	Master Teacher	Master Teacher	Master Teacher
$3,000 3 Installment Bonus $1,000	$1,000	$1,000		
	$10,000 3 Installment Bonus $3,333	$3,333	$3,333	
		$10,000 3 Installment Bonus $3,333	$3,333	$3,333
			$10,000 3 Installment Bonus $3,333	$3,333
				$10,000 3 Installment Bonus $3,333
	Total Annual Payout $4,333	**Total Annual Payout** $7,666	**Total Annual Payout** $10,000	**Total Annual Payout** $10,000

Advanced High Performing Teacher earns a promotion to become a Master Teacher after the first year of the Teacher Career Pathway. He remains in the classroom indefinitely!

Grow-with-IDEA accounts are one of the ways that the Teacher Career Pathway recognizes teachers who choose to stay with IDEA and continually improve their practice.

C. TEACHER CAREER PATHWAY & IDEA'S CURRENT REWARD SYSTEM

What are all of our teacher compensation/ reward programs for teachers at IDEA and how will the launch of TCP affect them? The Teacher Career Pathway recognition opportunities will augment the many types of teacher compensation and rewards that currently exist at IDEA Public Schools.

AN IN-DEPTH LOOK:
Teacher Career Pathway Placements and Rewards

The Teacher Career Pathway menu of rewards is an addition to - not a replacement of - the ways IDEA already compensates teachers. The chart below lays out how the Teacher Career Pathway will combine with existing compensation at IDEA:

TYPE OF COMPENSATION	DESCRIPTION	TCP IMPACT
Grow with IDEA Accounts	Retention Bonuses based on TCP Level	Disbursed in October every year based on TCP level.
Base Pay	Salary	No impact.
Campus Distinction Bonuses	Campuses who meet success indexes on state	No impact.
Commitment Bonus	Commitment to the classroom and commitment to excellent - staff who complete 5th milestone year of service	No change for teachers who have been in IDEA classrooms since the 14-15 school year or earlier. Teachers who started in August 2015 or later are now eligible for the $500 Commitment to Excellence bonus. Commitment to the Classroom was replaced with the more generous TCP bonus, but grandfathered for teachers already on staff when TCP was implemented.
Extra Duty Pay	Hourly Pay for teachers who work with students after school on Saturdays, etc.	No impact.
Attendance Bonus	Incentive pay for instructional staff who have 0 absences throughout a semester	No impact.
Stipends	Salaried instructional staff performing specific duties or maintaining additional credentials	No impact.
90/30 Teacher bonuses (Based on student achievement)* STARR, AP/B	Performance pay based on student achievement results on STAAR, AP/IB exams	No impact.
Individualized Professiional Development Budgets	Funds available to level 4 and 5 teachers on the TCP to be utilized for professional development of their choice.	Tuition reimbursement up to 50% of the annual program cost, up to $5,000 maximum per year. Refer to page 19 for more information.

THE CAREER PATHWAY AND YOU

The Teacher Career Pathway aims to make being an IDEA teacher a more rewarding and sustainable career. This section will describe some Teacher Career Pathway-driven changes in that direction.

## A. HOW DOES THE TEACHER CAREER PATHWAY AFFECT ME?

✓ WHAT IT WILL DO

The Teacher Career Pathway incentivizes excellent teaching and staying in IDEA classrooms. Teachers who produce results year after year will be recognized and rewarded in all the ways listed in the previous section - through public acknowledgment, greater and more flexible professional development, influence at both school and district levels, and compensation. Furthermore, teachers who need more support will be readily identified. This leads to more effective implementation of IDEA's substantial professional development resources - coaching, workshops, mentoring, and more.

✕ WHAT IT WILL NOT DO

The Teacher Career Pathway is in no way a threat to income or job security. As mentioned earlier, it has no impact on teachers' base salary. Any additional funds - in the form of Grow with IDEA accounts or individualized professional development budgets - are bonuses rather than pay scale changes. **With hard work and continuous growth, any teacher can rise to their desired level on the pathway.** The Teacher Career Pathway supports teachers when they need it in ways that make sense to them.
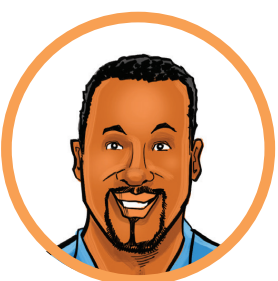
THE CAREER PATHWAY AND YOU

B. GROWING ALONG THE PATHWAY

GROWTH MINDSET

The TCP supports all teachers in their growth along the Pathway

PROFESSIONAL SUPPORT

Many teachers have inquired about the best ways to improve their practice. The following list outlines resources available to teachers as they progress along the Teacher Career Pathway. The list is thorough but not exhaustive. Teachers who wish for additional or different support should reach out to their managers or a member of the Teacher Career Pathway team.

COACHING

Taking full advantage of IDEA's coaching opportunities is an excellent way for teachers to improve. Teachers may be coached by a principal or assistant principal of instruction.. Whoever the coach, their job is to support teachers in all aspects of their practice. Coaches provide in-the-moment feedback during lessons, constructive criticism on lesson plans and assessments, insights into using data successfully, and more. Furthermore, coaches track their teachers' progress over time, allowing them to monitor their improvement.

PROFESSIONAL DEVELOPMENT

IDEA provides a robust slate of professional development opportunities throughout the year. With the Teacher Career Pathway, professional development is more differentiated than ever. Teachers in the early stages of the pathway receive more intensive training; teachers at higher levels have the autonomy to choose training that fits their needs.

THE CAREER PATHWAY AND YOU

Here are some examples of the professional development IDEA offers teachers:

▶ Intensive summer training for Welcome to IDEA Teachers

▶ Content-specific summer training for all core content teachers

▶ Regular on-campus professional development sessions for all teachers

▶ Individualized professional development budgets for Advanced and Master Teachers

BEST PRACTICES

Though no two teachers practice the same way, Advanced and Master Teacher classrooms shared some common features. These "best practices" drove significant gains for students and placed teachers at high levels on the Teacher Career Pathway:

STUDENT ACHIEVEMENT FOCUS

The more students master content, the better they are prepared for success in college and in life. This is why student achievement data is the most significant portion of a teacher's composite score. Successful teachers focus on maximizing each student's achievement. They deliver engaging content, track mastery, and adapt instruction according to their students' needs.

UTILIZING THE GET RUBRIC

GUIDEPOSTS FOR EXCELLENT TEACHING
RUBRIC

The Guideposts for Excellent Teaching (GET) are a set of six cornerstones of an effective classroom. Each teacher is provided with a GET rubric that explicitly states best teaching practices within each guidepost. It also provides a ranking system, from Pre-Novice to Exceptional, so that teachers can determine areas of growth and areas of aptitude. We found that successful teachers use the GET rubric as an accountability measure for their practice. They identify areas for improvement, set goals, and work toward those goals.

THE CAREER PATHWAY AND YOU

MAKING THE MOST OF FEEDBACK

"Through continuous improvement we achieve ambitious results. Those most successful at IDEA seek feedback, pore over the data, identify root causes, and implement solutions." These familiar words define Whatever It Takes, one of IDEA's core values. They also describe the actions of highly successful teachers. Excellent teachers show their growth mindset by always looking for - and executing on - ways to get better.

BUILDING STAKEHOLDER RELATIONSHIPS

IDEA's most successful teachers invest heavily in relationships. They get to know their students and families. They collaborate effectively with other teachers and with school leaders. They understand that a lasting bond is not only rewarding, but also powers investment in highly ambitious goals. The road to college is easier if it's tackled with a team.

C. GIVING FEEDBACK

Teacher feedback has been a critical part of creating the Teacher Career Pathway. As the pathway continues to develop, feedback will be even more valuable.

Dear Teachers,

Any time you wish to give feedback, please do so - we welcome it.

- TCP Team

HOW TO GIVE FEEDBACK ON THE TEACHER CAREER PATHWAY

▸ Email TCP@ideapublicschools.org

▸ Contact your representative on the Teacher Advisory Council

▸ Use the TCP Resources-TCP Climate Survey button on your Teacher Career Pathway Hub Dashboard

▸ Communicate with your manager

THE CAREER PATHWAY AND YOU

D. THE TEACHER ADVISORY COUNCIL

The Teacher Advisory Council (TAC) is a group of teachers elected to engage in two-way communication with Headquarters (HQ) staff. There are two TAC representatives per campus - two for academy and two for college prep - and they are nominated to be on the TAC by their fellow teachers. Representatives to the TAC must be Level Three (High-Performing) or above on the Teacher Career Pathway.

The Council meets twice a year, once in the spring and once in the fall, to discuss agenda items submitted by various groups around the network. During the 2014-15 school year, the TAC played a critical role in developing the Teacher Career Pathway. Their input determined the use of absolute rather than relative measures of student achievement in evaluating teacher performance. In addition, they determined how and when student and family surveys would be a valuable addition to measuring teacher performance. During the 2015-16 school year, the Teacher Advisory Council gave feedback to improve Teacher Career Pathway benefits. Their feedback led to a district-wide initiative to enhance the development and support for teacher leadership.

E. ANSWERS TO OTHER FREQUENTLY ASKED QUESTIONS

These questions came directly from teacher responses on various TCP Climate Surveys. Thanks for your input!

?

How is student achievement calculated for my specific grade level and subject?

Teacher Career Pathway survey results have included many questions about how student achievement is calculated. Position-specific student achievement rubrics can be found in the appendix of this book (PAGE # 45). These rubrics specify how student achievement will be measured for each class and grade level, including special education, electives, and blended learning spaces.

? **I teach multiple subjects. How will my student achievement metric be calculated?**

If a teacher teaches more than one subject (such as AP Chemistry and regular chemistry), his or her student achievement metric will be calculated from an average of both classes' performance. However, if there is a significant imbalance in the number of sections a teacher has, managers may adjust student achievement scores during the manager/VP review.

THE CAREER PATHWAY AND YOU

? **Will I be able to review my student and family survey responses?**

Yes, survey responses will be shared with teachers. Each teacher receives a link to an online platform with his or her survey results each year. Teachers should alert a manager to any difficulties finding survey results.

? **I moved from Level Three (High-Performing) down to Level Two (Emerging) before my three-year payout was complete. What happens to my retention bonus?**

Teachers only move down the pathway after two consecutive years of a lower rating (i.e. if they were unable to improve their scores during the hold year). They will continue to receive all three payouts from each year of being placed at Level Three. For the year that a teacher moved to Level Two, a new bonus payout would not be issued because there is not a "Grow with IDEA" account associated with Level Two.

? **How are Individualized Learning Specialists measured on the Teacher Career Pathway?**

Individualized Learning Specialists will be evaluated in the same way as other teachers without a state test. The rubric for these teachers will be published each year along with other teachers' rubrics.

? **What is the minimum amount of surveys that I need to have in order to have a Family or Student Survey reported on behalf by the survey administrator?**

The threshold to have a Family and/or Student Survey Report generated on your behalf is 10. A survey report will not be generated by the survey company if a teacher has less than 10 surveys reported for each student and/or family. However, it is important to remember that this raw data will be compiled into your TCP Family and/or Student component on your TCP Dashboard on the Hub.

? **Why is the Grow-with-IDEA bonus paid over three years rather than one?**

The Grow-with-IDEA bonus is a teacher retention bonus. The purpose of the Grow-with-IDEA bonus is to incentivize teachers to stay in the classroom at IDEA and reward IDEA teachers who continue their work in the classroom year over year. Teachers are compensated for both their loyalty to IDEA and growth as teachers. The Grow-with-IDEA bonus is linked to a teacher's Teacher Career Pathway placement level, but it is not a performance bonus. Performance bonuses are separate from the Teacher Career Pathway and are still paid to teachers in full every year by IDEA Public Schools. Please refer to page 19-21 to learn more about how the Grow-with-IDEA bonuses work.

THE CAREER PATHWAY AND YOU

? **How are student achievement rubrics created and revised?**

Student achievement rubrics have been created and revised in collaboration with many key stakeholders at IDEA, namely: the Vice Presidents of Program, Curriculum Managers, and teacher Course Leaders.

▶ When rubrics were created during the 2014-15 school year, each course was given individual attention with the goal of creating a fair and equitable measure for each course. Rubrics were created by using the most relevant data available for each course. When available (depending on the course), rubrics were made by comparing IDEA historical student achievement data with state, national, and international results (especially for STAAR, Advanced Placement, and International Baccalaureate courses).

▶ When rubrics were revised during the 2015-16 school year, the rubric revision team prioritized adjusting elective rubrics and AP rubrics, striving for a fair and equitable measure for each course.

? **How are the Student Survey and Family Survey composite scores calculated?**

Based on feedback from the Teacher Advisory Council, survey cut scores are calculated by comparing survey results to other teachers in the district. These are the general guidelines used to calculate student and family survey scores: Teachers whose survey results match the district average receive a score of 3.0. Teachers whose survey results are above or significantly above the district average receive a score 4.0 or a 5.0. Teachers whose survey results are below or significantly below the district average receive a score of 2.0 or 1.0.

Each year, the Teacher Career Pathway Team will publish the Student and Family Survey rubrics on teachers TCP Dashboards on the Hub.

MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

> ⭐ *The following profiles illustrate how teachers benefit from and grow along the Teacher Career Pathway. These profiles are snapshots of teachers who have just discovered their pathway placements and are making plans*

A. MR. RENFRO | WELCOME TO IDEA TEACHER

Grade and Subject: 9th Grade AP World Geography

Years Teaching: Overall - 1; At IDEA - 1

Strength: Using data to make instructional decisions

Area for Growth: Building strong relationships with students and families

Composite Score: No composite score

for the year to come.

Mr. Renfro has just started his first year of teaching. In his first month of teaching, he has already demonstrated that he is an excellent planner and skilled at using data to inform his decisions. However, Mr. Renfro is struggling to develop meaningful relationships with his students and their families this year. He has had difficulty engaging his students during lessons, investing them in class goals, and ensuring they followed his systems and procedures. Mr. Renfro will spend his first year gathering valuable feedback through his own observations, 2x2 meetings with his manager, check-ins, and coaching sessions. However, because his student achievement data is pending, Mr. Renfro does not yet have a composite score on the Teacher Career Pathway this year.

MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

TCP REPORT

	1	2	3	4	5
Student Achievement					
Parent Survey					
Student Survey					
Core Values					
GET Ratings					
Overall: N/A					

*As a first year teacher, Mr. Renfro won't have a complete Teacher Career Pathway report until the beginning of his second year.

★ *The following profiles illustrate how teachers benefit from and grow along the Teacher Career Pathway. These profiles are snapshots of teachers who have just discovered their pathway placements and are making plans for the year to come.*

NOVICE
Mr. Renfro set ambitious goals for his classroom but struggles to invest his students and parents in achieving them.

PRE NOVICE
Without strong relationships with students, Mr. Renfro has trouble enforcing the systems, procedures, and engagement strategies he created.

PROFICIENT
Mr. Renfro's long-term plans, lesson plans, and assessments successfully prepare most students for mastery.

NOVICE
Despite strong planning, Mr. Renfro's delivery and checks-for-understanding need to be better developed.

PROFICIENT
Mr. Renfro is skilled at using data to create leveled groups and identifying, then correcting, knowledge gaps.

PROFICIENT
Mr. Renfro is dedicated to IDEA's mission and demonstrates commitment to our core values.

Mr. Renfro's Plan

Mr. Renfro wants to move up the pathway next year to Level Two (Emerging IDEA Teacher). He and his principal met to formulate a plan that would maintain his strengths and develop his areas for growth. The plan consisted of three main strategies:

COACHING
Receive more time with a coach for support in instructional delivery and classroom management.

MENTORSHIP
Spend time with a High-Performing IDEA Teacher (Level 3) who is renowned for building relationships and investing parents in their child's education.

USE THE GET RUBRIC
Set a monthly meeting with himself to check progress on GET rubric metrics he wants to improve.

MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

B. MRS. CASTILLO | EMERGING IDEA TEACHER

Grade and Subject:	4th Grade English Language Arts
Years Teaching:	Overall - 2; At IDEA - 2
Strength:	Delivering engaging, clear, and purposeful lessons
Area for Growth:	Using data to make instructional decisions
Composite Score:	2.35

Mrs. Castillo has been teaching at IDEA for two years. This year, she shone in instructional delivery - her lively classroom presence and obvious love of her subject keeps students engaged. Mrs. Castillo's practice would benefit from a more robust use of data. She struggles with identifying breakdowns in understanding and leveling student groups according to mastery data. Mrs.Castillo was placed at the Emerging IDEA Teacher level this year.

SECTION 4

MEET THE EXEMPLARS:
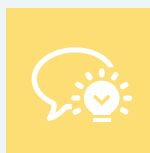
A Teacher From Each Level Of The Teacher Career Pathway

TCP REPORT

	1	2	3	4	5
Student Achievement	■	■			
Parent Survey	■	■			
Student Survey	■	■	■		
Core Values	■	■	■		
GET Ratings	■	■			
Overall: N/A	■	■			

2 NOVICE
Mrs. Castillo sets ambitious goals for individual students but does not always track progress towards them.

3 PROFICIENT
Mrs. Castillo develops strong relationships with students. Her systems and procedures are largely effective.

2 NOVICE
Mrs. Castillo is knowledgeable in elementary reading and writing, but her assessments, lessons, and long-term plans are often unaligned to standards.
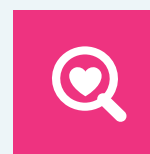
3 PROFICIENT
Proficient | Mrs. Castillo delivers content clearly, devises a variety of meaningful ways to practice, and checks for understanding frequently.

2 NOVICE
Mrs. Castillo only sporadically uses assessment data to inform classroom decisions, and does so in an undifferentiated fashion.

3 PROFICIENT
Mrs. Castillo represents IDEA core values in a large majority of her actions.

Mrs. Castillo's Plan

Mrs. Castillo is committed to continuous improvement and wants to spend her third year moving toward Level Three (High-Performing IDEA Teacher) on the Teacher Career Pathway. She hopes to improve the most in data and planning. To that end, she (with the support of her manager), came up with the following strategies:

CREATE A DATA ROUTINE
Mrs. Castillo knows she does well with routines, so she is going to set a regular time to pull a standard set of deliverables from her students' data.

OBSERVE A DATA PRO
Mrs. Castillo and her manager reviewed the school schedule and chose a series of times when she could observe other teachers who successfully make data-based decisions.

COMMUNICATE WITH PARENTS
Mrs. Castillo will set a goal to routinely share students' data with their parents. That way, she's engaging stakeholders and keeping herself accountable.

MEET THE EXEMPLARS:
A Teacher From Each Level Of The Teacher Career Pathway

C. MS. SAAVEDRA | HIGH-PERFORMING IDEA TEACHER

Grade and Subject: 10th Grade Chemistry

Years Teaching: Overall - 5; At IDEA - 3

Strength: Planning rigorous, standard-aligned

lesson plans, explaining chemistry simply

Area for Growth: Student engagement and maintaining high behavioral expectations

Composite Score: 3.2

Ms. Saavedra worked as a research chemist before moving into the classroom. She came to IDEA three years ago and has been teaching high school chemistry ever since. Ms. Saavedra excels in breaking down difficult concepts into manageable chunks, though she sometimes struggles to make lessons engaging. She represents her grade level on the school's decision-making team. This is Ms. Saavedra's second year as a Level Three teacher, so she will earn a $1000 Grow-with-IDEA Account bonus this year (last year she earned her first bonus of $500.).

MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

TCP REPORT

	1	2	3	4	5
Student Achievement	■	■	■	■	
Parent Survey	■	■	■		
Student Survey	■	■	■		
Core Values	■	■	■		
GET Ratings	■	■	■		
Overall: N/A	■	■	■		

3 PROFICIENT
Ms. Saavedra's students work toward passing and exemplary performances on the chemistry EOC test.
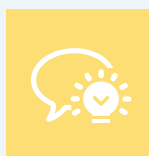
3 PROFICIENT
Most students feel engaged and empowered in her classroom.

4 ADVANCED
Ms. Saavedra is an expert in chemistry and a skilled lesson planner.

4 ADVANCED
Ms. Saavedra knows how to make chemistry accessible to students.

2 PROFICIENT
Ms. Saavedra makes data-based decisions regularly and invests her students in monitoring their own progress
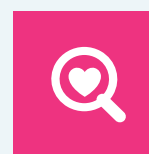
3 PROFICIENT
Ms. Saavedra's demonstration of IDEA core values is satisfactory.

MS. SAAVEDRA'S PLAN

Ms. Saavedra is eager to continue honing her practice. She and her manager identified target areas for growth such as making chemistry more engaging for students. Ms. Saavedra also wants to continue holding school leadership roles while remaining in the classroom. She and her manager came up with the following ways to meet these goals:

TRACK ENGAGEMENT
Add a self-report measure of student engagement to all daily exit tickets and use the results to track engagement levels and adjust accordingly.

GROW AS A TEACHER LEADER
Ms. Saavedra has found her role on the school-based decision-making team very rewarding. She plans to continue with the team next year, and aspires to one day be on the Teacher Advisory Council.

MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

D. MR. MCDADE | ADVANCED HIGH-PERFORMING IDEA TEACHER

Grade and Subject: 6th and 7th Special Education Math

Years Teaching: Overall - 7; At IDEA - 5

Strength: Differentiating instruction and building relationships with stakeholders

Area for Growth: Long-term backwards planning

Composite Score: 4.0

Mr. McDade's ability to tailor instruction to each student's need is celebrated, and he goes above and beyond to ensure that his students and families are invested in his class. This year was Mr. McDade's second year as an Advanced Teacher. Last year, Mr. McDade used his Individualized Professional Development budget to attend a national special education conference. This year he will earn a $2000 Grow-with-IDEA Account bonus as a second-year Level Four Teacher (last year he earned his first bonus of $1000). He also coaches cross-country.

MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

TCP REPORT

	1	2	3	4	5
Student Achievement	■	■	■	■	
Parent Survey	■	■	■	■	
Student Survey	■	■	■	■	
Core Values	■	■	■	■	
GET Ratings	■	■	■	■	
Overall: N/A	■	■	■	■	

4 ADVANCED
Mr. McDade invests his student and their families in ambitious goals.

5 EXCEPTIONAL
Mr. McDade's classroom is exceptionally powerful; his students are committed to hard work and improvement.

3 PROFICIENT
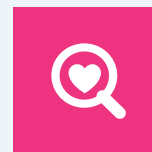Mr. McDade's lessons and assessments benefit most of his students.

4 ADVANCED
Mr. McDade is adept at engaging his students despite their differing learning styles and knowledge levels.

4 ADVANCED
Mr. McDade uses data effectively to the benefit of a large majority of students.

4 ADVANCED
Mr. McDade's demonstration of IDEA core values is exemplary.

Mr. Mcdade's Plan

Mr. McDade is an exceptional teacher and wants to continue improving. He is especially interested in gaining inspiration for his practice from a variety of sources such as peers, conferences, or online courses. Mr. McDade and his manager devised the following actions to meet these goals:

TRACK ENGAGEMENT

Using his $500 PD budget, Mr. McDade plans to attend a math-specific SpEd conference in the spring. He is also going to research online resources for math teachers for potential sources of inspiration.

PEER COLLABORATION

Mr. McDade has developed a resource-sharing collaboration with special education math teachers across the district, sharing worksheets, assessments, best practices, and more. He plans to continue participating in this group.

MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

D. MRS. EMBRY | MASTER IDEA TEACHER

Grade and Subject:	12th Grade AP English
Years Teaching:	Overall - 12; At IDEA - 8
Strength:	Empowering students to manage their own learning
Area for Growth:	Planning classroom time to allow for remediation and re-teaching
Composite Score:	4.6

This is Mrs. Embry's second year as a Master Teacher at IDEA. She represents her school on the Teacher Advisory Council, enjoys her $3,333 annual retention bonuses, and feels empowered to drive her own progress in the classroom with her Individualized Professional Development Budget. Mrs. Embry is passionate about literature and developing students' ability to read deeply and critically. She is committed to the classroom and always looks for ways to improve her teaching practice.
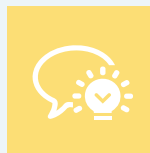
MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

TCP REPORT

	1	2	3	4	5
Student Achievement	■	■	■	■	■
Parent Survey	■	■	■	■	■
Student Survey	■	■	■	■	
Core Values	■	■	■	■	■
GET Ratings	■	■	■	■	
Overall: N/A					

4 ADVANCED
Mrs. Embry's class wide and individual goals are ambitious and well communicated.

5 EXCEPTIONAL
Students in Mrs. Embry's classroom are engaged, motivated, and serious about Sweating the Small Stuff.

3 PROFICIENT
Mrs. Embry chooses texts and lessons that successfully prepare students for mastery.
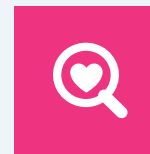
4 ADVANCED
Mrs. Embry empowers students to drive their own learning while monitoring their understanding.

4 ADVANCED
Mrs. Embry regularly and effectively uses assessment data to make classroom decisions.

4 ADVANCED
Mrs. Embry demonstrates exceptional professionalism and commitment to IDEA's core values

Mrs. Embry's Plan

Despite her accomplishments, Mrs. Embry looks for ways to get better each year. Next year, her goal is to increase her class's average AP Literature exam score by 0.5 points. She plans to reach this goal and others through the following steps:

IMPROVE USE OF DATA
To reach her goal, Mrs. Embry plans to use data to target individual students and organize classroom time to allow for reteaching.

CONTINUE AS A TEACHER LEADER
Mrs. Embry hopes to remain a representative on the Teacher Advisory Council. She plans to nominate herself next year.

STAY IN THE CLASSROOM
The Teacher Career Pathway recognition and rewards have made Mrs. Embry plan to stay in an IDEA classroom indefinitely. She will continue to teach, exercise her influence through the Teacher Advisory Council, and benefit from her retention and professional development bonuses.

MEET THE EXEMPLARS:
A Teacher From Each Level Of The Teacher Career Pathway

F. SPECIAL CASES

MS. PAPPAS | ADVANCED HIGH-PERFORMING IDEA TEACHER

Grade and Subject: 2nd Grade Direct Instruction (DI) Math

Years Teaching: Overall - 3; At IDEA - 3

Strength: Using data to make classroom decisions; professionalism and teamwork

Area for Growth: Investing students and parents in major goals

Composite Score: 3.8

Ms. Pappas has moved quickly up the Teacher Career Pathway, becoming an Advanced Teacher in only three years. She excels at using data in her classroom. She is particularly adept at creating opportunities to catch students up who she knows haven't yet mastered a concept. Ms. Pappas plans to improve parent communication next year, especially keeping parents updated on their child's progress toward class goals.

MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

TCP REPORT

	1	2	3	4	5
Student Achievement	■	■	■	■	■
Parent Survey	■	■	■		
Student Survey	■	■	■	■	
Core Values	■	■	■	■	
GET Ratings	■	■	■	■	
Overall: N/A	▨	▨	▨	▨	

WHY THE CASE IS SPECIAL

DI teachers have a unique situation regarding the student achievement metric. Student achievement data for DI classes is not teacher-specific; DI teachers share all their students, so the data is collective. In Ms. Pappas's case, her students' performance reflects both her teaching and that of her fellow math teacher.

TEACHER CAREER PATHWAY SOLUTION

Sharing student achievement results has an impact on the 50% student achievement evaluation component. Because of this unique situation, managers are given additional latitude to appeal teachers' student achievement ratings when the teachers on the team are not equally responsible for student achievement outcomes.

MR. HERNANDEZ | EMERGING IDEA TEACHER

Grade and Subject: 6 - 8th grade Physical Education

Years Teaching: Overall - 2; At IDEA - 2

Strength: Frequently creates new learning opportunities; creates excitement for subject

Area for Growth: Planning assessments and employing frequent checks-for-understanding

Composite Score: 2.4

Mr. Hernandez is passionate about health and fitness. He inspires his students to make wellness a priority, always pointing out the connection between a healthy body and a healthy brain. Mr. Hernandez has some difficulty assessing his students' fitness as the available tests are time consuming and have to be administered individually. Next year, he plans to use more exit tickets to check for understanding of daily concepts.

SECTION 4

MEET THE EXEMPLARS:

A Teacher From Each Level Of
The Teacher Career Pathway

TCP REPORT	1	2	3	4	5
Student Achievement	■	■			
Parent Survey	■	■			
Student Survey	■	■	■		
Core Values	■	■	■		
GET Ratings	■	■			
Overall: N/A	■	■			

TEACHER CAREER PATHWAY SOLUTION

Elective teachers are a critical part of the school team. Their contribution helps students become well-rounded individuals, prepared for success in life as well as in college. Therefore, elective teachers will have full access to all components of the Teacher Career Pathway.

The Teacher Career Pathway is a differentiated reward, recognition, and retention program for IDEA teachers. It is intended to lay the groundwork for long-term change in retention at IDEA, offering teachers a sustainable way to build a career in the classroom. Students succeed when they have excellent, committed teachers in every room. With the Teacher Career Pathway, IDEA is on the way to becoming a network where that is the norm.

We hope this handbook has been a useful guide to the Teacher Career Pathway. As you've seen throughout this handbook, teacher feedback is a very important part of the program's development. The Teacher Career Pathway is constantly evolving, and teachers' input ensures that it continually meets its goals. So please, keep in touch. Thank you for all that you do, and welcome to the Teacher Career Pathway.

SECTION 5
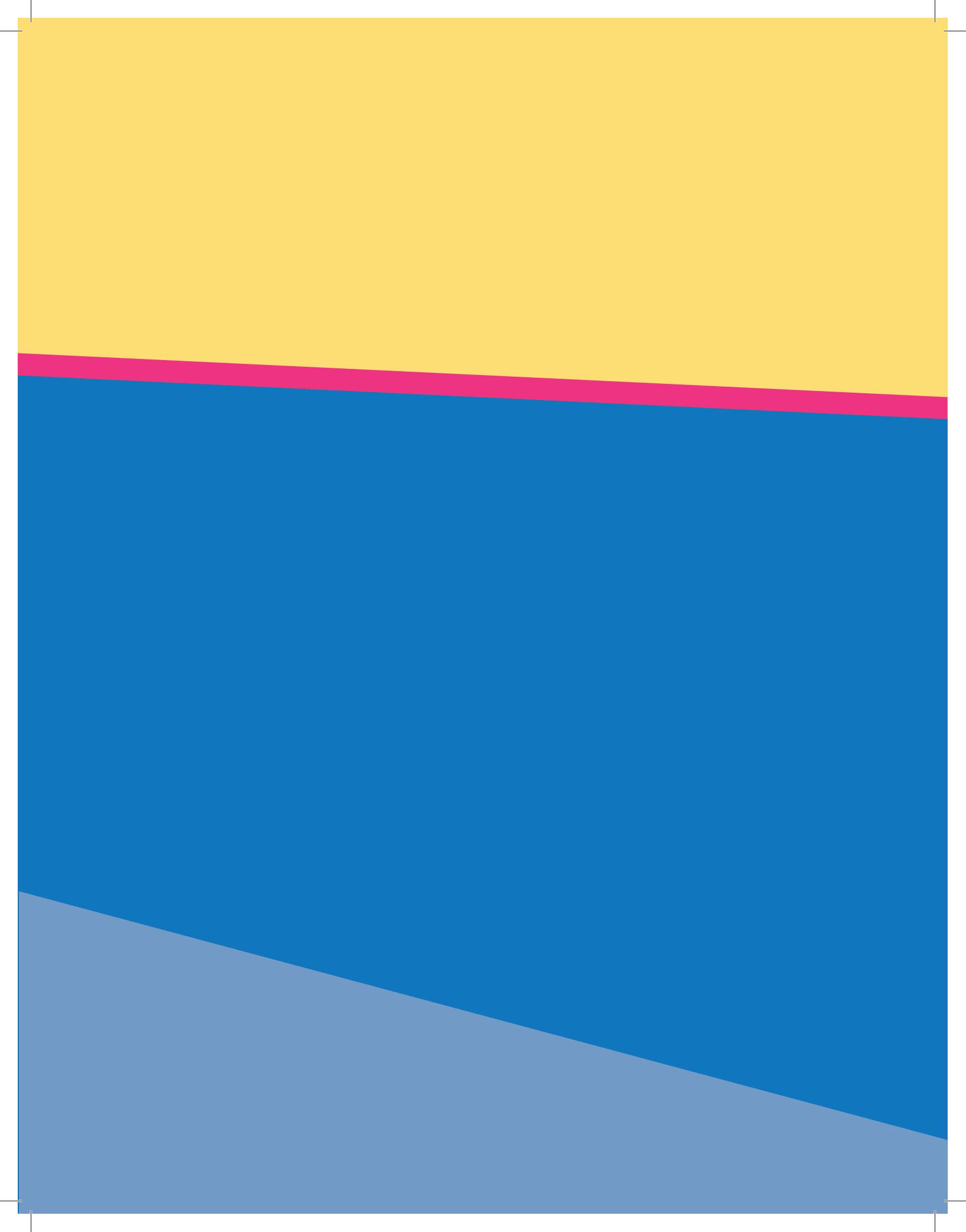
SCHOOL LEADERSHIP LEVERS
2020-21

SCHOOL LEADERSHIP LEVERS

1) Data Driven Instruction		
	A	Make School Level Data-Driven Decisions
	B	Track and Manage Data
	C	Conduct Data Conversations
	D	Lead Student Work Analysis Meetings
2) Observation & Feedback		
	A	Conduct Classroom Observations
	B	Lead Observation Feedback Meetings
	C	Follow Up & Coach to Mastery
3) Program & Planning		
	A	Coach Unit / Module Unpacking
	B	Evaluate Lesson Plans
	C	Pass a DI Check Out
4) School Culture		
	A	Share a Compelling Student Recruitment Message
	B	Set Vision for Culture of Achievement
	C	Design Behavior Management System & Culture Rubric
	D	Monitor Student Culture
	E	Prevent & Respond to Misbehavior
5) Staff Culture & Development		
	A	Interview & Select Staff
	B	Onboard New Hires
	C	Lead Staff Development Cycle
	D	Make Ongoing Staffing Decisions
	E	Lead Effective PD
	F	Build Trust & Team
	G	Demonstrate Emotional Intelligence

6) Leading Other Leaders		
	A	Coach & Manage Leaders
	B	Lead Instructional Rounds
	C	Facilitate Daily Huddles
	D	Facilitate Weekly Tacticals
	E	Facilitate Strategy Meetings
	F	Facilitate Stepback Meetings
7) Communication with Key Stakeholders		
	A	Share School Vision
	B	Build Communication Systems
	C	Hold Crucial Conversations
8) Time Management & Organization		
	A	Hold Admin Daily Meetings
	B	Organize Time & Tasks
	C	Organize Work & Teams
	D	Build & Manage Systems

SLLs SCOPE AND SEQUENCE

SLL	SLL Name	Target Year for Proficiency (in 2 Year PIR Program)	Target Year for Proficiency (in 2 Year API Program)	Resident Advisors	Average Coaching Duration
LEVEL 1: DRIVING INSTRUCTIONAL EXCELLENCE					
5G	Demonstrate Emotional Intelligence	1	2		Ongoing
5C	Lead Staff Development Cycle	1	1		1 month
4D	Model & Monitor Student Culture	1			1 month
4E	Prevent & Respond to Misbehavior	1			1 month
2A	Observe Classroom Instruction	1	1	1	1-2 months
2B	Lead Observation Feedback Meetings	1	1	1	1-2 months
2C	Follow Up & Coach to Mastery	1	1	1	1-2 months
3A	Coach Unit / Module Unpacking	1	2		1 month
3B	Evaluate Lesson Plans	1	1		1-2 months
3C	Pass a DI check-out (only for some PIRs)	1	1		1-2 months
1D	Lead Student Work Analysis Meetings	1	1		3 months
1B	Track & Manage Data	1	2		1 month
1C	Conduct Data Conversations	1	1		1 month
8B	Organize Time & Tasks	1	1		1 month
LEVEL 2: DRIVING TEAM EXCELLENCE					
5F	Build Trust & Team	1	1		Ongoing
7C	Hold Crucial Conversations	1	2		1 month
6C	Facilitate Daily Huddles	1			1-2 weeks
6D	Facilitate Weekly Tacticals	1			1 month
6E	Facilitate Strategy Meetings	2			1-2 months
6F	Facilitate Step back Meetings	2			1 month
LEVEL 3: DRIVING SCHOOL-WIDE EXCELLENCE WITH & THROUGH OTHER LEADERS					
8D	Build & Manage Systems	2			2-3 months
6A	Coaching & Manage Leaders	2			2-3 months
6B	Lead Instructional Rounds	2			1-2 months
1A	Make School-level Data Driven Decisions	2			1 month
5E	Lead Effective Professional Development	2	2		1-2 months

SLL	SLL Name	Target Year for Proficiency (in 2 Year PIR Program)	Target Year for Proficiency (in 2 Year API Program)	Resident Advisors	Average Coaching Duration
LEVEL 4: VISIONING FOR SCHOOL-WIDE EXCELLENCE (Rhodes Fellowship)					
4A	Share a Compelling Recruitment Message	RF			RF
5A	Interview & Select Staff	RF			RF
5B	Onboard New Hires	RF			RF
4B	Set Vision for Culture of Achievement	RF			RF
7A	Share School Vision	RF			RF
4C	Design Behavior Management System & Culture Rubric	RF			RF
7B	Build Communication Systems	RF			RF
8C	Organize Work and Teams	RF			RF
LEVEL 5: EXECUTING YOUR VISION FOR SCHOOL-WIDE EXCELLENCE (New Principal)					
4D	Model & Monitor Student Culture (revisited)	NP			NP
4E	Prevent & Respond to Misbehavior (revisited)	NP			NP
8A	Hold Admin Daily Meetings	NP			NP
5D	Make Ongoing Staffing Decisions	NP			NP
VARIES	Select based on vision, leader needs & campus needs	NP			NP

RF: During Rhodes Fellowship (either 1st, 2nd, or 3rd year as PIR)

NP: Recommended for first year as New Principal

LEVER 1: DATA DRIVEN INSTRUCTION

1A

(1A) Make School-Level Data Driven Decisions

INTENDED IMPACT: Strong instructional leaders are constantly reviewing their school's progress toward ambitious student achievement goals. They gather their lead team together to review a variety of different data points and help them find the successes, gaps, trends, and patterns that tell a story about their students' highest-priority needs so that they can shift course when needed to make sure all students are truly on a path to college.
ASSESSMENT TASK: Lead an effective quarterly PTG meeting with the lead team.

		Novice	Developing	Proficient	Advanced
Synthesizing and Analyzing Data	**Feedback and Preparation**	School leader does not review lead team member pre- work before PTG meeting.	School leader **reviews** each lead team member's pre-work before PTG meeting **and provides feedback** (e.g. during check- in prior to PTG). **Leader can discuss current teacher data, but it is surface level, or based on few data points.**	School leader reviews each lead team member's pre-work before PTG meeting and provides feedback. **Leader formulates key guiding questions for the discussion, and ensures quality materials are prepared. Preparation includes: what strategies have been tried, which ones have worked, and which future new strategies will be tried.**	School leader provides **effective** feedback on every lead team member's pre-work; **identifies key strengths and weaknesses in each analysis, allowing each lead team member to improve their reflection beforehand** Leader formulates key guiding questions for the discussion, and ensures quality materials are prepared. Preparation includes: what strategies have been tried, which ones have worked, and which future new strategies will be tried.
	Analysis: Accuracy and Root Causes	Conclusions are inaccurate or prioritized incorrectly OR no attempt is made to get to the root cause behind the gaps in the data OR only one data source consulted.	**Identifies obvious data trends** ("this is higher/lower than our goal", "this teacher has more passing than this teacher") which do not require greater depth of understanding. Conclusions are **accurate, but areas of focus may not be prioritized correctly, or root causes may not be identified, due to the simplicity of the analysis. 1-2** data sources consulted (e.g. interim assessment data, or DI: LPC)	Correctly identifies the **most relevant** trends in **multiple** sources of data (IA, WA, LPC, STS, observation, unit assessments, exit slips, etc.); **communicates the most important data, correctly** prioritizes the most pressing areas of focus with **sufficient** specificity and data, **which clarifies the root cause(s). Analysis is insightful and detailed. Correctly identifies complex trends in data** (disaggregation of data by populations, trends across time, growth from test to test).	Correctly identifies the most relevant trends in multiple sources of data, communicates the most important data, correctly prioritizes the most pressing areas of focus with **remarkable** specificity, data, and **economy of language**, which clarifies the root cause(s). Analysis is insightful, detailed, and very concise. Correctly identifies complex trends in data.
	Analysis: Scope	Data is not broken down effectively for school-level analysis, only discussed at teacher-level and no clarity beyond passing rates. It is unclear as to whether or not the school is on track to meet district goals and state accountability measures.	Data **is** broken down **beyond just passing rates** and is discussed **at least sometimes at school-level** (e.g. content- specific trends, grade level trends across tests, etc.); data has been analyzed for **one** of the following **accountability index indicators**: subpopulations, trends across school/district, student growth targets, current phase in mastery, final phase in mastery, and advanced rates.	Data is scrutinized at **both the teacher-level and school-level**. Analysis includes meaningful discussion of at least **two** of the four accountability indices: subpopulations, gap closure, trends across school/district, student growth targets, current phase in mastery, final phase in mastery, and advanced rates.	Data is **comprehensively** scrutinized at both the teacher-level and school-level. Analysis prioritizes and includes all **four** accountability indices: subpopulations, trends across school/district, student growth targets, final phase in mastery, ACT, SAT, AP, and advanced rates. **Leader knows which data is most relevant and can synthesize the most important data to focus on. Data and discussion prioritize what is most important and, as needed, extend beyond these four indices to include all programmatic elements prioritized to achieve our mission.** (e.g. including electives metrics, TSI, analysis of rigor or skills that go beyond STAAR, etc.)
	Facilitation	Does not use the Outcomes – Causes – Solutions (O-C-S) problem solving model to facilitate conversations (or) omits many important parts of the model	Facilitates **Outcomes – Causes – Solutions (O-C-S)** problem solving conversations; omits **one** important part of the model (e.g. looks at outcomes and then prescribes solutions without first correctly identifying student and teacher level root causes). **Some action steps are concrete, specific, and measurable.**	Facilitates Outcomes – Causes – Solutions (O-C-S) problem solving conversations, **probing or re-directing as needed** to ensure all lead team members include **all** important parts of the model (OUTCOMES: identify the important successes and gaps in student outcomes, CAUSES: analyze both student and teacher level root causes, SOLUTIONS: commit to specific time- bound solutions for whole group, small groups, and individual students) **Most** action steps are concrete, specific, measurable, **and aligned to root cause(s).**	Facilitates Outcomes – Causes – Solutions (O-C-S) problem solving conversations, probing or re-directing as needed to ensure all lead team members include all important parts of the model, **including the analysis of previous solutions already implemented. All** action steps are concrete, specific, measurable, and aligned to root cause(s); **each leader correctly identifies which action steps are highest priority**
	Data-driven decision making follow-through	There is little evidence to suggest that this level of analysis and decision-making happens more often than once per quarter. School-level data board is rarely updated and is not current.	There **is** evidence that suggests that PTG-level analysis is happening on a **monthly** basis and is reflected in language and in the usage of school-level data board **which is updated and current**.	There is evidence that suggests that PTG-level analysis is happening on a **weekly** basis **(in both lead team tactical and check ins)**. School-level data board is updated **weekly. Analysis discussion includes the OCS of the data board's highest priority successes and gaps.**	There is evidence that suggests that PTG-level analysis is happening **continuously** (during lead team tactical and check-ins **AND teacher coaching conversations, such as 6+1 debriefs**). This ongoing analysis is available to the lead team through **school level tracking, which may extend beyond the data board. It is clear that coaching, managing, and school-wide systems are dynamic and immediately responsive to data, diving consistently to the root cause level so that teacher and leader time and energy is spent on the school's highest priority areas of focus.**

(1B) Track and Manage Data

INTENDED IMPACT: Strong instructional leaders are constantly helping each other review their students' progress toward ambitious student achievement goals. Leaders know how to analyze classroom-level data, action plan for reteaching and reassessment, and track mastery. Once they know how to do this themselves, they are ready to review their teachers' analysis and plan to coach them in an upcoming data conversation.

ASSESSMENT TASK: Leader and rater select 1-2 teachers to focus on and use the following process: 1) Leader shows calendar and data tracking system(s). Explain how you have used them over the last month. (2): Ask the teacher to explain the data tracking and grading system and how they have used it over the last month. 3) Ask 3-4 students in the teacher's class to explain the data tracking and grading system and how they have used it over the last month.

	Novice	Developing	Proficient	Advanced
Assessment Data	Leader-level and teacher-level tracking system has been abandoned since the beginning of the year or is used no more than after each semester or end of unit/module exam(s). Teacher is not held accountable Able to identify priority students and standards after each semester or end of unit/module exam(s). *DI Example: Teacher is pre-novice in GET 5A or Leader is unfamiliar with DI weekly and 3-week progress reports.*	**Teacher tracks student performance regularly and at least weekly (e.g. weekly assessment data) so that data can drive short and long term planning and differentiation.** Teacher **is able to identify priority students and objectives in response to data with significant support from the leader. Most assessments are aligned to end of year assessment expectations.**	**Leader and teacher track student performance on aligned assessments immediately and more than weekly (e.g. weekly assessment data and some/all exit ticket data)** so that data can drive short and long term planning and differentiation, **sometimes even at the daily level. Teacher is able to independently identify priority students and objectives in response to data.**	Leader and teacher track student performance on **rigorous,** aligned assessments **in an innovative way that empowers** the teacher to identify priority objectives, **students and their needs on an ongoing basis (consistently at the daily/lesson level). Teacher reaches Advanced or Exemplary in GET 5A**
Responsiveness to Data	Leader is not responsive to data. Does not conduct data analysis or data conversations (or) conducts them with less than 50% of teachers (or) conducts them more than 3 weeks after each major assessment. (DI: less than monthly)	Leader is **sometimes data-responsive: Semester or end of unit/module exam(s) data conversations within two weeks of semester or end of unit/module exam(s) and unit assessments, WA data or STS/LPC is discussed triweekly, exit ticket or check-out data is not tracked or used with regularity.**	Leader **is** data-responsive: Semester or end of unit/module exam(s) data conversations within **a week** of semester or end of unit/module exam(s) and unit assessments;, grade data, WA data or STS/LPC data tracked and discussed **biweekly**, exit ticket or check-out data **tracked biweekly and all are used to address gaps in instruction and change within the next week.**	Leader is **very** data responsive: Semester or end of unit/module exam(s) data conversations within a week of semester or end of unit/module exam(s); unit assessments; grade data,, WA data or STS/LPC data tracked and discussed **weekly**, exit ticket or check-out data tracked **at least weekly** (more frequently--sometimes daily--for higher priority teachers), and all are used to address gaps in instruction **immediately.**
Teacher-level tracking system	Goal oriented Individual and class trackers are inconsistently used. Less than 80% of students are able to track their progress. Teacher owns the tracking of individual student goals. (e.g. teacher has individual tracker in personal excel document and progress towards goals is not shared with students). DI Example: Teacher inconsistently updates LPCs and less than 90% of independent work assignments are tracked in DI Online.	Goal oriented Individual and class trackers are **consistently** used **throughout the year. 80% or more** students can explain how they track their progress. **Students occasionally own celebrating success** while the teacher owns tracking of individual student goals **in a student-friendly and accessible way.** _x000D_ _x000D_ DI Example: Teacher **consistently** updates LPCs and **90%** of independent work assignments are tracked in DI Online. **Teacher has visual tracker posted.** _x000D_	**Students participate in tracking of whole class and individual progress towards learning goals. 90%** or more students are able to explain how they track their progress, **strengths and areas of growth. Students consistently track their own progress individually and consistently use it to celebrate progress. Celebration of success is usually student-driven and occasionally teacher-driven.** DI Example: **95% of independent work assignments are tracked in DI Online. Teacher conducts an error analysis and offers student supplements to challenging skills for extended practice. Teacher tracks progress after most rotations/classes, and can articulate progress towards their goal.**	**Goal oriented individual and class trackers are used throughout the entire year with fidelity. 100%** of students are able to explain how they track their progress, strengths and areas of growth. **Students are empowered to create their own tracking systems which drive their intrinsic motivation in an innovative way. Students celebrate the progress of themselves and others.** Celebration of success **is student-driven.** DI Example: **100% of independent work assignments are tracked in DI Online. Teacher tracks progress daily and can articulate progress towards their goal.**
Grading & Feedback	There is no clear system or timelines for grade norming and monitoring and/or less than 50% of teachers submit grades accurately/on time. Students receive individual feedback on work about once a month.	**A system or timeline for grade norming and monitoring is in place. 50-79%** of teachers submit grades accurately/on time. Students receive individual feedback on work about **every other week.**	A system or timeline for grade norming and monitoring is in place. **80%** of teachers submit grades accurately/on time. Students receive individual feedback on work **every week.**	A system or timeline for grade norming and monitoring is in place. **90+%** of teachers submit grades accurately/on time. Students **continually** receive individual feedback on work. **Teacher creates a system to efficiently post grades immediately after assignments are turned in.**
Data-Driven Decision Making	Teacher does not grow a proficiency level on GET 5A – 5E.	Teacher **shows 1 level of proficiency growth** on GET 5A – 5E.	Teacher shows **2 levels** of proficiency growth on GET 5A – 5E **or reaches Exceptional.**	Teacher shows **3 or more** levels of proficiency growth on GET 5A – 5E or reaches Exceptional.

(1C) Conduct Data Conversations

INTENDED IMPACT: Leaders will be able to hold a post-assessment (e.g. semester or mock exam, end of unit/module exam, DI mastery test) data conversation where the teacher walks away with a deep understanding of student learning successes and gaps, their causes, and a robust reteach and re-assessment plan & calendar to ensure that students achieve mastery of missed objectives. Our very best leaders obsess over data and analyze it with teachers often, because they know every number represents a real student who can and will to go to college.

ASSESSMENT TASK: Conduct at least 2 data conversations (and/or 2 DI data conversations) with teachers at different proficiency levels. Monitor implementation of these teachers' reteach plans and for changes in student achievement from exam to exam.

NOTE: When the rubric refers to "pre-work," it refers first and foremost to the LEADER'S pre-work. Then, if this same content is noticeably absent from the teacher's pre-work and holding his/her analysis back, the leader should identify this and prepare questions/prompts to coach the teacher either before or during the upcoming data conversation.

		Novice	Developing	Proficient	Advanced
Preparation for the conversation	**Responsiveness to Data**	Leader is not responsive to data. Does not conduct data analysis or data conversations (or) conducts them with less than 50% of teachers (or) conducts them more than 3 weeks after each major assessment (DI: less than monthly)	Leader is **sometimes** data-responsive: Semester or end of unit/module exam(s) data conversations **within two weeks** of semester or end of unit/module exam(s) and unit assessments, WA data or STS/ LPC is discussed **triweekly,** exit ticket or check-out data is not tracked or used with regularity.	Leader is data-responsive: Semester or end of unit/module exam(s) data conversations **within a week** of semester or end of unit/module exam(s) and unit assessments, WA data or STS/LPC data tracked and discussed **biweekly,** exit ticket or check-out data tracked **biweekly and all are used to address gaps in instruction and change within the next week.**	Leader is very data responsive: Semester or end of unit/module exam(s) data conversations within a week of semester or end of unit/module exam(s); unit assessments, WA data or STS/LPC data tracked and discussed **weekly,** exit ticket or check-out data tracked **at least weekly (more frequently--sometimes daily-- for higher priority teachers)**, and all are used to address gaps in instruction **immediately.**
	Identifying and analyzing gaps in learning for groups	Pre-work includes an analysis of overall passing rates and objective/standard mastery. Item analysis is used to identify overall high/low questions/objectives for a group of students but doesn't identify where student understanding broke down.	Pre-work includes an analysis of overall passing rates and objective/standard mastery **as well as helpful comparisons to district data.** Item analysis is used to identify overall high/low questions for a group of students **and at least 1 of the following to better understand where student understanding broke down: comparing questions assessing the same standard or skill; analyzing the most frequently selected wrong answers to a question; or performing key-point breakdown of skills required to answer individual problems by comparing to exemplary response.**	Pre-work includes an analysis of overall passing rates and objective/standard mastery as well as helpful comparisons to district data. Item analysis is used to identify overall high/low questions for a group of students **and at least 2 - 3** of the following to better understand where student understanding broke down: comparing questions assessing the same standard or skill, analyzing the most frequently selected wrong answers to a question, and performing key-point breakdown of skills required to answer individual problems by comparing to exemplary response.	Pre-work includes an analysis of overall passing rates and objective/standard mastery as well as helpful comparisons to district data. Item analysis is used to identify overall high/low questions for a group of students and **all** of the following to better understand where student understanding broke down: comparing questions assessing the same standard or skill, analyzing the most frequently selected wrong answers to a question, and performing key-point breakdown of skills required to answer individual problems by comparing to exemplary response. **When insightful, pre-work also identifies trends within sub-groups of students** (e.g. ELLs, students in intervention, passing vs. non-passing students) (PS)
	Identifying and analyzing gaps in learning for individuals	Pre-work analyzes high and low individual scorers, but little effort is made to identify what gaps are.	For the **highest priority** students, **uses at least 1 of the above methods to analyze individual gaps.**	For **all** priority students, uses a **variety** of the above methods to analyze individual gaps. **Prioritizes learning goals for these students based on synthesis of all gaps.**	For all priority students **and others** (e.g. students close to level 3), uses a variety of the above methods to analyze individual gaps and trends. Prioritizes learning goals for these students based on synthesis of all gaps. **Pre-work also shows awareness of similar gaps across other contents for this student as well as previous learning successes and gaps.**
	Analyzing causes	Pre-work may identify causes for struggling student performance, but focus is often outside of locus of control (e.g. ELL, parents are divorced, has been sick a lot, it was a bad question, it wasn't in the scope and sequence) or are too broad to be helpful ("struggles with math", etc)	Causes prioritized in pre-work and discussion are **all within teacher's locus of control,** but lack of specificity makes it difficult to connect how specific teacher actions led to specific student outcomes.	Causes prioritized in pre-work and discussion are all within teacher's locus of control, and **specific teacher actions are connected to specific student outcomes.**	Causes prioritized in pre-work and discussion are all within teacher's locus of control, and specific teacher actions are connected to specific student actions which then led to specific student outcomes. **Leader identifies the teacher knowledge, skills, and mindsets contributing to the teacher's actions/ inaction and plans questions (if/as needed) to help the teacher be able to identify these during the data conversation.**
	Closing gaps: Action Plan	An action plan calendars when to cover certain objectives as needed **(e.g. during reteach, review, do now, stations, small group, intervention, tutoring, pull outs, push-ins, mastery machine, etc)** *The needs of priority students are not considered.*	An action plan **appropriately** calendars when to cover certain objectives **based on the analysis of outcomes and causes.** Reteaching is scheduled as needed. Plans for reteach **attempt to target priority students.**	An action plan appropriately calendars when to cover certain objectives based on the analysis of outcomes and causes. Reteaching is scheduled as needed. **Plan includes changes to the the quality and/or method of instruction and student practice (as compared to the initial instruction).** Plans for reteach **address** needs of priority students.	An action plan appropriately calendars when to cover certain objectives based on the analysis of outcomes and causes. Reteaching is scheduled as needed during reteach, review, do now, stations, small group, intervention, tutoring, pull outs, push- ins, mastery machine, etc. Plan includes highly-effective changes to the quality and/or method of instruction and student practice (as compared to the initial instruction) **and also considers upcoming new objectives to be taught.** Plans for reteach address **individualized needs** of priority **and other students** (e.g. students close to Level 3) (PS, MOTDR)

	Closing gaps: Assessing progress and adjusting plans	When, how, and why to reassess mastery after reteach are not addressed in pre-work or discussion.	When, how, and why to reassess mastery after reteach **are** addressed in pre-work or discussed but not calendared.	When, how, and why to reassess mastery after reteach are addressed in pre-work or discussed. **Reassessment dates are calendared in order to calculate updated mastery. Reteach plan allows for basic regrouping once reassessment data is available.**	When, how, and why to reassess mastery after reteach are addressed in pre-work or discussed. Reassessment dates are calendared in order to calculate updated mastery. Reteach plan allows for dynamic regrouping as ongoing reassessment data is available. **Teacher tracking system has an effective mechanism for tracking reassessment results.** (PS, MOTDR)
During the conversation	**Pre-Work Evaluation (MUST BE PROFICIENT)**	Leader does not correctly identify the most important areas of strength and growth in teacher's data conversation pre- work.	Leader **correctly identifies** the most important areas of strength and growth in the teacher's data conversation pre-work. **Prepares praise and questions/prompts to use during the data conversation to highlight areas of strength and probe/coach areas of growth in the teacher's analysis. Attempts to explain the steps the teacher must take to improve his/her data analysis.**	Leader correctly identifies and prioritizes the most important areas of strength and growth in the teacher's data conversation pre-work. Prepares precise praise and focused, probing questions/prompts to use during the data conversation to highlight areas of strength and probe/coach areas of growth in the teacher's analysis. **Clearly explains the steps the teacher must take to improve his/her data analysis and how the leader will coach the teacher to do this.**	Leader correctly identifies and prioritizes the most important areas of strength and growth in the teacher's data conversation pre- work. Prepares precise praise and focused, probing questions/ prompts to use during the data conversation to highlight areas of strength and probe/coach areas of growth in the teacher's analysis. Clearly explains the steps the teacher must take to improve his/her data analysis and how the leader will coach the teacher to do this. **Insights gained while comparing pre-work documents help the leader evaluate and improve his/her own data analysis.**
	OCS	Does not use the Outcomes – Causes – Solutions (O-C-S) problem solving model to facilitate conversations (or) omits many important parts of the model	**Facilitates Outcomes – Causes – Solutions (O-C-S) problem solving conversations; omits an important part of the model** *(e.g. looks at outcomes and then prescribes solutions without first correctly identifying student and teacher level causes)*	Facilitates Outcomes – Causes – Solutions (O-C-S) problem solving conversations *(OUTCOMES: identify the important successes and gaps in student outcomes, CAUSES: analyze both student and teacher level root causes, SOLUTIONS: commit to specific time-bound solutions for whole group, small groups, and individual students)*	Facilitates Outcomes – Causes – Solutions (O-C-S) problem solving conversations. **Modifies the time spent in each part of model and the level of leader involvement/directness in the reflection process according to teacher need.**
	Coaching responsiveness	Coach uses the same level of directiveness, coaching, questioning regardless of teacher reflectiveness, ability or preparedness.	Coach **attempts** to adjust probing questions, action steps, and support offered on the reflectiveness, ability, and preparedness of the teacher..	Coach **effectively adjusts** probing questions, action steps, and support offered on the reflectiveness, ability, and preparedness of the teacher.	Coach **differentiates** probing questions, action steps, and support offered on the reflectiveness, ability, and preparedness of the teacher, **demonstrating a coaching method that ultimately prepares the teacher for an even greater level of autonomy and ability for the next data conversation.**
	Action plan groupings	Doesn't discuss action plan for students/ groups needing remediation	**Discusses action plan for class/small group reteach OR individual student remediation; teacher does not update action plan during conversation**	Discusses action plans for class/group reteach **AND** individual student remediation; **teacher updates action plan during conversation as a result of leader coaching**	Discusses action plans for class/group reteach AND individual student remediation; **teacher focuses most on the highest priority objectives for groups/student;** teacher updates **and significantly improves** action plan during conversation as a result of leader coaching.
	Action plan specificity	Action steps for leader and teacher not identified (OR) most action steps are broad and hard to measure	**Some** action steps are concrete, specific, and measurable	**Most** action steps are concrete, specific, measurable, and **aligned to root cause(s)**	**All** action steps are concrete, specific, measurable, and aligned to root cause(s); **the teacher correctly identifies which action steps are highest priority.**
After	**Follow through**	There is no clear system for recording and tracking implementation of next steps	There **is a system for recording next steps** *(e.g. google doc, coaching tracker, add to pre-work document, notebook, etc.)* but the leader doesn't have a clear plan for tracking implementation	There is a system for recording next steps and **leader has a plan and system for tracking implementation of next steps and re-assessment data.**	There is a system for recording next steps and leader **and teacher** have a plan and **shared** system for tracking implementation of next steps and re-assessment data.
	Implementation (Teacher Level) - MUST BE PROFICIENT *Calculation based on teachers observed*	There is evidence that 0 - 25% of teachers are implementing the reteach plans from the data conversation.	There is evidence that **26% - 50%** of teachers are implementing the reteach plans from the data conversation.	There is evidence that **51% - 75%** of teachers are implementing the reteach plans from the data conversation.	**76% - 100%** of teachers are implementing the reteach plans from the data conversation.
	Impact (Student Level) - MUST BE PROFICIENT *Calculation based on student outcomes of all teachers in coaching portfolio*	0 - 25% of teachers demonstrate significant increases in student achievement from one IA to the next *(e.g. significant increase in % passing, district ranking, achievement compared to same IA the previous year, etc.)*	**26% - 50%** of teachers demonstrate significant increases in student achievement from one IA to the next *(e.g. significant increase in % passing, district ranking, achievement compared to same IA the previous year, etc.)*	**51% - 75%** of teachers demonstrate significant increases in student achievement from one IA to the next *(e.g. significant increase in % passing, district ranking, achievement compared to same IA the previous year, etc.)*	**76% - 100%** of teachers demonstrate significant increases in student achievement from one IA to the next *(e.g. significant increase in % passing, district ranking, achievement compared to same IA the previous year, etc.)*

LEVER 1: DATA DRIVEN INSTRUCTION

INTENDED IMPACT: Leaders will be able to lead a meeting where teachers analyze student work to identify the most critical errors and then plan and practice effective ways to correct them. Teachers not only leave the meeting with a vetted reteach lesson that is highly likely to close the target gap in student learning, but they also gain critical content expertise that comes only by *doing* the work of unpacking standards and curriculum and grappling with the different ways to teach content-specific knowledge and skills. Our very best leaders obsess over this most important kind of data--student work--and analyze it with teachers often because they know that every child must produce high quality written work in every content to become truly college-ready.

ASSESSMENT TASK: Conduct at least 2 student work analysis meetings with teachers at different proficiency levels. Then observe (live or video) the reteach lessons and analyze the resulting student work. NOTE: Make sure that the samples you analyze with the teacher includes written work provides you with a window into what each student is thinking (not just multiple choice responses).

	Novice	Developing	Proficient	Advanced
i) PREPARATION The leader is prepared to lead the meeting with a clear focus for analysis	DATA ANALYSIS FOCUS: The leader has identified a low leverage focus for analysis OR has not identified a focus for analysis b. EVIDENCE OF LEADER PROCESS: The leader has taken 1 – 2 of the following steps to prepare: a) scripted an exemplar, b) identified student exemplars and gap work, c) pulled upcoming lesson plan(s), d) has pertinent prompting guides/resources and e) meeting roles, timer, and charting materials. The leader does not have all documents prepared for the meeting c. EVIDENCE OF PARTICIPANT PROCESS: The participant has between 0 to 1 of the following documents and/or materials ready: a) teacher exemplar, b) student exemplar, c) student work and d) upcoming lesson plans, e) meeting roles, d) timer and charting materials d. CONTINUITY: There is little to no evidence of a regular, ongoing student work analysis meeting structure.	DATA ANALYSIS FOCUS: The leader has identified a **focus (e.g., question, rubric strand)** for analysis **that may be on analyzing the standard, scripting or reviewing an exemplar, and reviewing student work** b. EVIDENCE OF LEADER PROCESS: The leader has taken **at least 3** of the following **5** steps to prepare: a) scripted an exemplar, b) identified student exemplars and gap work, c) pulled upcoming lesson plan(s), d) has pertinent prompting guides/resources and e) meeting roles, timer, and charting materials. The leader has documents prepared for the meeting c. EVIDENCE OF PARTICIPANT PROCESS: The participant has **evidence of at least 2 of the 4** following documents and/or materials ready: a) teacher exemplar, b) student exemplar, c) student work and d) upcoming lesson plans d. CONTINUITY: There is **some** evidence of a regular student work analysis meeting **implementation based on discussion of larger data goals, connection to previous coaching sessions/action steps, and/or timing of follow up.**	a. DATA ANALYSIS FOCUS: The leader has identified a **high leverage** focus (e.g., question, rubric strand) for analysis **based on** analyzing the standard, scripting or reviewing an exemplar, and reviewing student work b. EVIDENCE OF LEADER PROCESS: The leader has taken at least **4** of the following **5** steps to prepare:a) scripted an exemplar, b) identified student exemplars and gap work, c) pulled upcoming lesson plan(s), d) has pertinent prompting guides/resources and e) meeting roles, timer, and charting materials. The leader has all documents prepared for the meeting c. EVIDENCE OF PARTICIPANT PROCESS: The participant has evidence of at least **3** of the 4 following documents and/or materials ready: a) teacher exemplar, b) student exemplar, c) student work and d) upcoming lesson plans; indicating norms for an established process d. CONTINUITY: There is evidence of a regular student work analysis meeting implementation based on discussion of larger data goals, connection to previous coaching sessions/action steps, and/or timing of follow up.	a. DATA ANALYSIS FOCUS: The leader has identified **the highest** leverage focus (e.g., question, rubric strand) for analysis based on analyzing the standard, scripting or reviewing an exemplar and reviewing student work b. EVIDENCE OF LEADER PROCESS: The leader has **a) scripted an exemplar, b) identified student exemplars and gap work, c) pulled upcoming lesson plan(s), d) has pertinent prompting guides/resources and e) meeting roles, timer, and charting materials. The leader has all documents prepared for the meeting** c. EVIDENCE OF PARTICIPANT PROCESS: The participant **has documents and/or materials ready: a) teacher exemplar, b) student exemplar, c) student work and d) upcoming lesson plans; indicating norms for an established process** d. CONTINUITY: There is **clear** evidence of a regular and consistent student work analysis meeting culture based on discussion of larger data goals, connection to previous coaching sessions/action steps, and/or timing of follow up.
ii) SEE IT The leader facilitates participants to see a conceptual gap *12 - 15 min*	a. SEE PAST SUCCESS: The leader does not begin with praise b. UNPACK THE STANDARD: The leader does not identify the standard c. SEE THE EXEMPLAR: The leader does not get participants to isolate the skills/characteristics the ideal answer should include d. IDENTIFY THE GAP: The leader asks probing questions that might be confusing or not focused on the highest leverage student errors, and does not get to the gap	SEE PAST SUCCESS: The leader **provides praise that is not connected to any academic goals** b. UNPACK THE STANDARD: The leader **identifies the standard but does not prompt participants to define what a student would have to know or be able to do to show mastery OR the breakdown of the standard is a repetition of the language of the original standard** c. SEE THE EXEMPLAR: The leader **leads participants through unpacking the student exemplar, but does not get participants to isolate the specific key skills/characteristics the ideal answer should include and may focus on procedural understanding** d. IDENTIFY THE GAP: The leader asks probing questions **of the student work samples but the questions do not allow participants to effectively analyze the highest leverage student** misconceptions/errors, the gaps that affect the most students, or the gap identified is procedural	a. SEE PAST SUCCESS: The leader **connects** praise to academic goals already met b. UNPACK THE STANDARD: The leader **prompts** participants to define what a student would have to know or be able to do to show mastery of the standard c. S EE THE EXEMPLAR: The leader leads participants through unpacking the student exemplar **by helping them** isolate the specific key skills/characteristics the ideal answer should include **to show understanding of the standard** d. IDENTIFY THE GAP: The leader asks probing questions of the student work samples **that allow participants to see conceptual and procedural gaps, modeling analysis when necessary to illuminate the gaps**	a. SEE PAST SUCCESS: The leader **provides authentic, data-based** praise **connected** to academic goals already met, **and provides an authentic moment for reflection** b. UNPACK THE STANDARD: The leader prompts participants to define what a student would have to know or be able to do to show mastery of the standard **in precise and specific ways, and has someone write down or chart these criteria for reference throughout the conversation** c. SEE THE EXEMPLAR: The leader **efficiently** leads participants through unpacking the student exemplar by helping them isolate the specific key skills/characteristics the ideal answer should include to show conceptual understanding of the standard d. IDENTIFY THE GAP: The leader asks **targeted** probing questions of the student work samples that allow participants see the conceptual and procedural gaps, modeling expert analysis when necessary to illuminates the gaps, **prompting the group to reflect on the leader analysis moves**
iii) NAME IT The leader facilitates participants to name the error and related misunderstanding *3 min*	a. NAME THE ERROR: The leader or teachers do not name the student error before planning the re-teach	a. NAME THE ERROR: The **participants struggle to describe the error and the related conceptual misunderstanding evident in the error before planning the re-teach OR the participants do not name a precise error**	a. NAME THE ERROR: The **leader prompts participants to name the precise student error** before planning the re-teach	a. NAME THE ERROR: The leader prompts participants **to clearly and concisely name the precise student error and conceptual misunderstanding before planning the re-teach. The leader punches the error for the group by restating and charting the error**

iv) DO IT **The leader leads the group (or individual teacher) to plan and practice a reteach lesson** *12 - 14 min*	a. LESSON PLAN: The leader leads the group in talking through an upcoming lesson at a high-level; No lesson plans or resources are used to plan the lesson OR there is no planning of the reteach lesson b. ERROR-DRIVEN: The re-teach lesson does not address the error identified in the See It c. GET SPECIFIC: The leader does not push the group to be specific in how the error will be addressed d. PRACTICE PERFECT: There is no practice during the meeting e. DATA-BASED FOLLOW-UP: The leader establishes plan for implementation in classroom within 2 weeks of the meeting and does not define how the re-teach will be assessed andreviewed OR leader establishes no plan for classroom implementation	a. LESSON PLAN: The leader leads the group in talking through an upcoming lesson at a high-level b. ERROR-DRIVEN: The re-teach lesson addresses the error identified in the See It c. GET SPECIFIC: The leader **uses prompts to help participants plan for general teacher actions that will address the error** d. PRACTICE PERFECT: **Practice leads to a high-level run-through of the plan** e. DATA-BASED FOLLOW-UP: The leader **does one of the following: establishes a plan for implementation in the classroom within 1 week of the meeting OR defines how the re-teach will be assessed and reviewed**	a. LESSON PLAN: The leader **works directly with the participants on revising an upcoming lesson plan, and leads the group in selecting a re-teach structure: modeling or guided discourse** b. ERROR-DRIVEN: The re-teach lesson addresses the error identified in the See It **using a procedural process** c. GET SPECIFIC: The leader uses prompts to help participants plan for the specific teacher actions that will address the error d. PRACTICE PERFECT: Practice leads to a fine tuning of the plan for reteach e. DATA-BASED FOLLOW-UP: The leader establishes a plan for implementation in the classroom within 48 – 72 hours of the meeting, and clearly defines how the re-teach will be assessed and reviewed	a. LESSON PLAN: The leader works directly with the participants on revising an upcoming lesson plan, and leads the group in selecting a re-teach structure: modeling or guided discourse, prompting participants to reflect on which structure is most relevant based on student errors b. ERROR-DRIVEN: The re-teach lesson addresses the error identified in the See It. Teacher actions embedded in the plan lead to a conceptual understanding c. GET SPECIFIC: The leader uses **efficient** prompts to help participants plan for the specific teacher actions that will address the conceptual error d. PRACTICE PERFECT: Practice **leverages existing resources and leads** to a **strong** fine tuning of the plan for reteach e. DATA-BASED FOLLOW-UP: The leader **clearly defines action steps** for implementation in the classroom within **24** hours of the meeting, and clearly defines how the re-teach will be assessed and reviewed **using data from the reteach**
Implementation **(Teacher Level)** **MUST BE PROFICIENT** *Calculation based on teachers observed*	Teacher does not implement the reteach lesson planned in the student work analysis meeting	Teacher **attempts** the reteach lesson planned in the student work analysis meeting **but it is either incomplete or ineffectively executed**	Teacher **effectively uses either the modeling or guided discourse approach to execute** the reteach lesson planned in the student work analysis meeting.	Teacher's **reteach lesson is exemplar. It uses the modeling or guided discourse approach in a highly effective way.**
Impact **(Student Level)** **MUST BE PROFICIENT** *Calculation based on student outcomes of all teachers in coaching portfolio*	Class demonstrate no increases in exit ticket data from the first teach to the reteach	Class demonstrates **small** increases in exit ticket data from the first teach to the reteach	Class demonstrates **significant** increases in exit ticket data from the first teach to the reteach	Class demonstrates significant increases in exit ticket data from the first teach to the reteach **AND at least 80% of students previously below mastery achieve mastery**

(2A) Observe classroom instruction

INTENDED IMPACT: Strong instructional leaders diagnose a classroom's most pressing problem & identify a high-leverage, aligned action step by answering the following 3 questions: (1) What should students be learning? (2) Are they all learning it? (3) If not, why not?

ASSESSMENT TASK: Observe at least 4 teachers (for at least 15 min each) of various proficiency levels. After each classroom visit, review your observation notes and identify the most important the most pressing problem, aligned action step(s) you will coach the teacher to take, and rationale for your selection.

Plan for approximately 30 min per teacher being observed (1) At least 5 min pre-observation preparation; (2) At least 15 min observation; (2) At least 10 min post-observation discussion.

		Novice	Developing	Proficient	Advanced
	Frequency of observation	Observes every teacher bi-weekly.	Observes every teacher **weekly**.	Observes every teacher weekly; **Observes all high priority teachers more frequently, sometimes daily or more. Observation days/times and length are strategically selected, based on previous target GET row/action steps**	Observes every teacher weekly; **at least 1 observation per teacher is at least 15 min long.** Observes all high priority teachers more frequently, sometimes daily **(or several times daily for tight loop coaching).** Observation days/times and length are strategically selected, based on previous target GET row/action steps **AND weekly/daily student achievement data.**
Pre-Observation	**Preparation:** *What should students be learning?*	Leader does not review/consider teacher's prior action steps, lesson plans, or recent student achievement data before or during classroom observation	Leader **reviews/considers at least one of following** before or during classroom observation: district curriculum, teacher's prior action steps, daily lesson plans, or recent student achievement data	Leader reviews/considers **at minimum the district curriculum, exit ticket & exemplar response in daily lesson plans AND any of the following:** teacher's prior action steps, recent student achievement data	Leader reviews/considers **all of the following** before or during classroom observation: district curriculum, exit ticket & exemplar response in lesson plans, teacher's prior action steps, and recent student achievement data. Leader uses recent student achievement data to guide the observation *(e.g. "Because last week's BWA (or exit ticket, or LPC, etc.) showed, I came in to look for/at ")*
During Observation	**Low-inference data/ scripting** *Are they all learning it?*	Leader's low-inference data/scripting does not answer the question, 'Are all students learning what they are supposed to be learning?' Leader sometimes records lesson objective or total number of students at beginning of observation. Rarely scripts low-inference data while observing instruction. Observation notes consist primarily of high inference conclusions *(e.g. "good engagement," "low student interest," or "poor pacing.")*	Leader's low-inference data/scripting **somewhat** answers the question, 'Are all students learning what they are supposed to be learning?' Leader **always** records lesson objective or total number of students at beginning of observation. **Often** scripts low-inference data while observing instruction; **usually gathers the same type of data in each observation (qualitative or quantitative).**	Leader's low-inference data/scripting **accurately** answers the question, 'Are all students learning what they are supposed to be learning?' Leader always records lesson objective and total number of students at beginning of observation. Always scripts low-inference data while observing instruction—**both quantitative** *(e.g. tallying occurrences; keeping time; tracking mastery by listening to student responses, reviewing student work, and asking students questions)* **and qualitative** *(quoting teacher/students, scripting actions).*	Leader's low-inference data/scripting accurately **and comprehensively** answers the question, 'Are all students learning what they are supposed to be learning?' Leader always records lesson objective and total number of students at beginning of observation. Always scripts low-inference data while observing instruction—both quantitative and qualitative. **Focus of low inference data narrows throughout the observation, allowing leader to hone in on the most pressing problem and evidence for a root cause hypothesis before exiting the classroom.**
	Immediate Feedback	Never leaves immediate (by end of day) written feedback for teacher (e.g. sticky note, email with reflection question, etc.)	**Sometimes (up to 50% of teachers)** leaves immediate (by end of day) written feedback for teacher	**Usually (from 51 - 99% of teachers)** leaves immediate (by end of day) written feedback for teacher	**Always (100% of teachers)** leaves immediate (by end of day) written feedback for teacher

Post-Observation *(or at the end of observation)*

	Level 1	Level 2	Level 3	Level 4
OUTCOMES: Analyze student-level successes and gaps *Are they all learning it?*	Leader's analysis of student-level successes and gaps inaccurately answers the question, 'Are all students learning what they are supposed to be learning?' Does not consider student learning before diagnosing a teacher's successes and areas for growth (jumps right to teacher-level causes or solutions)	Leader's analysis of student-level successes and gaps **somewhat** answers the question, 'Are all students learning what they are supposed to be learning?' Considers **either in-classroom observation data** *(e.g. student verbal or written responses during instruction, exit tickets, etc.)* **OR assessment data** *(e.g. BWAs, LPC, STS, etc.)* **before diagnosing a teacher's successes and areas for growth.** Leader **attempts** to diagnose the primary gaps in student learning but may diagnose incorrectly and/or miss an important gap.	Leader's analysis of student-level successes and gaps **accurately** answers the question, 'Are all students learning what they are supposed to be learning?' First considers in-classroom observation data *(e.g. student verbal or written responses during instruction, exit tickets, etc.)* **and may also consider** assessment data *(e.g. BWAs, LPC, STS, etc.)* before diagnosing a teacher's successes and areas for growth. Leader **correctly** diagnoses and prioritizes the primary gaps in student learning and provides rationale for prioritization.	Leader's analysis of student-level successes and gaps accurately **and comprehensively** answers the question, 'Are all students learning what they are supposed to be learning?' Considers **BOTH** in-classroom observation data **AND** recent assessment data to diagnose successes and gaps in student learning. Leader correctly diagnoses and prioritizes the primary gaps in student learning, the student actions/ inactions that caused them, and provides rationale for prioritization.
CAUSES: Teacher-level actions/ inactions *If not, why not?*	Leader's analysis inaccurately answers the question, "If all students are not learning what they are supposed to be learning, why not?" 1. LIST TEACHER-LEVEL SUCCESSES & GAPS: Inaccurately identifies teacher-level successes and areas for growth observed during instruction (or) does not consider teacher-level causes and jumps right to solutions 2. PRIORITIZE THE MOST PRESSING PROBLEM: Doesn't attempt to prioritize the most pressing problem(s) (areas for growth) observed during instruction (e.g. tries to address all areas for growth at once, jumps straight to solutions, etc.) OR most pressing problem is not generated from list of teacher-level gaps 3. IDENTIFY POSSIBLE UNDERLYING FACTORS (K/S/M): Does not attempt to identify possible underlying factors (knowledge, skills, mindset) causing the most pressing problem OR jumps straight to solutions	Leader's analysis **somewhat** answers the question, "If all students are not learning what they are supposed to be learning, why not?" 1. LIST TEACHER-LEVEL SUCCESSES & GAPS: **Accurately** identifies multiple teacher-level successes and areas for growth observed during instruction; **leader attempts to support conclusions with data, but makes general statements or inferences** 2. PRIORITIZE THE MOST PRESSING PROBLEM: **Attempts** to prioritize the 1-2 most pressing problem(s) (areas for growth) observed during instruction **but prioritizes incorrectly; sometimes connects the most pressing problem to the appropriate GET row** 3. IDENTIFY POSSIBLE UNDERLYING FACTORS (K/S/M): **Attempts** to identify possible underlying factors (knowledge, skills, mindset) causing the most pressing problem, **but identifies incorrectly**	Leader's analysis **accurately** answers the question, "If all students are not learning what they are supposed to be learning, why not?" 1. LIST TEACHER-LEVEL SUCCESSES & GAPS: **Accurately** identifies multiple teacher-level successes and areas for growth observed during instruction; **successes include implementation of previous next steps; leader supports most conclusions with compelling low-inference data from the observation.** 2. PRIORITIZE THE MOST PRESSING PROBLEM: **Correctly prioritizes** the 1 - 2 most pressing problem(s) (area(s) for growth) observed during instruction and **explains how the teacher action/ inaction directly contributes to a gap in student learning; usually connects most pressing problem to the appropriate GET row and strand** 3. IDENTIFY POSSIBLE UNDERLYING FACTORS (K/S/M): **Identifies general hypothesis** of the knowledge, skill, and/or mindset causing the most pressing problem **supported by observation data and prior experience**	Leader's analysis accurately **and comprehensively** answers the question, "If all students are not learning what they are supposed to be learning, why not?" 1. LIST TEACHER-LEVEL SUCCESSES & GAPS: Accurately and comprehensively identifies multiple successes and areas for growth observed during instruction; supports **all** conclusions with compelling low-inference data, from the observation **AND lesson plan** 2. PRIORITIZE THE MOST PRESSING PROBLEM: Correctly prioritizes the 1 - 2 most pressing problem(s) (area(s) for growth) observed during instruction and explains how the teacher action/ inaction directly contributes to a gap in student learning; always connects most pressing problem to the appropriate GET row and strand, **also identifies future GET strands to focus on with the teacher and the priority order to follow, based on impact on learning** 3. IDENTIFY POSSIBLE UNDERLYING FACTORS (K/S/M): Identifies **strong** hypothesis of the knowledge, skill, and/or mindset causing the most pressing problem supported by observation data and prior experience
SOLUTION: Identify action steps	QUANTITY: Leader does not identify possible action steps the teacher could take *(e.g. identifies most pressing problem but not a solution)* OR identifies more than 4 action steps; QUALITY: Action steps are too general to predict timeline for successful implementation; they may identify WHAT the teacher should do but they are not specific or actionable *(e.g. "improve engagement" or "increase pacing")*. ALIGNMENT: Action steps are not likely to solve the most pressing problem TRANSFERABILITY: Action steps are not transferable to future instruction	QUANTITY: **Identifies 3 - 4 action steps** QUALITY: Action steps **will likely require 2 or more weeks for the teacher to successfully implement; they are specific and actionable--** they identify WHAT the teacher should do **and WHEN** *(e.g. "check for understanding of all students before moving to independent practice" or "Use positive behavior narration after giving instructions")* ALIGNMENT: Action steps are **somewhat** likely to solve the most pressing problem TRANSFERABILITY: Action steps are **somewhat** transferable to future instruction	QUANTITY: Identifies **1 - 2** action steps QUALITY: Action steps **are bite-sized enough for the teacher to successfully implement in 1 week;** they are specific and actionable--they concisely identify WHAT the teacher should do, WHEN they should do it, **and HOW they should do it** *(e.g. "check for understanding of all students before moving to independent practice by having them solve a problem on white boards," or "After stating expectations, if a student isn't complying, positively narrate the behavior of a nearby student who is complying")* ALIGNMENT: Action steps are **likely** to solve the most pressing problem TRANSFERABILITY: Action steps are **transferable** to future instruction	QUANTITY: Identifies 1 - 2 action steps QUALITY: Action steps are bite-sized enough for the teacher to successfully implement in 1 week; they are specific and actionable--they concisely identify WHAT the teacher should do, WHEN they should do it, and HOW they should do it. **Leader can also articulate the WHY of each action step** *("….so that the teacher can see if more practice is needed and adjust by either providing more guided practice to all students or targeted support to some students in independent practice." or "…so that non-compliant students are reminded and positively motivated to follow the teachers' instructions.")* ALIGNMENT: Action steps are **highly** likely to solve the most pressing problem TRANSFERABILITY: Action steps are **highly** transferable to future instruction
SOLUTION: Target GET Row	Teacher does not have a broader 2-4 week target GET row focus for a teacher's development to which several action steps align; leader does not connect observations across time; leader focuses solely on the current observation	Teacher **has** a broader 2-4 week target GET row focus for a teacher's development, (e.g. instructional clarity, CFUs, investing stakeholders) but action steps are not consistently aligned to it; **leader inaccurately identifies trends across time in a given classroom**	Teacher has a broader 2-4 week target GET row focus for a teacher's development **to which several action steps align (i.e.: the leader isn't "starting from scratch" every time);** leader **accurately** identifies important trends across time in a given classroom	Teacher has a broader 2-4 week target GET row focus for a teacher's development to which several action steps align; **leader has a clear vision for what the next action steps will likely be;** leader accurately identifies important trends across time in a given classroom; trends inform how leader prioritizes target GET row focus and action steps for teachers

LEVER 2: OBSERVATION & FEEDBACK

(2B) Lead Observation Feedback Meetings

INTENDED IMPACT: Weekly coaching conversations are the heart and soul of leading teaching & learning at your school. Most of our teachers benefit from regularly using this coaching conversation to provide observation feedback so that they have a clear, transferable action step each week to improve their teaching (and, as a result, student learning).

ASSESSMENT TASK: Conduct weekly coaching conversations with every teacher you manage. Hold an observation feedback meeting with at least 2 teachers you manage (each at different proficiency levels). Meet with your rater beforehand to share your intended outcomes for each conversation and then again afterwards to reflect on the conversations.

Plan for approximately 60 min per teacher being observed (1) 10 min before the coaching conversation, (2) 30 min for coaching conversation, (3) 15 - 20 min after conversation

		Novice	Developing	Proficient	Advanced
GENERAL	**Debrief frequency**	Does not meet consistently with teachers or meets with most teachers once a month	**If managing less than 15 people: Meets with most teachers bi-weekly for a coaching conversation; If managing 15+ people: Meets with most teachers tri-weekly for a coaching conversation**	If managing less than 15 people: Meets with each teacher **weekly** for a 20 - 30 min coaching conversation; If managing 15+ people: Meets with each teacher **bi-weekly** for a 20 - 30 min coaching conversation; **leader uses real-time coaching to provide immediate coaching, when appropriate (doesn't wait for weekly debrief)**	Meets with **each teacher every week** for a 30 min coaching conversation, regardless of teacher management load. **Meets with some teachers more frequently if/when needed** (e.g. lesson rehearsal). Leader uses real-time coaching to provide immediate coaching, when appropriate
	Facilitation	Leader does most of the talking (OR) conversation is unfocused or inefficient; sections of the conversation are misaligned	Leader does **more** of the talking; conversation is **sometimes** unfocused, inefficient, and**/or repetitive; some sections of the conversation are aligned**	**Teacher talks throughout the debrief and leader listens intently; modifies the level of leader involvement/directness according to teacher need; most sections of the conversation are aligned and efficient**	Teacher talks throughout the debrief and leader listens intently; modifies the level of leader involvement/directness according to teacher need, **uses a variety of techniques (e.g. video, low-inference observation data) to help even the most resistant or least experienced/reflective teachers identify the right things; all** sections of the conversation are aligned and efficient
SEE IT *(2-8 minutes)*	**SEE the Success** *Transferable Action Steps*	Praise is general or no praise; Leader fails to connect praise to previous action steps.	Praise is sincere and specific (praise may be limited to compliance) and sometimes connected to implementation of previous action step but not impact of implementation	Praise is sincere, specific and connects teacher actions to student learning; praise is often connected to previous next steps and impact of implementation; praise is not limited to the beginning (or one part) of the debrief; Teacher is able to respond to and reflect on praise	**Praise is sincere, specific and connects teacher actions to student learning; praise is always connected to previous next steps and impact of implementation. Sincere, specific praise is naturally and seamlessly woven throughout entire debrief to ensure a supportive, strengths-based coaching conversation**
	SEE the Model	1. SET FOCUS: Leader does not set a clear focus for the conversation 2. CLARIFY PURPOSE: Leader does not have teacher articulate the purpose or intention of the practice being discussed 3. PRESENT EXEMPLAR: Leader does not use an exemplar (video, modeling, transcript, etc….) to help teacher articulate what model practice looks like	*1.* SET FOCUS: Leader **attempts** to set a focus for the conversation; **focus is too broad, misaligned with the intended action step, or names action step** *(e.g. "We're going to focus on having you use cold calling to engage more students during INM.")* 2. CLARIFY PURPOSE: Leader **attempts** to have teacher articulate the purpose or intention of the practice being discussed (but question is unclear, focused on the wrong thing, or leader answers own question, etc.) 3. PRESENT EXEMPLAR: Leader attempts **to** use an exemplar (video, modeling, transcript, etc.) and additional probing questions to help teacher articulate what model practice looks like, but model is either too long, unclear, or unfocused.	*1.* SET FOCUS: Leader **sets the focus for the conversation without judgement or naming the intended action step** *(e.g. "We're going to focus on student engagement during INM.")* 2. CLARIFY PURPOSE: Leader **asks a probing question, allowing the teacher** to articulate the purpose or intention of the practice being discussed *(e.g. "What are the characteristics of a strong Introduction to New Material?")* 3. PRESENT EXEMPLAR: Leader **effectively** uses an exemplar (video, modeling, transcript, etc.) and additional probing questions to help teacher articulate what model practice looks like; exemplar is clear, and focused on the right action(s)	**1.** SET FOCUS: Leader sets the focus for the conversation without judgement or naming the intended action step and **with exceptional clarity and brevity.** 2. CLARIFY PURPOSE: Leader asks a probing question, allowing the teacher to articulate the purpose or intention of the practice being discussed; **leader ensures the purpose/intention articulated matches the exemplar response** 3. PRESENT EXEMPLAR: Leader effectively and **efficiently** uses an exemplar (video, modeling, transcript, etc.) and additional probing questions to help teacher articulate what model practice looks like; exemplar is **exceptionally brief,** clear, and focused on **only** the right action(s)
	SEE the Gap	Leader does not use low inference observation data *(observation notes, transcript, video, student work samples, etc.)* or probing questions to help teacher reflect on what actually occurred in the classroom; Does not identify the teacher-level gap contributing most to the gaps in student learning ("most pressing problem") OR incorrectly identifies the gap.	Leader **attempts** to use low inference observation data *(observation notes, transcript, video, student work samples, etc.)* but data and/or questions are only somewhat aligned to the intended action step OR leader uses strong low inference data but does not use probing questions to help teacher reflect; **Leader correctly identifies the teacher-level gap contributing most to the gaps in student learning ("most pressing problem")**	Leader **uses** low inference observation data *(observation notes, transcript, video, student work samples, etc.)* **and** probing questions to help teacher reflect on what actually occurred in the classroom. **Data and/or questions are mostly aligned to the intended action step. Teacher or leader** correctly identifies the teacher-level gap contributing most to the gaps in student learning ("most pressing problem") **and supports with compelling rationale.**	Leader **strategically and efficiently** uses low inference observation data *(observation notes, transcript, video, student work samples, etc.)* and probing questions to help teacher reflect on what actually occurred in the classroom. Data and/or questions are **completely** aligned to the intended action step. **Teacher identifies** the teacher-level gap contributing most to the gaps in student learning ("most pressing problem") and supports with compelling rationale.

NAME IT *(2 - 3 minutes)*	**Name and Punch the Action Step**	QUANTITY: Leader does not identify possible action steps the teacher could take *(e.g. identifies most pressing problem but not a solution)* OR identifies more than 4 action steps; QUALITY: Action steps are too general to predict timeline for successful implementation; they may identify **WHAT** the teacher should do but they are not specific or actionable *(e.g. "improve engagement" or "increase pacing").* ALIGNMENT: Action steps are not likely to solve the most pressing problem TRANSFERABILITY: Action steps are not transferable to future instruction (they are articulated in a highly context-specific way) PUNCH IT: The leader and the teacher do not pause to record the action step.	QUANTITY: Identifies **3 - 4 action steps** QUALITY: Action steps will likely **require 2 or more weeks for the teacher to successfully implement**; they are specific and actionable--they identify WHAT the teacher should do and **WHEN** *(e.g. "check for understanding of all students before moving to independent practice" or "Use positive behavior narration after giving instructions")* ALIGNMENT: Action steps are **somewhat** likely to solve the most pressing problem TRANSFERABILITY: Action steps are **somewhat transferable** to future instruction PUNCH IT: **The leader or teacher pauses to restate and record the action step.**	QUANTITY: Identifies **1 - 2** action steps QUALITY: Action steps are **bite-sized enough for the teacher to successfully implement in 1 week**; they are specific and actionable--they concisely identify WHAT the teacher should do, WHEN they should do it, and **HOW** they should do it *(e.g. "check for understanding of all students before moving to independent practice by having them solve a problem on white boards," or "After stating expectations, if a student isn't complying, positively narrate the behavior of a nearby student who is complying")* ALIGNMENT: Action steps are **likely** to solve the most pressing problem TRANSFERABILITY: Action steps **are transferable** to future instruction PUNCH IT: The leader **and** teacher pause to restate and record the action step.	QUANTITY: Identifies 1 - 2 action steps QUALITY: Action steps are bite-sized enough for the teacher to successfully implement in 1 week; they are specific and actionable--they concisely identify WHAT the teacher should do, WHEN they should do it, and HOW they should do it. **Leader or teacher can also articulate the WHY of each action step** *("....so that the teacher can see if more practice is needed and adjust by either providing more guided practice to all students or targeted support to some students in independent practice." or "...so that non-compliant students are reminded and positively motivated to follow the teachers' instructions.")* ALIGNMENT: Action steps are **highly likely** to solve the most pressing problem TRANSFERABILITY: Action steps are **highly transferable** to future instruction PUNCH IT: The leader and teacher pause to record the action step **and discuss the intended impact**
	Target GET Row	Leader does not attempt to connect action step(s) to the GET; Teacher does not have a broader 2 - 4 week target GET row focus for their development to which several action steps align; leader does not connect observations across time; leader focuses solely on the current observation	Leader attempts to connect action step(s) to the GET; Teacher **has** a broader 2 - 4 week target GET row focus for their development, *(e.g. instructional clarity, CFUs, investing stakeholders)* but action steps are not consistently aligned to it	Leader correctly connects action step(s) to the appropriate GET row; Teacher has a broader 2-4 week target GET row focus for their development **to which several action steps align** (i.e.: the leader isn't "starting from scratch" every time)	Leader correctly connects action step(s) to the appropriate GET row and strand; Teacher has a broader 2-4 week target GET row focus for their development to which several action steps align; **leader has a clear vision for what the next action steps will likely be; leader accurately identifies important trends across time in a given classroom; trends inform how leader prioritizes target GET row focus and action steps for teachers**
DO IT *(10 - 15 min)*	**Planning**	Does not incorporate planning for future application of the action step in the debrief	**Attempts** to incorporate planning of the action step in the debrief but attempt is rushed (or) lacks depth (or) leader asks teacher to plan action step application in an ineffective way; plans for future application but does not allow time to plan the in-meeting practice (or vice versa)	Reserves **ample** time in the debrief for planning to apply action step in an upcoming lesson; **Teacher or leader explicitly states the transferable skill to be applied to lesson plans and its intended impact** *(E.g. "We will now insert____into an upcoming lesson plan, because it will cause ____.")*; **also allows time for teacher to script before practicing**	Planning during the debrief applies the action step to an upcoming lesson or script **AND builds the teacher's capacity to lesson plan more effectively in the future**; **Teacher explicitly states** the transferable skill to be applied to lesson planning/script and its intended impact (including on student outcomes); also allows time to plan before practicing and **provides quick feedback to plan to ensure high quality impactful practice; Leader thoughtfully adjusts debrief structure to meet teacher needs**
	Practice	Does not incorporate practice of the action step in the debrief OR teacher is unwilling to role play	**Attempts** to incorporate **at least one round of practice** of the action step in the debrief; attempt may be rushed, lacks clarity/depth, or is misaligned to action step	Reserves **ample** time in the debrief allowing for **2-3 rounds of practice with feedback between each round; Leader models effectively if/ when helpful. Practice results in skill improvement during meeting. Teacher or leader explicitly states the repeatable skill to be practiced and its intended impact** *(E.g. "We will now practice__, because it will help_.")*	Reserves ample time in the debrief allowing for 2-3 rounds of practice with feedback between each round; **each round is increasingly complex.** Leader models effectively if/when helpful. Practice results in **significant** skill improvement during meeting. **Teacher** explicitly states the transferable skill to be practiced and its intended impact. **Leader thoughtfully adjusts debrief structure to meet teacher needs**
	Real Time Coaching Pre-brief	Leader does not pre-brief real time coaching technique with teacher	Leader pre-briefs real time coaching technique with teacher **by telling the teacher** how the leader will follow up with real time coaching while observing	Leader pre-briefs real time coaching technique with teacher **by asking teacher** how the teacher would like the leader to follow up with real time coaching while observing	Leader pre-briefs real time coaching technique with teacher by asking teacher how the teacher would like the leader to follow up with real time coaching while observing **AND practices technique with the teacher**
	Next Steps & Timeline *Transferable Action Steps*	Teacher and leader do not record or review their next steps and timelines	**Both teacher and leader record next steps; Leader restates next steps and timelines for teacher action steps to apply to future instruction; Leader restates next steps and timelines for coaching/ management follow up**	Both teacher and leader record next steps; **Teacher restates** next steps and timelines for **transferable** action steps to apply to future instruction; Leader restates next steps and timelines for coaching/management follow up	Both teacher and leader record next steps; Teacher restates next steps and timelines for teacher action steps to apply to future instruction **and their intended impact on student learning**; Leader restates next steps and timelines for coaching/management follow up--**type and timeliness of leader follow-up matches level of urgency and teacher skill.**

(2C) Follow Up & Coach to Mastery

INTENDED IMPACT: During follow-up observations, leaders will know what teacher actions they are looking for and the impact that they should have on student learning. If implementation and impact are not at the expected levels, the leader will coach and support the teacher (often through real-time coaching) until mastery is achieved. This is a "core row" of the SLLs because it reminds leaders that the whole purpose of observation and feedback is to achieve action step *implementation* and, ultimately, impact on student learning.

ASSESSMENT TASK: Review your coaching tracker with your rater to identify teachers' recent action steps and student achievement results (exit ticket and weekly assessment) data for the past month. Observe at least 4 different teachers (different skill levels) to check for implementation of recent action steps recorded on coaching tracker. RATER: Leadership Coach or Sr. VP/ED of Schools

Plan to spend approximately 30 min per teacher; (1) 5 min before observation to identify what implementation and impact should look like; (2) 15 - 20 min observation and real time coaching as needed; (3) 10 min to debrief

		Novice	Developing	Proficient	Advanced
Before the follow-up observation	**Coaching tracker consistency & accessibility**	Does not use TeachBoost coaching tracker to track next steps or maintains TeachBoost tracker inconsistently.	Maintains TeachBoost coaching tracker consistently but teacher does not access TeachBoost tracker consistently.	Maintains TeachBoost coaching tracker **consistently** in a format that is **jointly owned between teacher and coach**.	Maintains TeachBoost coaching tracker consistently in a format that is jointly owned between teacher and coach. **The tracker is shared in real-time with others also supporting the teacher's growth (e.g. rest of campus lead team, regional instructional coach, VP/ED, TFA MTLD, etc.).**
	Action Step tracking	Weekly action steps are not consistently recorded on the coaching tracker. There is no mastery or completion evidence on tracker.	Coaching tracker includes **all weekly action steps and timelines for completion**. There is no evidence of progress towards Target GET row. There is some evidence of mastery or completion, but it is not consistent week by week.	Coaching tracker includes all weekly action steps and timelines for completion. **Action steps are tied to the teacher's current Target GET Row** (i.e.: the leader isn't "starting from scratch" every debrief). There is **ongoing** evidence of action step mastery or completion **week by week.**	Coaching tracker includes all weekly action steps and timelines for completion. **Action steps are tied to the teacher's current Target GET Row** (i.e.: the leader isn't "starting from scratch" every debrief). **Both teacher and leader have consistent note-taking/calendaring systems that they use at every debrief. Action steps reflect** continuity of learning across time and connection to broader data conversations and Target GET rows.
	Action Steps	QUANTITY: Leader does not identify possible action steps the teacher could take *(e.g. identifies most pressing problem but not a solution)* OR identifies more than 4 action steps; QUALITY: Action steps are too general to predict timeline for successful implementation; they may identify WHAT the teacher should do but they are not specific or actionable *(e.g. "improve engagement" or "increase pacing").* ALIGNMENT: Action steps are not likely to solve the most pressing problem TRANSFERABILITY: Action steps are not transferable to future instruction	QUANTITY: **Identifies 3 - 4 action steps** QUALITY: Action steps **will likely require 2 or more weeks for the teacher to successfully implement; they are specific and actionable--** they identify WHAT the teacher should do **and WHEN** *(e.g. "check for understanding of all students before moving to independent practice" or "Use positive behavior narration after giving instructions")* ALIGNMENT: Action steps are **somewhat** likely to solve the most pressing problem TRANSFERABILITY: Action steps are **somewhat** transferable to future instruction	QUANTITY: Identifies **1 - 2** action steps QUALITY: Action steps **are bite-sized enough for the teacher to successfully implement in 1 week;** they are specific and actionable-- they concisely identify WHAT the teacher should do, WHEN they should do it, **and HOW they should do it** *(e.g. "check for understanding of all students before moving to independent practice by having them solve a problem on white boards," or "After stating expectations, if a student isn't complying, positively narrate the behavior of a nearby student who is complying")* ALIGNMENT: Action steps are **likely** to solve the most pressing problem TRANSFERABILITY: Action steps are **transferable** to future instruction	QUANTITY: Identifies 1 - 2 action steps QUALITY: Action steps are bite-sized enough for the teacher to successfully implement in 1 week; they are specific and actionable- -they concisely identify WHAT the teacher should do, WHEN they should do it, and HOW they should do it. **Leader can also articulate the WHY of each action step** *("....so that the teacher can see if more practice is needed and adjust by either providing more guided practice to all students or targeted support to some students in independent practice." or "...so that non-compliant students are reminded and positively motivated to follow the teachers' instructions.")* ALIGNMENT: Action steps are **highly** likely to solve the most pressing problem TRANSFERABILITY: Action steps are **highly** transferable to future instruction
	Leader Readiness	Leader is unclear about what he/she expects to see in this observation. Leader has not considered what real time coaching technique he/she will use if the teacher is not able to implement the next step successfully.	Leader can **restate the action steps he/she expects to see** the teacher implementing as well as the **real time coaching technique he/she will use** if the teacher is not implementing the next step successfully.	Leader can restate the specific action steps and **student impact** he/ she expects to see in this observation as well as the real time coaching technique he/she will use if the teacher is not implementing the next step successfully **and why it was selected**.	Leader can restate the specific action steps and student impact he/ she expects to see in this observation as well as the real time coaching technique he/she will use if the teacher is not implementing the next step successfully and why. **Leader can reflect on the next steps he/she might coach teacher to take once this next step has been mastered.**

During the follow-up observation	**Real Time Coaching Frequency**	Does not use real time coaching when warranted (e.g. when teacher needs prompting to implement action step, or when teacher's implementation is not yet at mastery)	**Sometimes** uses real time coaching but either misses some important opportunities OR selects a less effective real time coaching technique OR coaches more than 2 teacher actions per session	Regularly uses real time coaching when warranted *(e.g. when teacher needs prompting to implement action step, or when teacher's implementation is not yet at mastery)* and selects an effective technique every time *(e.g. cue cards, verbal prompts, written note, double-leader observation/feedback, modeling, tight loop coaching, co-teaching, move-in);* coaches **1 - 2 teacher actions** per session; real time coaching respectfully **preserves teacher authority.**	Regularly uses real time coaching when warranted and selects an effective technique every time; maintains teacher presence; coaches 1 - 2 teacher actions per session; **leaves written feedback** (or debriefs the same day) **to synthesize feedback and help teacher reflect within 24 hrs. on real time coaching received.**
	Real Time Coaching - Impact	Real time coaching does not result in change in teacher's actions	Real time coaching results in **change in teacher's actions ONLY** when leader is actively providing on the spot feedback (OR) **leader doesn't coach to mastery**	Real time coaching results in change in teacher's actions when leader is actively providing on the spot feedback **AND continues when leader stops providing on the spot feedback;** teacher demonstrates mastery of target action.	Real time coaching results in change in teacher's actions when leader is actively providing on the spot feedback AND continues when leader stops providing on the spot feedback; teacher demonstrates mastery of target action; **if needed, leader modifies approach or returns to classroom as needed later during day to help teacher achieve mastery.**
After the follow-up observation	**Self-Adjustment in response to impact on student learning**	Leader blames or makes excuses for teacher when action steps are not implemented. Does not consider whether the intended impact of the action steps (on students) was achieved.	Leader reflects on what the teacher needs to do next to effectively implement the action steps (when not implemented). Does not consider how the teacher's implementation is a reflection of his/her coaching. Does not consider whether the intended impact of the action steps (on students) was achieved.	Leader reflects on the actions he/she will take to ensure teachers are able to effectively achieve the desired impact of their action steps. **Reflection accurately answers the following questions:** *Was the action step implemented successfully, and did it achieve its desired impact on students? If not, why not and what can I do to ensure it does?*	Leader reflects on actions he/she will take to ensure teachers are able to effectively achieve the desired impact of their actions steps **both in the short and long term. Reflection answers the following questions:** *Was the action step implemented successfully and did it achieve its desired impact on students? If not, why not and what can I do to ensure it does?* **What are the skills I need to improve to have a greater impact as an instructional coach?**
Implementation & Impact: MUST BE PROFICIENT	**Implementation (Teacher Level)** *Calculation based on teachers observed*	0 - 25% of teachers observed implement recent action steps from the past two weeks, as recorded in coaching tracker	**26% - 50%** of teachers observed implement recent action steps from the past two weeks, as recorded in coaching tracker	**51%-75%** of teachers observed implement recent action steps from the past two weeks, as recorded in coaching tracker.	**76%-100%** of teachers observed implement recent action steps from the past two weeks, as recorded in coaching tracker; **teachers regularly self-report and self-reflect on implementation** *(e.g. teacher reflection section in coaching tracker, other journaling/reflection structure for teachers)*
	Impact (Student Level) *Calculation based on student outcomes of all teachers in coaching portfolio*	0 - 25% of teachers show consistent gains in student exit ticket mastery and/or weekly assessment data	**26% - 50%** of teachers show consistent gains in student exit ticket mastery and/or weekly assessment data.	**51 - 75%** of teachers show consistent gains in student exit ticket mastery and/or weekly assessment	**76 -100%** of teachers show consistent gains in student exit ticket mastery and/or weekly assessment data **AND mastery levels are consistently at least 20% points higher now than they were 1 - 2 months ago (or consistently average at or above 80%)**

(3A) Coach Unit / Module Unpacking

INTENDED IMPACT: Unit / module plans explain the progression of mastery students should gain over multiple weeks of instruction. Leaders know how to unpack curriculum units / modules, as well as how to coach teachers during the unpacking process. When leaders coach teachers to do this effectively, students have access to the highest leverage concepts and skills needed for mastery of the unit and the standards it aligns to.

ASSESSMENT TASK: Identify an upcoming unit/module that a new or struggling teacher will teach. Unpack the unit/module yourself (as if you were the teacher) and share it with your coach at least 48 hours before you are going to coach your teacher. Schedule coaching time to co-plan and/or spar with the teacher. Then, share the teacher's final unpacked unit/module with your rater. Be ready to share the steps you took to get the teacher to proficiency in this GET strand. Also, share the calendar or system you use to identify when each of your teachers will have planning time prior to beginning each unit/module.

RECOMMENDED TIME WITH RATER: 45 – 60 min to review unit plan you created. 75 minutes to share the process you used to coach teacher to do this well and share the calendars which reflect when teacher had planning time

	Novice	Developing	Proficient	Advanced
Leader Readiness	Leader shows evidence of proficiency in **less than 3 of these criteria**: 1. Using district and state resources to unpack units and the standards they align to 2. Identifying what students need to know, do and access to achieve mastery. 3. Identifying foundational skills students will leverage during unit. 4. Identifying potential misconceptions in the unit 5. Identifying connections to future units. 6. Altering district resources to align them to students' needs (i.e. adjusting scope and sequence of objectives)	Leader shows evidence of proficiency in **3 or 4 of these criteria**: 1. Using district and state resources to unpack units and the standards they align to 2. Identifying what students need to know, do and access to achieve mastery. 3. Identifying foundational skills students will leverage during unit. 4. Identifying potential misconceptions in the unit 5. Identifying connections to future units. 6. Altering district resources to align them to students' needs (i.e. adjusting scope and sequence of objectives)	Leader shows evidence of proficiency in **5 of these criteria**: 1. Using district and state resources to unpack units and the standards they align to 2. Identifying what students need to know, do and access to achieve mastery. 3. Identifying foundational skills students will leverage during unit. 4. Identifying potential misconceptions in the unit 5. Identifying connections to future units. 6. Altering district resources to align them to students' needs (i.e. adjusting scope and sequence of objectives)	Leader shows evidence of proficiency in **all 6 of these criteria**: 1. Using district and state resources to unpack units and the standards they align to 2. Identifying what students need to know, do and access to achieve mastery. 3. Identifying foundational skills students will leverage during unit. 4. Identifying potential misconceptions in the unit 5. Identifying connections to future units. 6. Altering district resources to align them to students' needs (i.e. adjusting scope and sequence of objectives)
Foundational Support	Leader has not given teachers access to curriculum materials on the HUB and other state sites (i.e. Lead4Ward). Teacher may be missing texts connected to content. Lead has not provided teachers templates for unit unpacking. Teacher is creating plan format on his/her own. Leader has not prompted or guided teacher to unpack state or curriculum assessments connected to their content. There are no dates for unit planning planned ahead	Leader has given teachers access to curriculum materials on the HUB (i.e. Lead4Ward), including texts connected to unit. Lead has provided teachers with access to unit planning template but **has not guided teacher on how to use it.** Leader has prompted teacher to take district, state or national assessments to further understand the content. **No guidance is provided on how to use this information to enhance their teaching.** Leader has blocked some dates on the calendar for planning but has not communicated those proactively.	Leader has given teachers access to curriculum materials on the HUB **and other state sites** (i.e. Lead4Ward), including texts connected to unit. Lead has provided teachers with access to unit planning templates **and explained how to use them.** Leader **has taught teacher** how to unpack district, state or national assessments **to further understand what students need to know and be able to do.** Leader **has communicated dates** for unit planning.	Leader has given teachers access to curriculum materials on the HUB and other state sites (i.e. Lead4Ward), including texts connected to unit. **Leader has walked teacher through these resources to ensure teacher knows how to use them.** Lead has provided teachers with access to unit planning templates **and exemplars.** Leader has taught teacher how to unpack district, state or national assessments to further understand what students need to know and be able to do. **Leader uses an exemplar to help teacher see opportunities for further improvement in their analysis.** Leader has communicated dates for unit planning **and included them in operating mechanisms, like calendar invites.**

Teacher Proficiency	Leader has guided teacher to take 0-4 of the following high leverage unit planning steps. 1. Use district resources to identify focus of unit. 2. Identify and unpack standards connected to the unit. 3. Complete a Know/Do chart which reflects what students will need to know and do in order to master the rigor of the unit. 4. Enhance the unit plan by taking and unpacking the district, state or national assessments connected to the unit. **LA Leaders verify how their assessments are different) 5. Adjust district scope and sequence when needed based on Know/Do chart. 6. Identify the foundational skills students will need to engage in the unit successfully. 7. Identify the potential misconceptions students might have in this unit and how those might be avoided. 8. Identify how the skills in this unit will support students in their engagement with the next unit. 9. Identify the resources or materials he/she will need in order to provide students with access to the instruction. Teacher's unpacked unit/module is rated **novice or pre-novice** on GET 3B Unit Planning.	Leader has guided teacher to take 5 of the following high leverage unit planning steps. 1. Use district resources to identify focus of unit. 2. Identify and unpack standards connected to the unit. 3. Complete a Know/Do chart which reflects what students will need to know and do in order to master the rigor of the unit. 4. Enhance the unit plan by taking and unpacking the district, state or national assessments connected to the unit. **LA Leaders verify how their assessments are different) 5. Adjust district scope and sequence when needed based on Know/Do chart. 6. Identify the foundational skills students will need to engage in the unit successfully. 7. Identify the potential misconceptions students might have in this unit and how those might be avoided. 8. Identify how the skills in this unit will support students in their engagement with the next unit. 9. Identify the resources or materials he/she will need in order to provide students with access to the instruction. Teacher's unpacked unit/module is rated **proficient** on GET 3B Unit Planning.	Leader has guided teacher to take 6 of the following high leverage unit planning steps. 1. Use district resources to identify focus of unit. 2. Identify and unpack standards connected to the unit. 3. Complete a Know/Do chart which reflects what students will need to know and do in order to master the rigor of the unit. 4. Enhance the unit plan by taking and unpacking the district, state or national assessments connected to the unit. **LA Leaders verify how their assessments are different) 5. Adjust district scope and sequence when needed based on Know/Do chart. 6. Identify the foundational skills students will need to engage in the unit successfully. 7. Identify the potential misconceptions students might have in this unit and how those might be avoided. 8. Identify how the skills in this unit will support students in their engagement with the next unit. 9. Identify the resources or materials he/she will need in order to provide Students with access to the instruction. Teacher's unpacked unit/module is rated **advanced** on GET 3B Unit Planning.	Leader has guided teacher to take **all** of the following high leverage unit planning steps. 1. Use district resources to identify focus of unit. 2. Identify and unpack standards connected to the unit. 3. Complete a Know/Do chart which reflects what students will need to know and do in order to master the rigor of the unit. 4. Enhance the unit plan by taking and unpacking the district, state or national assessments connected to the unit. **LA Leaders verify how their assessments are different) 5. Adjust district scope and sequence when needed based on Know/Do chart. 6. Identify the foundational skills students will need to engage in the unit successfully. 7. Identify the potential misconceptions students might have in this unit and how those might be avoided. 8. Identify how the skills in this unit will support students in their engagement with the next unit. 9. Identify the resources or materials he/she will need in order to provide students with access to the instruction. Teacher's unpacked unit/module is rated **exceptional** on GET 3B Unit Planning.
Planning Time	Leader is unaware of the start date of all teachers' units / modules and/or has not identified time for teachers to unpack units/modules.	**Leader has identified limited time for teachers to unpack units / modules (for example, during district-led training).**	Leader has identified **and protected significant** time for teachers to unpack units/ modules, including reading any associated texts. (Planning time may include time during district-led training, **as well as campus faculty meeting, substitutes covering classes, etc.) Scheduled times are generally at least 1-2 weeks before each unit begins.** Leader has added unit planning dates to the school calendar. Teacher's unpacked unit/module is rated **advanced** on GET 3B Unit Unpacking.	Leader has identified and protected significant time for all teachers to unpack units/modules, including reading any associated texts, **and to co-plan with new and/or struggling teachers** (Planning time may include time during district curriculum training or campus faculty meeting, substitutes covering classes, etc.) Scheduled times are generally **2-3 weeks** before each unit begins.

(3B) Evaluate Lesson Plans

INTENDED IMPACT: A lesson plan--whether internalized from existing curriculum or developed by the teacher them self--is a teacher's roadmap toward student mastery. Instructional leaders evaluate the effectiveness of a lesson plan and provide feedback on teachers' planning that will increase the likelihood of student mastery during lesson delivery.

ASSESSMENT TASK: Analyze a collection of at least 3 lesson plans (across a time span of 1 - 2 months) from a new or struggling teacher. Show the feedback you gave for each lesson plan and show evidence of corresponding changes in lesson planning quality, including teacher growth on GET 3C & 3D. Also share evidence from the same 1 - 2 month span showing which teachers submitted lesson plans on time.

RECOMMENDED TIME WITH RATER: 45 – 60 min

		Novice	Developing	Proficient	Advanced
LEADER FEEDBACK	**Feedback System**	A lesson plan feedback system is not in place. Less than 50% of teachers turn in their lesson plans on time. Every coach asks for lesson plans at a different time. Teachers do not consistently receive feedback on their lesson plans when they are submitted. Teachers don't always have materials ready for instruction on Monday morning.	A lesson plan feedback system **is in place.** Less than 75% of teachers submit lesson plans on time. **System allows for teachers to:** a. Receive feedback before end of day Friday. Teacher is not able to consistently implement feedback before teaching the lesson. b. Prepare materials before teaching on Monday morning. **Materials may not be aligned to objective due to lack of implementation of feedback.** Leader does not use the system consistently. Gaps in execution of the system are not immediately addressed.	A lesson plan feedback system is in place. **85%** of teachers submit lesson plans on time. **System allows for teachers to:** a. Receive **feedback they can implement before preparing instructional materials** on Friday. b. Prepare **materials that give students access to the rigor of the objective.** c. **Internalize lesson for execution.** d. **Receive differentiated support (I.e. increase in frequency or platform) based on needs.** Leader **uses the system consistently** and **follows up** when gaps in execution of the system.	A lesson plan feedback system is in place. **100%** of teachers submit lesson plans on time. **System allows for teachers to:** a. Receive feedback, implement it and resubmit it before end of day Friday. b. Prepare materials that give students access to the rigor of the objective. c. Internalize lesson for execution. d. Receive differentiated support (I.e. increase in frequency or platform) based on needs. Leader uses the system consistently and follows up when gaps in execution of the system.
	Foundational Support	Leader has not identified a template/annotation system for lesson planning which aligns with GET 3C/3D (non-new curriculum); GET 3C/3D Internalization rubric (new curriculum) Teacher has not been provided with any guidance on how to plan for their content. Expectations for lesson planning and lesson plan submission are not clear for the teacher.	Leader **has identified a template/annotation system for lesson planning**, but it may not align with GET 3C/3D (non-new curriculum); GET 3C/3D Internalization rubric (new curriculum) Leader **guides teacher on how to use this template or annotation system to plan.** Due to lack of clear alignment to GET 3C and 3D, there may be some planning gaps. Leader **sets lesson plan submission deadlines** for teachers, but criteria for success is not clear.	Leader has identified a template/annotation system for lesson planning which **aligns with GET 3C/3D** (non-new curriculum); **GET 3C/3D Internalization rubric** (new curriculum). Leader **creates an exemplar of the lesson plan which aligns to Advanced or high on GET 3C and 3D** (non-new curriculum); GET **3C/3D Internalization rubric** (new curriculum) and guides teacher on how to use it. Leader sets clear lesson plan submission deadlines and **shares clear criteria for success for less on planning** for teachers.	Leader has identified a template/annotation system for lesson planning which **aligns with GET 3C/3D** (non-new curriculum); GET **3C/3D Internalization rubric** (new curriculum). Leader **creates an exemplar of the lesson plan which aligns to Exceptional on GET 3C and 3D** (non-new curriculum); GET **3C/3D Internalization rubric** (new curriculum) and guides teacher on how to use it. Leader sets clear lesson plan submission deadlines and **shares clear criteria for success for lesson planning** for teachers. **Leader uses trends for all teachers in portfolio to identify areas of focus and aligns PD to it.**
	Feedback Quality	Feedback does not align to GET 3C and 3D. Leader feedback is not specific or actionable. Teacher does not know what needs to be fixed and in what order.	Leader **aligns feedback to GET 3C and 3D criteria**, but it is not provided in the right sequence (3C/3D Internalization rubric for new curriculum) Leader feedback **lets teacher know what needs to improve** but not how to improve it.	Leader uses **clear criteria for success sequence to anchor feedback.** Aligns feedback to GET 3C and 3D criteria. (3C/3D Internalization rubric for new curriculum) Leader provides feedback in a way that makes **what should continue** and what should improve clear for the teacher because it includes what to do **and how to do it.**	Leader uses clear criteria for success sequence to anchor feedback. Aligns feedback to GET 3C and 3D criteria. (3C/3D Internalization rubric for new curriculum) Leader provides feedback in a way that makes **what should continue** and what should improve clear for the teacher because it includes what to do **and how to do it. Leader also includes an exemplar or a model to further support teacher understanding.**
	Feedback Timeliness	Leader has not blocked any time on his/her core calendar to provide lesson plan feedback. Provides teachers with lesson planning feedback 0 - 1 days before lesson is taught.	Leader **has blocked some time** on his/her core calendar to provide lesson plan feedback, but it may not be enough time to provide quality feedback to all teachers. Provides teachers with lesson planning feedback **2 days** before lesson is taught **to allow time for revisions prior to instruction.**	Leader has blocked **enough time** on a weekly basis to provide quality feedback **on all lesson plans on his/her own or with the rest of the lead team.** Provides teachers with lesson planning feedback at least **3 days** before lesson is taught to allow time for revisions prior to instruction. **Leader modifies frequency of feedback and support based on teacher need.**	Leader has blocked time enough on a weekly basis to provide feedback on all lesson plans and **identify trends which can be closed with a coaching conversation or PD. Block of time is shared with other members of the lead team.** Provides teachers with lesson planning feedback at least **3 days** before lesson is taught to allow time for revisions prior to instruction. Leader modifies frequency of feedback and support based on teacher need.

	Teacher Proficiency	Leader has not provided the teacher with the resources necessary to achieve success. Leader is unaware of what knowledge and skills teacher has with planning. Leader has no way of tracking the teacher's development in planning.	Leader **has provided the resources** teacher needs to complete lesson plans. Leader **knows the teachers' starting proficiency** but has not adjusted coaching and developing to reflect it. Leader **has a system for tracking** teacher development but is not using it consistently.	Leader has trained teacher on how to successfully complete the template/annotation system. **Coaching is responsive to what teacher has already learned,** including at NTI or campus expectations -is aware of all training teacher has received previously (PD or previous experience) to support development **Leader consistently tracks teacher's development in lesson planning.**	Leader has trained teacher on how to successfully complete the template/annotation system **by continuously providing strong, actionable feedback** **Coaching is responsive to what teacher has already learned,** including at NTI or campus expectations -is aware of all training teacher has received previously (PD or previous experience) to support development **Leader consistently tracks teacher's development in lesson planning and uses insight to anticipate areas of support.**
(IMPACT (MUST BE PROFICIENT)	**Long Term Pacing**	Teacher's lesson plans are 5 or more days away from district pacing guide.	Teacher's lesson plans are **4 days** away from district pacing guide.	Teacher's lesson plans are **3 days** away from district pacing guide.	Teacher's lesson plans are **2 or fewer** days away from district pacing guide.
	Added Support	Does not differentiate support for teachers who are struggling	**Identifies teachers who need additional planning support and schedules time for co- planning and/or lesson rehearsals.**	Identifies teachers who need additional planning support and schedules time for co-planning and/ or lesson rehearsals. **After planning / rehearsing, schedules time to observe the teacher execute those lessons.** **Increases level of teacher support when increasing teacher planning requirements / time (e.g., when asking teachers to script chunks of the lesson). Focuses on building teachers' capacity by planning WITH -- not FOR -- them.** **Focuses on building teachers' capacity by planning WITH -- not FOR -- them.**	Identifies teachers who need additional planning support and schedules time for co-planning and/or lesson rehearsals. After planning / rehearsing, schedules time to observe the teacher execute those lessons **in order to analyze the impact of planning support on student learning.** Increases level of teacher support when increasing teacher planning requirements / time (e.g., when asking teachers to script chunks of the lesson). Focuses on building teachers' capacity by planning WITH -- not FOR -- them. Gradually releases planning to the teacher, while making sure learning 'sticks'. FOR -- them. **Gradually releases planning to the teacher, while making sure learning 'sticks'.**

LEVER 3: PROGRAM & PLANNING

(3C) Pass a New Teacher DI Check Out

Only for Academy leaders who haven't previously taught or led the DI curriculum

ASSESSMENT: Teach 2 lessons (One or both must be RMSE K)

	Novice	Developing	Proficient	Advanced
Script Fidelity	Delivers script with frequent mistakes	Delivers script with **few** mistakes	Delivers script with **no** mistakes **and a natural flow.**	Delivers script with no mistakes **and makes it their own.**
Monitoring during Delivery	Looks primarily at script when students respond; does not correct many student errors; does not respond to independent work group needs	**Looks at most students as they respond; corrects most student errors; sometimes uses the wrong correction procedure; actively monitors independent work**	Looks at **all** students when they respond; corrects most student errors; uses the **right** correction procedure each time; actively monitors **and provides feedback to students** engaged in independent work;	Looks at all students when they respond; corrects **all** student errors; uses the right correction procedure each time; actively monitors and provides feedback to students engaged in independent work.
Individual Mastery	Rarely uses individual turns or delayed testing when needed	**Ensures individual mastery by using individual turns or delayed testing**	Ensures individual mastery by using individual turns **and** delayed testing **with the right students**	Ensures individual mastery by using individual turns and delayed testing with the right students **and at the right times. Has systems that ensure additional opportunities for delayed testing throughout the day to ensure mastery before the end of the day.**
Lesson Pace	Unable to complete lesson during allotted time.	**Lesson is completed but some components are rushed to ensure completion within allotted time.**	Lesson is completed successfully during allotted time, **giving each component the time necessary for student mastery (90% proficient).**	Lesson is completed successfully within allotted time **and with additional time to firm student understandings and/or begin additional lesson.** Each component is given the time necessary to ensure student mastery.
Behavior Management	Doesn't use the Teacher-Student game; depends on negative redirection or calling students out as a form of behavior management.	**Attempts** using the Teacher-Student game to redirect group; often uses Teacher-Student game in a way that negatively impacts the culture of the group.	**Uses the Teacher-Student game and consistently to invest students and re- direct unwanted behaviors. Uses positive narration to elicit target behaviors from students in group.**	**Consistently** uses the Teacher-Student game **at appropriate places in the script; frequently celebrates student successes and praises the positive.**

INTENDED IMPACT: Onboarding new students and families to IDEA is, first and foremost, an onboarding to a very new school culture. Investing students and families in IDEA's culture of achievement (rigor, joy, and compassion) and the expectations and supports that define it begins with the first messages they hear during the recruitment process. The goal of any recruitment & onboarding conversation is to help the student/family deeply understand IDEA and, if desired, make a firm and lasting commitment to uphold the norms of IDEA's culture & program in pursuit of college completion and character development.

ASSESSMENT TASK: (1) Hold multiple conversations with students and families at a recruitment event (OR) (2) Engage your rater (role-playing the part of a potential parent) in an "elevator speech" about IDEA, specifically on student academic and behavioral culture. The rater will then ask about at least 5 of the following: academic model, high expectations, homework, planner, uniform, detention, transitions, pick up, drop off, morning or homeroom procedures, recess, lunch, restroom use, entering classroom, or PE class etc. Role play your responses.

	Novice	Developing	Proficient	Advanced
Clear and Compelling Communication	Recruitment/onboarding message is unclear and uninspiring	Recruitment/onboarding message is **clear** *(logically structured, clear key messages, accessible language)* **or compelling** *(strong rationale for our approach and culture, mission-focused, inspiring)*	Recruitment/onboarding message is clear **and** compelling	Recruitment/onboarding message is clear and compelling; **leader invests some initially resistant children or parents in IDEA's academic approach and culture and inspires them to apply.**
Engaging Participant	Leader doesn't ask any questions.	Leader **asks questions to get pertinent information about the parent student and paraphrases concerns.**	Leader **discovers** pertinent information about the prospective parent/student through effective conversational questions and **validates** concerns.	Leader discovers pertinent, **mission-related** information about the prospective parent **and** student and the conversation and questions **allow for openness and vulnerability by everyone; empathetically validates and responds to concerns.**
Differentiation	Same message is given to all students and families	Message is **tailored to the child's age and needs/interests or the parent or guardian needs/interests.** Some general information from the community and competing schools is respectfully shared.	Message is tailored **based on information gained through questions** *(the child's age, needs, or interests, and the parent or guardian needs, interests, hopes, concerns, etc.).* Additionally, **specific** information discussing the community and competing schools is respectfully shared *(i.e.: highlight differences in approach without putting down other schools' efforts)*	Message is tailored based on information gained through questions; **leader treats recruitment and onboarding events as critical opportunities to teach and model cultural elements.** Specific, **relevant, and compelling** information discussing the community and competing schools is respectfully shared.
Communication of Program	Struggles to communicate in a clear and logical way. Message may seem disjointed or misaligned.	Communicates program model in a **scripted** way, allowing no opportunities for stakeholder to synthesize or clarify misconceptions.	Communicates program model in a **clear** way, **providing opportunities for stakeholder to verbalize understanding or clarify misunderstandings.**	**Uses prior knowledge to predict and proactively address potential misconceptions about key program components. Asks questions of stakeholder to ensure message was understood. Stakeholders can connect key college readiness factors to academic program**
Responsiveness to questions	Effectively answers some of the cultural questions raised by students and parents/guardians *(gives clear, correct answer and compelling rationale, ensures question or concern is resolved)*	Effectively answers **most** cultural questions raised by students and parents/guardians	Effectively answers **all** cultural questions raised by students and parents/guardians	Effectively answers **all** cultural questions raised by students and parents/ guardians, **ultimately establishing increased verbal investment from students/parents.**
Commitment	The leader does not attempt to gain commitment from the parents around cultural expectations other than just stating them.	The leader **communicates and asks about commitments** from the parents/students around cultural expectations.	By the end of the conversation**, the parent has committed to partnering with the school to build school culture (agreeing to homework, behavior, or planner checking, uniform compliance, volunteerism, etc.)**	By the end of the conversation, the parent **and student** have committed to partnering with the school to build school culture (agreeing to home- work, behavior, or planner checking, uniform compliance, volunteerism, etc.), **and can tie their commitment to strong rationale and mission focus.**

(4B) Set a Vision for Culture of Achievement

INTENDED IMPACT: Establish a clear, school-wide vision for a powerful culture of achievement that fosters rigor, joy, and compassion. The vision should be easily understood by school staff.

ASSESSMENT TASK:
Create a 3 - 5 page vision for a rigorous and joyful school culture that includes:
1. Vision statement
2. Program components
3. Practices and traditions

	Novice	Developing	Proficient	Advanced
VISION STATEMENT				
Depth of Vision	FOCUS: Vision statement focuses more on what will make the school rigorous or joyful but fails to integrate both in a meaningful way. Overly focused on safety or compliance PILLARS: Vision statement does not identify key practices that the school will be known for (i.e. citizenship, collaboration, service, students first; families as partners etc…) STAKEHOLDERS: Vision only focuses on students.	FOCUS: Vision statement focuses on what will make the school rigorous **and** joyful but fails to integrate both in a meaningful way PILLARS: Vision alludes to several key practices, but it is not clear exactly what the school will be known for *(i.e. citizenship, collaboration, service, STEM-focus, families as partners etc.)* STAKEHOLDERS: Vision only focuses on students and **staff**	FOCUS: Vision statement focuses on what will make the school rigorous and joyful, **integrating both** in a meaningful way PILLARS: Vision **clearly and compellingly** articulates the two to five key 'pillars' that the school will be known for *(i.e. citizenship, collaboration, ser- vice, STEM-focus, families as partners etc.);* **pillars are clear and concise** STAKEHOLDERS: Vision focuses on students, staff and **families**	Vision has a strong **dual focus**: PILLARS: Vision clearly and compellingly articulates the two to five key 'pillars' that the school will be known for and why (i.e. citizenship, collaboration, service, students first; families as partners etc…); pillars are clear, concise, and **memorable** ("sticky") STAKEHOLDERS: Vision focuses on students, staff, families, **and the interactions with and impact on the broader community**
Transformative Nature of Vision	Vision is not ambitious or visionary—it isn't likely to drive significant change in student learning	Vision **extends beyond the present to drive change**; if the school achieves this vision, **there will likely be improvements** in student learning	Vision is **ambitious**—it extends beyond the present to **move the school toward significantly better outcomes aligned to IDEA's mission of 100% college matriculation and completion**; if the school achieves this vision, they will likely **close the achievement gap**	Vision is **truly visionary**—it extends beyond the present to **dramatically** move the school toward **seemingly impossible** outcomes aligned to IDEA's mission and to local campus or **community needs**; if the school achieves this vision, students will likely **lead successful and happy lives, break the cycle of poverty, and either close or invert the achievement gap.**
VISION BASED PROGRAM AND PRACTICES				
Program Components (1-3 pages)	CONTENT & RATIONALE: Identifies some academic program components; is unable to identify all components or provide rationale for all components. ALIGNMENT: Instructional program plan is not aligned to district program non-negotiables Academic program overview is not aligned to IDEAs 4 Cornerstones of College Readiness (academic readiness, college knowledge, college graduating identity, community involvement and citizenship) CHARACTER: There is no plan for how and when character strengths and/or college graduating attributes will be defined, taught, or assessed *(e.g. Angela Duckworth's character strengths, joy factor, David Conley's college readiness habits of mind, IDEA's RTTC tenets of Self-Agency, Self-Efficacy, Self-Regulation, Problem Solving skills and Social Engagement)*	CONTENT & RATIONALE: **Describes all key** instructional program components **and their rationale, using** campus and district documents *(DI overview, AP/IB overview, curriculum-specific documents course descriptions.etc……..)* as a resource. Does not connect to IDEA's overall program model path to college. ALIGNMENT: Instructional program plan is aligned to district program non-negotiables. Academic program overview is **somewhat** aligned to IDEA's 4 Cornerstones of College Readiness (academic readiness, college knowledge, college graduating identity, community involvement and citizenship) CHARACTER: There is general plan for how and when character strengths and/or college graduating attributes will be **defined and taught** (e.g. Angela Duckworth's character strengths, joy factor, David Conley's college readiness habits of mind and IDEA's RTTC tenets of Self-Agency, Self-Efficacy, Self-Regulation, Problem Solving skills and Social Engagement)	CONTENT & RATIONALE: Describes all key instructional program components and their rationale **accurately and in a way that reflects deep internalization of the program. Makes connections to IDEA's overall program model path to college (K-2/3-5, MS/HS, College). Clearly connects to key academic readiness skills** *(Critical Thinking; Problem Solving; Writing Persuasively)* ALIGNMENT: Instructional program plan is aligned to district program non-negotiables. **Plan reflects deep understanding of IDEA's program model. Plan may begin to make customizations to the district model to create a unique campus academic culture reflective of the school's staff, students, and community.** Academic program overview is **clearly** aligned to IDEA's 4 Cornerstones of College Readiness (academic readiness, college knowledge, college graduating identity, community involvement and citizenship) CHARACTER: There is **specific** plan for how and when character strengths and/or college graduating attributes will be defined, taught, **and assessed** (e.g. Angela Duckworth's character strengths, joy factor, David Conley's college readiness habits of mind and IDEA's RTTC tenets of Self-Agency, Self-Efficacy, Self-Regulation, Problem Solving skills and Social Engagement)	CONTENT & RATIONALE: Describes all key instructional program components and their rationale accurately, in a way that reflects deep internalization of the program, **and as parts of a greater whole aimed at college readiness.** Makes connections to IDEA's overall program model path to college (K-2/3-5, MS/HS, College). Clearly and **compellingly** connects to key academic readiness skill *(Critical Thinking; Problem Solving; Writing Persuasively)* ALIGNMENT: Instructional program plan is aligned to district program non-negotiables. Plan **leverages** and reflects deep understanding of IDEA's program model. Plan makes **prioritized and powerful** customizations to the district model to create a unique campus academic culture reflective of the school's staff, students, and community. Academic program overview is clearly and **compellingly** aligned to IDEA's 4 Cornerstones of College Readiness (academic readiness, college knowledge, college graduating identity, community involvement and citizenship) CHARACTER: There is specific plan for how and when character strengths and/or college graduating attributes will be defined, taught, and assessed (e.g. Angela Duckworth's character strengths, joy factor, David Conley's college readiness habits of mind and IDEA's RTTC tenets of Self-Agency, Self-Efficacy, Self-Regulation, Problem Solving skills and Social Engagement).

Practices and Traditions (1-2 pages)	There are no plans for lasting school traditions	There is a plan for **some** school traditions that **help to perpetuate the school's vision, or basic operating mechanisms** (such as weekly assemblies, daily activities in morning meeting, etc.) **Practices and traditions allow for some students to practice SOCIAL ENGAGMENT (i.e. student council, Model United Nations, student led service learning, peer tutoring)**	There is a strong plan for **lasting** school traditions that perpetuate the **highest aspects** of the school's culture. These traditions and mechanisms include times, spaces and artifacts that tie the school together. Practices and traditions allow for most students to practice SOCIAL ENGAGMENT (i.e. student council, Model United Nations, student led service learning, peer tutoring)	There is a strong vision for lasting school traditions that **significantly** strengthen the school's culture of achievement and perpetuate the culture and **empower both students and adults to carry the finest aspects of culture.** Practices and traditions allow for **all** students to practice SOCIAL ENGAGMENT (i.e. student council, Model United Nations, student led service learning, peer tutoring)
VISION ROLL OUT & INVESTMENT				
Vision Consistency & Reinforcement	School vision is shared by leader at the beginning of the year, but communicated inconsistently thereafter	**School vision is shared through some modes throughout the year** *(e.g., school signage)*, but there are missed opportunities to reinforce through other modes *(e.g., school events, meetings, newsletters, 1:1 conversations)*	School vision is shared **and reinforced consistently throughout the year using multiple modes** *(i.e., school signage, newsletters, events, meetings, 1:1 conversations, regular communications with stakeholders, etc.)*	School vision **permeates the campus and is reinforced consistently using multiple modes of communication**
Audience and Stakeholder Clarity and Investment	Vision may be described clearly by the leader, but it is unfamiliar to others on campus	**The school vision is described clearly only by some stake- holders on campus** *(lead team but not teachers)* **Some stakeholders report investment in the vision.**	The school vision is described clearly by **many** stakeholders on campus *(e.g. lead team, teachers)*; **Most** stakeholders report investment in the vision.	The school vision is described clearly by **all** key stakeholders on campus *(e.g. lead team, teachers, all support staff)*; **vision is refined based on feedback from key stakeholders. Nearly all** stakeholders report investment in the vision.

LEVER 4: SCHOOL CULTURE

(4C) Design Behavior Management System & Culture Rubric

INTENDED IMPACT: Transformational school leaders always begin with a vision, but they don't stop there. They also create and implement tools and systems to bring that vision to fruition. As you design a school culture rubric and a school-wide behavior management system, you will equip staff with the expectations, norms, and processes needed to inspire children to actually reach high academic expectations, make positive behavioral choices, and to experience daily life with joy and compassion. A truly joyful and restorative school culture focuses on positive, proactive approaches, empowers students to make choices, and teaches them to take personal responsibility for those choices and correct them when needed, preparing them to be contributing citizens of their community.

ASSESSMENT TASK:
1. Create a school-wide behavior management plan which both proactively cultivates positive behaviors and responds effectively to student misbehaviors.
2. Create a rubric for measuring implementation of the most important cultural practices aligned to the school culture vision. The rubric should be easily understood by school staff. NOTE: The rubric created here in SLL 4C will be used in execution for SLL 4D.

Behavior Management System			
Novice	**Developing**	**Proficient**	**Advanced**
Roles and Responsibilities			
Roles and responsibilities are not clearly defined for all adults. *(e.g. teachers may view administrators as the primary disciplinarians)*	Roles and responsibilities **outline that guidance and discipline are clearly part of teachers' jobs** but does not extend to greater stakeholders.	Roles and responsibilities for teachers, **staff, and administrator**s are clearly defined, and **all staff see guidance and discipline as their job.**	Roles and responsibilities for teachers, staff, administrators, and **parents/guardians** are clearly defined, and all staff see guidance and discipline as their job, **as well as cultivating a school culture that is joyful, caring, and urgent.**
Defining Behavior			
There aren't clear definitions for which kinds of behaviors should be handled why whom and what requires administrative action.	There are **clear definitions** of what behaviors would cause a referral to the office by teachers.	There are clear definitions of **which behaviors - should be addressed by whom** (*e.g. recess monitors know when a behavior extends beyond their purview*), **and there are layers of support for behaviors that move beyond the individual adult** (*e.g. teacher redirection to teacher plan to grade level team plan to administrator*)	There are clear definitions of which behaviors should be addressed by whom, **including both adults and other students,** and there are layers of support for behaviors that move beyond the individual adult. **Additionally, there are clear definitions of excellent behavior and responses for praising or rewarding this behavior.**
Increasing Opportunities for Student Success (positive behaviors)			
There are few formal structures in place to teach students socioemotional skills *(e.g. mini lessons during morning meeting)* OR few formalized opportunities for rewarding positive behavior OR school rules are negative in nature *(e.g. delineating the behaviors students should not do, instead of focusing on what is the appropriate expectation)*	There are **inconsistent or non-regular opportunities** created to help students learn socioemotional skills or practice desired behaviors. While **there may be rewards** for students, these rewards are infrequent OR not proportionate to the behaviors displayed.	There are **multiple mechanisms in place** to teach students socioemotional skills and for **clearly defining desired behavior, and success in this behavior has positive recognition/rewards attached**.	There are multiple mechanisms in place to teach students socioemotional skills that **extend deep into character attributes that will propel students through college** (*e.g. zest, grit, curiosity*), and these desired attributes and behaviors are **explicitly reinforced frequently through various modes and venues. Students are empowered to take ownership for this development and celebrate each other's success and growth,** in addition to adult-led recognition/rewards.
Rules and Consequences			
Discipline plan includes school-wide rules and consequences for students who break them.	Discipline plan includes school-wide rules, **appropriate** consequences for students who break them, and **proportionate consequences for those who meet them**.	Discipline plan includes school-wide rules, ap-propriate consequences for students who break them, and proportionate consequences for those who meet them. **Rules articulate school cultural vision from a student's perspective.**	Discipline plan includes school-wide rules, consequences for students who break them, **acknowledgement for students to meet them, and reward for students who exceed them**, and the plan reflects a **deep knowledge of students' ages, interests, and motivations, and uses these to invest students deeply in the plan.** Rules articulate school cultural vision from a student's perspective, and **students can articulate the rationale for these rules and consequences.**
Student empowerment			
Student roles in behavior management plan are defined only as recipients of discipline, not participants.	There are behavior management trackers, but they are mostly reactive, and do not foster students owning the culture of their class/school.	Mechanisms are put in place that allow students to track their own behavior, set goals around their own socioemotional growth, and resolve concerns themselves as they arise.	Mechanisms are put in place that allow students to track their own behavior, set goals around their own socioemotional growth, self-reflect on successes and mistakes, and hold themselves and each other accountable for the highest character, including fostering a spirit of collaboration, kindness, respect and joy for each other, adults, and school community and resources.

Crisis Plan	Crisis plan is very basic: *e.g. a number of team members have been CPI trained.*	Crisis plan has **roles and responsibilities defined** for members of a CPI-trained team.	Crisis plan has **clear** roles and responsibilities defined for a CPI-trained team, **including a Crisis Assessment, tasks, communication, debriefing, and planning. Plan is easily accessible to all staff**.	Crisis plan has clear roles and responsibilities defined for the CPI-trained team, including Crisis Assessment, tasks, communication, debriefing, and planning. **It includes a flow chart narrative for the various roles and contingencies, including point persons for various specific tasks** (*media contact, police coordination, etc.*). Plan is easily accessible to all staff.
Behavior RTI Process	Plan doesn't outline a behavior intervention system for high-priority behavior students	Plan **outlines a behavior intervention system that ensures** a high-priority behavior student (student with persistent behavior challenges) **has a committee of invested adults planning an individualized behavior intervention for him/her. Plan outlines roles and responsibilities.**	Plan outlines a behavior intervention system that ensures a high-priority behavior student has a committee of invested adults planning an individualized behavior intervention for him/her. Plan outlines roles and responsibilities, **timelines, meeting structures, and tracking/follow up systems to monitor the student's response to intervention**.	Plan outlines a behavior intervention system that ensures a high-priority behavior student has a committee of invested adults planning an individualized behavior intervention for him/her. Plan outlines timelines, meeting structures, tracking/follow up systems to monitor the student's response to intervention. **Plan includes tools, samples, and/or exemplar responses** (*e.g. sample behavior analysis, sample individualized behavior intervention goals and plan, sample teacher tracker, etc.*)
VISION BASED RUBRIC				
Rubric Comprehensiveness	Culture rubric includes expectations for out-of-classroom (*e.g. hallway transitions, bathroom expectations*) (OR) in-classroom (*e.g. morning meeting, daily plan of action on board*) systems and procedures; omits many key expectations	Culture rubric includes expectations for **all of the most important** out-of-classroom and in-classroom systems and procedures. Rubric is loosely aligned to the vision statement	Culture rubric includes expectations for all of the most important out-of-classroom and in-classroom systems and procedures **and college-aligned student behaviors or habits**. **Rubric is aligned to vision statement**	Culture rubric includes expectations for all of the most important out-of-classroom and in-classroom systems and procedures and college-aligned student behaviors or habits. **Specifies expectations for leaders, teachers, other staff members, and students—rubric demonstrates the belief that adult culture drives student culture.** Rubric is **tightly** aligned to vision.
Rubric Usability	Culture rubric is unclear, wordy, and general; it is not a useful tool.	Culture rubric is **sometimes clear, concise, and specific; the leader and lead team are aware of culture expectations**	Culture rubric is clear, concise, and specific— **users can easily visualize what the expectations look like and sound like in practice; all leaders and teachers** are aware of culture expectations. **Language is often low-inference and it is aligned to the culture vision and is used to align the behavior management plan.**	Culture rubric is clear, **extremely** concise, and **specific—any** user can easily visualize what the expectations look like and sound like and **understand how to implement them; all staff members** are aware of expectations. Language is **consistently** low-inference and aligned to **all aspects** of the culture vision and in turn aligns to all the systems of the behavior management plan.
COMMUNICATION & ROLL OUT				
Communication and documentation with Stakeholders	Communication is produced solely through documenting incidents OR communication is delayed (such as asking the student "why are you in the office?" to discover the reasons for being sent)	100% of discipline referrals are documented effectively and all stakeholders (student, teacher, administrator, parents/guardians) are informed of consequences and actions taken throughout the process.	Communication systems are proactive and include Collaborative Problem-Solving structures for students with frequent behavior needs, and frequent and regular tracking of student behavior provided to parents/guardians for all students. 100% of discipline referrals are documented effectively and all stakeholders (student, teacher, administrator, parents/guardians) are informed of consequences and actions taken throughout the process.	Communication systems are proactive and include Collaborative Problem-Solving structures for students with frequent behavior needs, and frequent and regular tracking of student behavior provided to parents for all students with appropriate mechanisms for holding student, parent/ guardian, and teacher accountable for both successes and gaps in behavior. 100% of discipline referrals are documented effectively and all stakeholders are informed of consequences and actions taken throughout the process.
Professional Development	Professional development for campus behavior mostly relies on IDEA culture lessons and other classroom management techniques.	**All** staff participate in **PD for responding appropriately in instances of discipline and culture**, having **opportunity to practice** these skills, and **describe the vision of school culture** using the culture rubric.	All staff participate in PD for responding appropriately in instances of discipline and culture, having opportunity to practice these skills, and describe the vision of school culture using the culture rubric **and all aspects of this behavior management plan**.	All staff participate in PD for responding appropriately in instances of discipline and culture, having opportunity to practice these skills, and describe the vision of school culture using the culture rubric and all aspects of this behavior management plan. **All adults have the skills and mindsets** (*e.g. teacher actions lead to student actions, I am the culture leader in my classroom, etc.*) **cultivated to create airtight campus consistency around culture.**
GET Connection	Plan is aligned to the NOVICE level of GET 2E - Rules and Consequences	Plan is aligned to the **PROFICIENT** level of GET 2E - Rules and Consequences	Plan is aligned to the **ADVANCED** level of GET 2E - Rules and Consequences	Plan is aligned to the **EXEMPLARY** level of GET 2E - Rules and Consequences.

(4D) Model & Monitor Student Culture

INTENDED IMPACT: Effective execution of the vision for student culture created in SLL 4B so that the school truly has a rigorous, joyful, and caring culture of achievement.

ASSESSMENT TASK: This assessment has two visits:

<u>Visit 1:</u> Conduct student culture observations throughout the school. Record observation data and compare to past data around student culture. Review your calendar and discipline records to show how and when you focus on student culture and discipline. Based on these analyses and use of your culture rubric, select a specific area of cultural need, identify strengths and gaps, action plan around priority gap, and execute on that plan before the next visit.

<u>Visit 2:</u> Conduct targeted culture observations on the area of cultural need identified in the first visit to see if culture improved. Use culture rubric.

	Novice	Developing	Proficient	Advanced
Formal monitoring	Leader formally monitors school culture and collects data twice a year	Leader formally monitors school culture and **collects low-inference data quarterly; monitors more frequently during the first weeks of school**	Entire lead team formally monitors school culture and collects low-inference data **monthly;** monitors **several times a week** during the first weeks of school **and when culture needs additional attention**	Entire lead team formally monitors school culture and collects consistent low-inference data **bi-weekly or weekly;** monitors culture **daily** during the first weeks of school and when culture needs additional attention.
Informal monitoring	Leader's schedule does not include regular time in schedule to informally monitor student culture	Leader schedules time **every 2 weeks** to informally monitor student culture (*brief walkthroughs, greeting students, hallway duty, etc.*)	Leader schedules time **weekly** to informally monitor student culture	Leader schedules time **more than once a week** to informally monitor student culture.
Monitoring: Depth	Leader only monitors student compliance with basic systems and procedures (*e.g. shirts tucked in, walking in straight lines*)	Leader monitors student compliance with basic systems and procedures and **student engagement** (*e.g. destructive – apathetic/unruly – compliant – interested/hardworking – urgent/joyful*)	Leader monitors student compliance to basic systems and procedures but, **due to a strong culture of at least compliance**, spends more time monitoring and **measuring** the school's **culture of achievement**: student engagement **with rigorous content** (*e.g. levels of Bloom's taxonomy*)	Leader **rarely needs to formally monitor student compliance** to basic systems and procedures anymore, due to a strong culture of **at least** compliance; spends most of the time monitoring and measuring the school's culture of achievement (*student engagement with rigorous content, 21st century skills*), **including specific college-readiness competencies** (*e.g. Angela Duckworth's character strengths, David Conley's college readiness habits of mind*).
Observation & Feedback	Leader doesn't identify some important successes or breaches of culture expectations OR rarely provides immediate feedback to teachers or students	Leader **usually provides immediate feedback to teachers and students** on important successes or breaches of culture expectations; **at least 50% of the adults on campus do the same**	Entire lead team provides immediate feedback to teachers and students on important successes or breaches of culture expectations; **at least 80% of all other adults on campus do the same**	Entire lead team provides immediate feedback to teachers and students on important successes or breaches of culture expectations; **100% of the adults on campus do the same—they are exemplars of sweating the small stuff.**
Student Names	Leader knows the names of less than 50% of students	Leader knows the names of **more than** 50% of students	Leader knows the names of **at least 80%** of students	Leader knows the names of **90 – 100%** of students.
Adult-student Relationships	Quality and professionalism of adult-student interactions vary greatly across campus.	**Most teacher-student interactions are warm and strong. Teachers express empathy, maintain dignity, show kindness and concern, and communicate respect.**	**All adult**-student interactions are warm and strong. **They** express empathy, maintain dignity, show kindness and concern, and communicate respect.	All adult-student interactions are warm and strong. They express empathy, maintain dignity, show kindness and concern, and communicate respect. **The consistency of these interactions are mirrored by the students in their peer interactions.**
Administrator-Student Relationships	Leader does not schedule regular opportunities to build relationships of trust with students	Leader **prioritizes opportunities** to build relationships of trust with high-need students (*e.g. 1:1 or small group meetings, attend 90/30 meetings, principal's "lunch bunch," PWI interactions, home visits, etc.*)	**Entire lead team** prioritizes **regular** opportunities to build relationships of trust with many students; **many teachers engage in similar relationship-building activities**	Entire lead team prioritizes regular opportunities to, **over time, build relationships of trust with all students; all teachers** engage in similar relationship-building activities; **the campus is meeting or exceeding their student persistence goals.**
Results (MUST BE PROFICIENT)	Upon second visit, no substantial differences in culture have been addressed, without any significant change in culture rating (e.g. remaining at developing)	Upon second visit, **differences in culture have been addressed, moving targeted culture area up at least one half level** (*from developing to proficient, from average 2.2 to 2.7, etc.*)	Upon second visit, **substantial** differences in culture have been addressed, moving targeted culture area up at least **one full level** (*from developing to proficient, from average 2.2 to 3.2, etc.*)	Upon second visit, substantial differences in culture have been addressed, moving targeted culture area up over **one and a half full levels or reaching advanced on 75% of target cultural area rubric strands.**
Impact (MUST BE PROFICIENT)	Student persistence is significantly below goal.	Student persistence is below goal but **slowly improving.**	Student persistence is **either above goal OR below goal but quickly & significantly improving**.	Student persistence is **exemplar.**

INTENDED IMPACT: Execute the behavior management system created in SLL 4C, especially in a more serious disciplinary situation, to ensure that the system is implemented in a way that is both fair and restorative.

ASSESSMENT TASK: Lead a disciplinary action from beginning to end (from investigation through to administration of consequences). Select a student who has been placed on an individualized behavior intervention plan and reflect on successes and gaps in your work with this student.

	Novice	Developing	Proficient	Advanced
Respondents	Frequent cases of minor and major misbehavior are addressed by principal. Teachers do not feel empowered to address misbehavior in class.	**Teachers attempt to address and apply appropriate consequences to Level 1 discipline situations**, but often these and more serious infractions are addressed by principal.	Teacher teams are **usually able to address and apply appropriate consequences** to Level 1 discipline situations. **Principal is only called in for more serious discipline infractions.**	**Individual teachers and their teams** effectively address and apply appropriate consequences to level 1 discipline situations. **Counselors, staff, and other administrators are trained and capable to act as first-responders, investigators, and disciplinarians for more serious infractions, freeing the principal to maintain calendar integrity.**
Time spent in discipline	Principal spends more than 15% of weekly on-campus time on student disciplinary issues. Putting out fires consistently overwhelm calendar big rocks.	Principal spends **10% - 15% of weekly on-campus time on disciplinary issues**. Big rocks are sometimes sacrificed.	Principal spends **6% - 10%** of weekly on-campus time on disciplinary issues, and **no big rocks are sacrificed**. **Student culture mitigates instances of disruption. This is the case with most instructional lead team members.**	Principal spends **0% - 5%** of weekly on-campus time on discipline issues. **Disruptive behaviors are curtailed by a strong student culture and do not require principal response. Principal can focus exclusively on big rocks.** This is the case with **all** instructional lead team members.
Moment of defiance	In situations of student defiance, situation often escalates by creating a power struggle involving charged emotions, yelling, creating an atmosphere of disrespect.	In situations of defiance, leader is **sometimes** able to de- escalate the situation by cajoling or coercing the student to calm down, **preventing a public power struggle**, but may demonstrate some disrespect to do so.	In situations of defiance, **administrator often effectively de-escalates the situation, demonstrating a relationship of authoritative respect with student.**	In situations of defiance, administrator **always** effectively de-escalates the situation, demonstrating a **professional** respectful relationship with student, **discussing why specific behavior is inappropriate, coupled with reasonable choices, enforceable short-term consequences, and appropriate time to cool off before taking further action.**
Investigating Misbehavior	Investigations do not rely on establishing the truth of the situation, does not give student due process, does not involve contacting the parents, or are not performed at all when allegations arise.	Investigations **are conducted for allegations of serious infractions,** but do not necessarily find the truth and end without adequate information to make effective decisions regarding disciplinary consequences. **Parents or local authorities are contacted as necessary**, but not in a timely manner.	Investigations into **Level 2 and Level 3 offenses are efficient (within 24 hours of infraction), allow for due process** of the student, include **collecting data from multiple sources until the truth is confirmed.** Parents and local authorities are contacted as needed in a **timely manner**.	Investigation into Level 2 and Level 3 offenses are **always** efficient (within 24 hours of infraction), allow for due process of the student, include collecting data from multiple sources until the truth is confirmed, and **immediately** involve parents and the local authorities as needed. **Care is taken to ensure the truth is confirmed, that students do not corroborate under false pretense, and that assumptions are not made that jeopardize the accuracy of the investigation.**
Logical, Natural Consequences	Administrative discipline consequences are non-existent or disproportionally punitive (the consequence does not match the infraction.)	**Consequences include only punitive, but are proportional to the infraction. (ie: punishments that serve as deterrents, but do not help the student or correct the situation, such as detention, suspension, ISS, etc)**	Consequences include **restorative methods (correcting the situation.) (E.g. student breaks a desk, so part of consequence involves replacing the desk)**	Consequences **for students** include restorative **and reformative methods (consequences that target the characteristic of the child that caused the disruption). (e.g. students get in an argument, part of the consequence may be peer mediation and relationship reestablishment by having students work/play together; a student makes fake drug paraphernalia so part of consequence may involve researching and presenting long-term effects of drugs to younger grades, supervised by an administrator).**
Behavior Intervention Plans	Behavior intervention plans for individual students focus on setting expectations for behavior without including opportunities for students to learn to overcome social skill gaps (OR) plans are authored by one adult without involving committee of other stakeholders (OR) plans set overall goals that may be unattainable (*e.g. chronically misbehaving 1st grader is expected to have 0 incidents of misbehavior for the next month*)	Plans focus on setting expectations for behavior **and attempt to identify social skill gaps contributing to the target misbehavior(s); plans are authored and implemented by more than one school staff member** but don't regularly include the parent(s) or student; **plan sets overall goal by which to measure success of intervention**	Plans focus on clear, prioritized expectations for behavior (*e.g. "follow instructions the first time", "stay calm when the teacher's answer is no"*) and **for addressing social and emotional skill gaps contributing to target misbehavior(s)** (*e.g. "Use 'I feel when_' statements when angry"*); plans are authored and implemented by a committee of school staff (*e.g. teacher(s), administrator, counselor, etc.*), **parent(s)**, and (if age-appropriate) **student**; Plans set overall **SMART** goal(s) (*e.g. Student will earn a green sticker in all electives for 3 days consecutively by 3/29*) by which to measure success of intervention	Plans identify the **purpose and triggers of student misbehaviors and align solutions to these root causes.** Plans focus on **clear, prioritized** expectations for behavior and for addressing social and emotional skill gaps contributing to target misbehavior(s); plans are authored and implemented by a committee of school staff, parent, and (if appropriate) student; Plans set overall SMART goal(s) by which to measure success of intervention, **and evidence shows that at least 80% of students who have had behavior intervention plans have reached their goals.**
Proactively targeting high- priority behavior students	Principal does not proactively work with strategic students to prevent culture breakdowns.	Principal **targets students strategically**, but often does so in a manner that is either overly-friendly and cajoling or intimidating, and only **slightly reduces behavior disruptions from student.**	Leader strategically targets students who have **great cultural influence on other students**, and defiant behavior from target students **is diminished**. These relationships are sometimes **developed among other faculty and staff.**	Leader strategically targets students who have great cultural influence with **individualized development plans that effectively eliminate cases of cultural breakdown**. These plans are delegated throughout the staff to implement.

ASSESSMENT TASK: Lead two final interviews for teachers or lead team members and communicate hiring decisions to candidates.

	Novice	Developing	Proficient	Advanced
Interview Tools	Does not utilize available interview tools or follow selection procedure Leader cannot articulate non-negotiables for key positions.	**Uses** the interview tools and **usually follows the selection process for the role** Leader can **vaguely articulate** one or two non-negotiables for key positions but does not have a plan for how to determine if the candidate possesses these attributes *(does not know which questions to ask or parts of the interview process to consider)*	Uses the interview tools and **has a strong understanding of the selection process for the role in order to execute it with fidelity** Leader can **clearly** articulate **three** non- negotiables for key positions. Leader **has a plan** for how to determine if the candidate possesses these attributes *(knows which questions to ask or which parts of the interview process to consider)*	Uses the interview tools and has a strong understanding of the selection process for the role in order to execute it with fidelity; **appropriately adjusts use of tools/processes when needed. Seamlessly integrates questions of the interview tools into a natural flow of the discussion to prevent miscommunication.** Leader can clearly and **consistently articulate four to five** non-negotiables for key positions. Leader has a plan for how to determine if the candidate possesses these attributes *(knows which questions to ask or which parts of the interview process to consider)*
Planning	Leader does not identify strengths to verify or flag weaknesses to probe prior to final interview.	Leader **uses either phone interview notes or resume/application information to identify strengths to verify and flag weaknesses to probe prior to final interview**	Leader uses either phone interview notes and resume/application information to identify strengths to verify and flag weaknesses to probe prior to final interview; **the entire selection committee is aware of these strengths and weaknesses. Time is scheduled at the beginning of each selection event to briefly discuss these.**	Leader uses either phone interview notes and resume/ application information to identify strengths to verify and flag weaknesses to probe prior to final interview; the entire selection committee is aware of these strengths and weaknesses **and have identified which interview questions/tasks they will use to verify/probe them; leader uses knowledge about candidate's prior experiences to help the conversation progress naturally and the candidate to feel valued.**
Exemplar Responses	Has a clear understanding of the exemplar response for less than approximately 50% of interview questions, as demonstrated by evaluation of responses during post-interview debrief	Has a clear understanding of the exemplar response for approximately **50% - 79%** of interview questions, as demonstrated by evaluation of responses during post- interview debrief	Has a clear understanding of the exemplar response for approximately **80% - 90%** of interview questions, as demonstrated by evaluation of responses during post-interview debrief	Has a clear understanding of the exemplar response for approximately **90% - 100%** of interview questions, as demonstrated by evaluation of responses during post- interview debrief.
Gathering Evidence	Does not gather sufficient evidence to make a decision during the selection process due to inattention or lack of follow-up questioning	**Gathers and records some evidence using the tools and asking follow up questions; may require follow-up with the candidate beyond the interview to cover missed areas**	Gathers and records **thorough** evidence using the tools and asking **effective** follow- up questions; **rarely** requires follow-up with the candidate beyond the interview to cover missed areas.	Gathers thorough evidence using the tools and asking effective follow-up questions; **has a specific understanding of what evidence is needed in order to make the hiring decision and what has already been gathered in previous stages of the selection process.**
SARR Questioning	Asks primarily hypothetical questions to discern whether a candidate is a good fit (e.g. "What would you do if...?" or "What is your philosophy about...?")	Asks primarily **behavioral questions** to gather evidence about a candidate's past patterns of behavior. *(e.g. "Tell me about a time when you...")* **May ask additional probing questions to gather more information about the candidate, but the questions are sometimes leading** *(e.g. "How did you succeed in changing the team to be more motivated?" - Non-Example vs. "What was the result of those actions?" - Example)*	Asks primarily behavioral questions to gather evidence about a candidate's past patterns of behavior. **Consistently asks additional scaffolded probing questions to gather more information without leading the candidate. Uses the SARR model to discover, first, the details of a situation (S), second, the actions taken by the candidate (A), and, finally, the results of the candidate's efforts in order to use past success to help determine future success (R).**	Asks primarily behavioral questions to gather evidence about a candidate's past patterns of behavior. Consistently **and naturally** asks additional scaffolded probing questions to gather more information without leading the candidate. Uses the SARR model to discover, first, the details of a situation (S), second, the actions taken by the candidate (A), next, results of the candidate's efforts in order to use past success to help determine future success (R), and, **finally, the candidate's level of reflection about the situation (R). May sometimes use additional role plays to effectively gather evidence around well-selected hypothetical questions or prompts.** (MOTDR)
Wooing Candidate	Leader does not use the selection process to woo the candidate to work for IDEA *(e.g. questioning is too aggressive/ threatening, interview experience is disorganized, candidate doesn't get to ask any questions, etc.)*	Leader **attempts** to use the selection process to woo the candidate to work for IDEA, but **one** of the following happens: questioning is too aggressive/ threatening, interview experience is disorganized, candidate doesn't get to ask any questions, etc.	Leader and admin assistant **effectively use the selection process to woo the candidate to work for IDEA; all of the following happen: questioning is direct but still welcoming, interview experience is organized, candidate is given time to ask questions**	Leader and admin assistant **go above and beyond** to use the selection process to woo the candidate to work for IDEA **(even if not offering a position); may do any of the following: arrange for a classroom tour, provide helpful materials/swag, appropriately sell the school/position to candidate during interview, follow up with candidate if not offering a position, etc.**
Decision: Committee	Selection committee members don't provide input on decision	Selection committee members **provide input on decision, but discussion is not based on rubric ratings or supported by interview evidence**	Selection committee members **use a structured protocol to share rubric ratings supported by interview evidence**	Selection committee members use a structured protocol to share rubric ratings supported by interview evidence, **providing the hiring manager with information and insights beyond what s/he gathered. Leader capitalizes on opportunities to coach and develop committee members (if/when appropriate).**

Decision Making: Timeliness	Delays interviewing or decision making and loses top candidates in the process	**Interviews candidates promptly or makes timely hiring decisions along the timeline shared with the candidate**	Interviews candidates promptly **and** makes timely hiring decisions along the timeline shared with the candidate	Interviews candidates promptly and makes timely hiring decisions along the timeline shared with the candidate; **begins onboarding plan immediately.**
Decision Making: Judgment	Makes poor hiring decisions, selecting staff that are unaligned with IDEA's mission and focus (or) are a bad fit for the role (or) that flout the evidence collected	Makes good decisions **70% of the time based on evidence collected during the selection process**	Makes good decisions **80%** of time based on evidence collected during the selection process	Makes good decisions **90% - 100%** of time based on evidence collected during the selection process; **considers school and team dynamics when making the selection.**

ASSESSMENT TASK: Create and execute a staff onboarding plan

	Novice	Developing	Proficient	Advanced
Goals	Onboarding interactions have no clear goal or are not aligned to the stated goal(s)	Onboarding interactions **align to the plan's key goal of building team**	Onboarding interactions align to plan's key goals of 1) building team among new (and returning, if applicable) staff, **and 2) building new staff members' knowledge, skill, and/or mindsets around important elements of school culture**	Onboarding interactions align to plan's key goals of 1) building team among new (and returning, if applicable) staff, and 2) building new staff members' knowledge, skill, and/or mindsets around important elements of school culture **and instruction.**
Timeline	Plan has no concrete dates for communication/inter-actions	Plan has concrete dates for **some** communication /interactions	Plan has concrete dates for **most** communication/ interactions	Plan has concrete dates for **all** communication/interactions.
Types of Onboarding Activities	Plan includes one or two primary types of onboarding activities; focus is on communicating information	Plan includes one or two primary types of onboarding activities; focus is on both communicating information **and facilitating interaction between staff members**	Plan includes a variety of onboarding activities that communicate information, facilitate interaction, **and build investment** *(e.g. personal phone calls, email blasts/newsletters, social event, webinar/conference call, book study, getting to know you activities, student recruitment events, home visits, observing instruction)*	Plan includes a variety of onboarding activities that communicate information, facilitate interaction, build investment, **and develop capacity; each activity is carefully selected with the team's unique needs in mind while remaining manageable for new hires and campus leaders.**
Scope	Plan focuses on only a short period of time	Plan begins with the selection of each new staff member **and continues through until the first contract day;** may have long gaps without planned interactions/ communication *(e.g. more than 1 month)*	Plan begins with the selection of each new staff member and continues **until the beginning of BOY professional development**; new hires have interaction/communication every **3** weeks	Plan begins with the selection of each new staff member and both builds toward and continues **until the first month(s) of teaching**; new hires have interaction/ communication every **2** weeks.
Returning Staff Involvement	Returning staff and other lead team members rarely lead onboarding activities (for existing schools)	Returning staff and other lead team members **lead at least 25%** of onboarding activities (for existing schools)	Returning staff and other lead team members lead **at least 50%** of onboarding activities (for existing schools)	Returning staff and other lead team members lead at least 50% of onboarding interactions (for existing schools); **this fosters a strong sense of trust and team among new and returning staff before day 1.**
Tracking Execution	Leader doesn't have a system for tracking execution	Leader **has and sometimes uses** a system for tracking execution	Leader has and **consistently** uses system for tracking execution *(e.g. checklist)*	**Delegated project manager** *(e.g. admin assistant)* has and consistently uses a clear and manageable system for tracking execution; **system is executed with minimal work and oversight from leader.**
Completion & Impact (MUST BE PROFICIENT)	Less than 80% of plan is executed. Less than 90% of staff who accept offers follow through on their commitment to come to IDEA.	**At least 80%** of plan is executed. **At least 90%** of staff who accept offers follow through on their commitment to come to IDEA.	**At least 90%** of plan is executed. **At least 90% of staff** who accept offers follow through on their commitment to come to IDEA **and persist beyond first 100 days.**	**100%** of plan is executed; **plan may occasionally be revised, according to clear need. 100%** of staff who accept offers follow through on their commitment to come to IDEA and persist beyond first 100 days.

ASSESSMENT TASK: Lead Round 1 (Goal Setting), Round 2 (2x2), & Round 3 (Annual Performance Review) staff development cycle conversations, ideally with the same teacher.

		Novice	Developing	Proficient	Advanced
ROUND 1 - GOAL SETTING	**Framing**	Leader does not frame the conversation before starting.	Leader **frames the conversation by sharing the agenda that will be followed (HOW),** but does not build investment in the conversation	**Leader builds investment in conversation by sharing its intended impact (WHY)** and the process by which they'll achieve it (HOW).	Leader builds investment in conversation by sharing its intended impact (WHY) and the process by which they'll achieve it (HOW). **Leader invites direct reports to share thoughts or ideas they'd like the leader to consider as he/she facilitates the meeting.**
	Pre-Work	Leader does not provide any coaching on teacher's pre-work	Leader **provides** direct feedback on teachers' pre-work	Leader **uses questioning and prompting to coach the teacher to clarify, deepen, or re-direct thinking from pre-work, if needed.**	Leader uses questioning and prompting to coach the teacher to clarify, deepen, or re-direct thinking from pre-work, if needed; **differentiates level of directness by teacher need.**
	SMART Goals	By the end of each round 1 conversation, most goals are not SMART; teacher is not invested in most goals; plan for reaching goals demonstrate serious misunderstandings of the goals and/or what is required to reach them	By the end of each round 1 conversation, most goals **are** SMART; teacher is invested in **some** goals; **plan for reaching goals is focused and realistic but may not represent the highest-leverage strategies**	By the end of each round 1 conversation, **all** goals are SMART **and aligned to school and district goals**; teacher is invested in **all** goals **and understands the rationale for them**; plan for reaching goals is focused, realistic, **and high-leverage**	By the end of each round 1 conversation, all goals are SMART and aligned to school and district goals—**some exceed them**; teacher is invested in all goals, **including any that changed during the conversation,** and **articulates** the rationale for them; plan for reaching goals is focused, realistic, and high-leverage.
	GET Self-Assessment	By the end of each round 1 conversation, teacher has not reflected on areas of strength and growth in the GET	By the end of each round 1 conversation, teacher **has** reflected broadly on areas of strength and growth in the GET	By the end of each round 1 conversation, teacher has reflected **clearly and specifically** on areas of strength and growth in the GET	By the end of each round 1 conversation, teacher has reflected clearly and specifically on areas of strength and growth in the GET; **leader has established a safe environment for deep, honest self-reflection, modeling this him/herself.**
	Completion	By the end of the round window, leader has led conversations with 0-25% of direct reports.	By the end of the round window, leader has led conversations with **26-99%** of direct reports.	By the end of the round window, leader has led conversations with **100%** of direct reports.	By the end of the Round 1 window, leader has led conversations with 100% of direct reports **and has added his/her next steps (resulting from these meetings) to his/her calendar.**
ROUND 2 - 2x2 CONVERSATIONS	**Framing**	Leader does not frame the conversation before starting.	Leader **frames the conversation by sharing the agenda that will be followed (HOW),** but does not build investment in the conversation	**Leader builds investment in conversation by sharing its intended impact (WHY)** and the process by which they'll achieve it (HOW).	Leader builds investment in conversation by sharing its intended impact (WHY) and the process by which they'll achieve it (HOW). **Leader invites direct reports to share thoughts or ideas they'd like the leader to consider as he/she facilitates the meeting.**
	Conversation structure	By the end of each round 2 conversation, two or less of the following have been discussed: teacher self-assessment, teacher feedback for leader, leader self-assessment, leader feedback for teacher	By the end of each round 2 conversation, **three** of the following have been discussed: teacher self-assessment, teacher feedback for leader, leader self-assessment, leader feedback for teacher	By the end of each round 2 conversation, **all** of the following have been discussed: teacher self-assessment, teacher feedback for leader, leader self-assessment, leader feedback for teacher;	By the end of each round 2 conversation, all of the following have been discussed: teacher self-assessment, teacher feedback for leader, leader self-assessment, leader feedback for teacher, **all of which include helpful, specific examples.**
	Self Reflection	Leader does not establish a safe environment for self-reflection; does not model honest, vulnerable self-assessment	Leader **establishes** a safe environment for self-reflection; **models** honest self-assessment, though it may be general and/or surface level	Leader establishes a safe environment for self-reflection; models deep, specific, and honest self-reflection, **demonstrating depth and vulnerability in his/her self-assessment**	Leader **and teacher** both share deep, specific, and honest self-reflections, both demonstrating **considerable** depth and vulnerability in **their** self-assessments.
	Upward Feedback	Teacher does not provide upward feedback to leader *(e.g. "You don't have any areas for growth" or "I just couldn't think of anything")* or leader rejects feedback *(e.g. "Well, the reason I did that was...")*	Teacher **reluctantly provides upward feedback to leader** *(e.g. "I had to put something, so I just chose...")* **Leader accepts feedback, though his/ her body language communicates otherwise** *(e.g. furrowed brow, trying to interrupt)*	Teacher **confidently** provides specific upward feedback to leader; **leader accepts feedback** *(e.g. "Thanks so much for that feedback&")*	Teacher confidently provides specific upward feedback to leader; leader accepts, **validates, and/or expands on upward feedback** *("I've noticed the same thing about myself. For example...")*

	Action Orientation	No next steps are identified or recorded for teacher or leader	Teacher or leader **identifies and records next steps for his/herself**	Teacher **and** leader **both** identify and record next steps for themselves	Teacher and leader both identify and record next steps for themselves; **next steps include actions in response to feedback received from the other person.**
	Completion	By the end of the round window, leader has led conversations with 0-25% of direct reports.	By the end of the round window, leader has led conversations with **26-99%** of direct reports.	By the end of the round window, leader has led conversations with **100%** of direct reports.	By the end of the Round 1 window, leader has led conversations with 100% of direct reports **and has added his/her next steps (resulting from these meetings) to his/her calendar.**
ROUND 3 - ANNUAL PERFORMANCE REVIEW	**Framing**	Leader does not frame the conversation before starting.	Leader **frames the conversation by sharing the agenda that will be followed (HOW),** but does not build investment in the conversation	**Leader builds investment in conversation by sharing its intended impact (WHY)** and the process by which they'll achieve it (HOW).	Leader builds investment in conversation by sharing its intended impact (WHY) and the process by which they'll achieve it (HOW). **Leader invites direct reports to share thoughts or ideas they'd like the leader to consider as he/she facilitates the meeting.**
	EOY Goals	By the end of each round 3 conversation, teacher has identified successes or gaps related to his/her yearlong goals though they may not be the most important ones.	By the end of each round 3 conversation, teacher has identified **the most important** successes and gaps related to his/her yearlong goals	By the end of each round 3 conversation, teacher has identified the most important successes, gaps, **and root causes** related to his/her yearlong goals; **teacher takes personal responsibility for outcomes**	By the end of each round 3 conversation, teacher has identified the most important successes, gaps, and root causes related to his/her yearlong goals; teacher takes personal responsibility for outcomes; **leader helps teacher simultaneously celebrate successes and approach gaps with urgency.**
	Evaluative Feedback	By the end of each round 3 conversation, leader provides an evaluation of teacher's performance; some feedback is unclear and teacher concerns are not acknowledged	By the end of each round 3 conversation, leader provides an **honest, clear** evaluation; **acknowledges** some concerns teacher may have about ratings	By the end of each round 3 conversation, leader provides an honest, clear, **evidence-based** evaluation; **directly addresses** concerns teacher may have about ratings; **ratings show overall growth in teachers' skills**	By the end of each round 3 conversation, leader provides an honest, clear, evidence-based evaluation; directly addresses concerns teacher may have about ratings **and invests teacher in ratings they initially disagreed with**; ratings show overall growth in teachers' skills.
	Development Plan	By the end of each round 3 conversation, teacher has not identified action steps for addressing areas of growth	By the end of each round 3 conversation, teacher **has identified action steps for addressing areas of growth**	By the end of each round 3 conversation, teacher has identified **clear** action steps for **leveraging strengths** and addressing areas of growth	By the end of each round 3 conversation, teacher has identified clear action steps for leveraging strengths to address areas of growth; **teacher expresses strong investment in this development plan.**
	Completion	By the end of the round window, leader has led conversations with 0-25% of direct reports.	By the end of the round window, leader has led conversations with **26-99%** of direct reports.	By the end of the round window, leader has led conversations with **100%** of direct reports.	By the end of the Round 1 window, leader has led conversations with 100% of direct reports **and has added his/her next steps (resulting from these meetings) to his/her calendar.**

ASSESSMENT TASK: Assess talent of direct reports (and staffing decisions made) during Fall talent review and Spring follow-up

	Novice	Developing	Proficient	Advanced
Talent Review	Does not make time to review talent, determine appropriate next steps, or follow through on them	**Takes time to review talent at least twice a year; next steps may not be highest leverage or follow through may be spotty**	Takes time to review talent at least twice a year; **next steps are high impact; follow through is consistent**	Takes time to review talent at least twice a year; next steps are high impact; follow through is consistent, **resulting in continuous staff development.**
Retention	Makes little effort to retain performing staff members	**Attempts** to retain performing staff, but with limited effectiveness; **may misidentify push factors causing departure or not follow up aggressively enough**	**Makes efforts to retain performing staff, resulting in decreased regrettable attrition**	Makes ongoing efforts to retain performing staff, resulting in **very little** regrettable attrition.
Dismissal	Fails to make the call when staff members need to be removed	**Makes the call and removes staff members when needed, but takes too long**	**Promptly** makes the call and removes staff members when needed	Promptly makes the call and removes staff members when needed; **dismissed staff member receives no surprising feedback due to leader's ongoing communication and documentation about serious gaps in performance.**
Promotions	Promotes individuals who aren't ready or for the wrong reasons *(e.g. friendship with candidate or desire to remove candidate from current role)*; doesn't consult others in making promotion decisions	**Makes reasonable promotion decisions, in consultation with manager and HA**	Makes **strong, strategic** promotion decisions, in consultation with manager and HA	Makes strong, strategic promotion decisions, in consultation with manager and HA; **takes into consideration campus needs, candidate strengths, and candidate long-term professional goals.**
Talent Development	Does not actively develop talent	**Attempts** to develop talent	**Actively** develops talent, **resulting in leaders to fill openings on the school lead team and school-wide progress on the Teacher Career Pathway**	Actively and effectively develops talent, resulting in **a strong leadership bench and sufficient talent to export to fill other schools' lead team openings** as well as school- wide progress on the Teacher Career Pathway.
Retention Outcomes	Less than 74% of staff retained	**75% - 84%** of staff retained from August to August.	**85% - 90%** of staff retained from August to August.	**91% - 100%** of staff retained from August to August.

(5E) Lead Effective Professional Development

ASSESSMENT TASK: Plan and facilitate a skill-building focused professional development session for a group of teachers. Track implementation of the target skill the following week. Rater will observe you facilitate and then debrief on in-field implementation 1 - 2 weeks later.

		Novice	Developing	Proficient	Advanced
DESIGN					
SESSION VISION	**1. Rationale & Intended Outcome**	Missing the rationale and/or intended outcome.	**Rationale for the content of the session is not clear.** **The intended outcome for the session is vague.**	There is **clear, compelling** rationale for the content and timing of the session (**e.g., proactively planned during the summer to cover this skill in October based on what we knew teachers would need, based on trend identified in last instructional rounds).** The intended outcome for the session is **clear and measurable**.	There is clear, compelling rationale for the content and timing of the session (e.g., proactively planned during the summer to cover this skill in October based on what we knew teachers would need, based on trend identified in last instructional rounds). The intended outcome for the session is clear and measurable. **Rationale and/or intended outcome name any connections to prior or future learning opportunities.**
	2. Objective	Objective is not specific or measurable. There is no connection to the WHAT and HOW of the Do It.	Objective **is** specific and measurable**, but may cover too much for the time allotted for the session. It is somewhat aligned** to the WHAT and HOW of the Do It.	Objective is specific, measurable, **bite-sized.** and **aligned** to the WHAT and HOW of the Do It.	Objective is specific, measurable, bite-sized. and aligned to the WHAT and HOW of the Do It. **The HOW steps are clear and succinct.**
	3. Logistics	No plan for logistics is evident.	**Session vision missing one or more of the following: materials to prepare, technology needs, seating, and pre-work participants need to bring.**	Session vision **names** materials to prepare, technology needs, seating, and pre-work participants need to bring. **Prework requests are identified.**	Session vision names materials to prepare, technology needs, seating, and pre-work participants need to bring. Pre-work requests are **strategic and limited**.
	4. Agenda	Agenda missing time stamps for the session.	Agenda **lists** the time stamps for each part of the session. **Less than half of the session is spent practicing and applying the learning (e.g., the Do It) and/or processing new information (e.g. discussing key ideas with a partner, responding to CFU questions, etc.),**	Agenda lists the time stamps for each part of the session. **Half or more** of the session is spent practicing and applying the learning (e.g., the Do It) and/or processing new information (e.g. discussing key ideas with a partner, responding to CFU questions, etc.),	Agenda lists the time stamps and slide numbers for each part of the session. Half or more of the session is spent practicing and applying the learning (e.g., the Do It) and/or processing new information (e.g. discussing key ideas with a partner, responding to CFU questions, etc.), **Agenda includes suggestions on what to shorten/cut if the session is over on time.**
SESSION CONTENT	**5. Opening**	Session opens with 0-2 of the following: rationale, intended impact, objective, connection to GET/SLL rubric (if applicable), and agenda (for sessions longer than 1 hour).	Session opens with **3** of the following: rationale, intended impact, objective, connection to GET/SLL rubric (if applicable), and agenda (for sessions longer than 1 hour).	Session opens with **all** of the following: rationale, intended impact, objective, connection to GET/SLL rubric (if applicable), and agenda (for sessions longer than 1 hour).	Session opens with all of the following: rationale, intended impact, objective, connection to GET/SLL rubric (if applicable), and agenda (for sessions longer than 1 hour). **There is a hook that sparks interest and builds investment in the learning to follow.**
	6. Information Sharing*	Information to share is not clear or organized. Session does not attempt to 'sum up' key ideas for participants before moving on to See It, Name It, Do It.	Information to share is **somewhat** clear and organized. **Session 'sums up' key ideas and/or bottom line to remember** before moving on to See It, Name It, Do It.	Information to share **is** clear and organized. **Participants can easily access the information (e.g., in handouts).** Session 'sums up' key ideas and/or bottom line to remember before moving on to See It, Name It, Do It. **Participants have an opportunity to reflect or discuss the key information they learned.**	Information to share is clear, organized and **connects new learning to prior learning (as applicable).** Participants can easily access the information (e.g., in handouts). Session 'sums up' key ideas and/or bottom line to remember **at key moments to lock in learning** before moving on to See It, Name It, Do It. Participants have an opportunity to reflect on **and** discuss the key information they learned. **Bottom line is short and memorable.**
	7. See It	1) FRAMING: No focusing question(s) given. 2) MODEL: Is missing or not aligned to HOW steps in Name It. 3) DEBRIEF: Does not plan to debrief the model OR plans for facilitator to explain the model, but no opportunity for participants to engage in debrief.	1) FRAMING: **Questions are vague or too numerous.** 2) MODEL: Is **partially** aligned to the HOW steps in the Name It. 3) DEBRIEF: **Plans for participants to debrief the model by answering the framing questions.**	1) FRAMING: **Frames model with 1-2 clear focusing questions.** 2) MODEL: Is **fully** aligned to the HOW steps in the Name It. 3) DEBRIEF: Plans for participants to debrief the model by answering the framing questions. **Also plans additional questions/exemplar responses and/or talking points to emphasize key characteristics of the model participants should notice.**	1) FRAMING: Frames model with 1-2 focusing questions. 2) MODEL: Is fully aligned to the HOW steps in the Name It. **The plan for the model is thoughtful and efficient (e.g., tightly aligned to the format participant will use in the Do It section; multiple models to address different scenarios, etc.)** 3) DEBRIEF: Plans for participants to debrief the model by answering the framing questions. Also plans additional questions/exemplar responses and/or talking points to emphasize key characteristics of the model participants should notice.

	8. Name It	Name It is not aligned to the See It and Do It or is missing.	Name It **is partially** aligned to the See It and Do It. **WHAT and HOW are unclear or incomplete.**	Name It is aligned to the See It and Do It and clearly states **WHAT the participants should do and the steps of HOW to do it.** **Summarizes with a bottom line.**	Name It is aligned to the See It and Do It and clearly states WHAT the participants should do and the steps of HOW to do it. Bottom line is **short and memorable.**
	9. Do It	1) TASK: There is no clear task for participants to allow them to practice the skill. 2) PLAN: Participants do not have an opportunity to plan before practice. 3) PRACTICE: Practice opportunities are limited. Few participants will increase proficiency. 4) FEEDBACK: There is no plan for participants to receive feedback.	1) TASK: **Do it has a task that is partially aligned to the WHAT and HOW of the Name It section.** 2) PLAN: Participants **have time** to plan before practice. 3) PRACTICE: Practice opportunities **will be sufficient to help some participants increase proficiency.** 4) FEEDBACK: **Participants will receive feedback to help them improve over the course of the practice, although it may be low-leverage or open-ended ("Tell your partner how they did.").**	1) TASK: Do it has a **clear** task **fully aligned** to the WHAT and HOW of the Name It section. 2) PLAN: Participants have time **and clear instructions and resources to use as they plan** before they practice. 3) PRACTICE: Practice opportunities will be sufficient to help all participants increase proficiency (**e.g., multiple rounds, extended practice, etc.**) 4) FEEDBACK: Participants will receive feedback to help them improve over the course of the practice. **Design plans a way for participants to receive high-leverage feedback (e.g., criteria for success, feedback cheat sheet)**	1) TASK: Do it has a clear task fully aligned to the WHAT and HOW of the Name It section 2) PLAN: Participants have time and clear instructions and resources to use as they plan before they practice. **There are aggressive monitoring look fors the facilitator will use to give feedback on planning.** 3) PRACTICE: Practice opportunities will be sufficient to help all participants increase proficiency and most demonstrate desired proficiency (e.g., multiple rounds of increasing difficulty, extended practice, practicing the gap, low resistance then high resistance practice, etc.) 4) FEEDBACK: Participants will receive feedback to help them improve over the course of the practice. Design plans a way for participants to receive high-leverage **feedback from peers (e.g., criteria for success, feedback cheat sheet) and the facilitator (e.g., batch feedback)**
	10. Closing	Session closing does not return to key ideas OR does not share the timeline for participant implementation.	**Session closes by return to key ideas (e.g., rationale, bottom line, intended impact).** **Shares timeline for participant implementation.**	Session closes by returning to key ideas (e.g., rationale, bottom line, intended impact) **and allowing participants time to record their own learning and next steps.** Shares timeline for participant implementation **and follow up observations (if applicable).**	Session closes by returning to key ideas (e.g., rationale, bottom line, intended impact) and allowing participants time to record their own learning, next steps, and **what they will accomplish by the next training session (if applicable)**. Shares timeline for participant implementation, follow up observations **(including a copy of the criteria leaders will look for, if applicable), and when feedback will be shared with participants.**
	11. Participant feedback on session	There is no opportunity for participants to give feedback on the session.	Participants **have an opportunit**y to give feedback on the session, **but the survey is time consuming.**	Participants have an opportunity to give **brief, meaningful feedback** on the session.	**If applicable: participants have the option to briefly share their current knowledge and questions they have in a pre-survey (which then informs the design and/or facilitation).** Participants have the opportunity to give brief, meaningful feedback on the session. **Designer reviews feedback within a day of the session delivery and follows up as needed based on feedback.**
	12. Complex/longer sessions	See It, Name It, Do It sequence does not match the complexity of the objective and content.	See It, Name It, Do It sequence **partially** matches the complexity of the objective and content.	See It, Name It, Do It sequence **matches** the complexity of the objective and content (**e.g., two rounds of See It, Name It, Do It if session addresses two distinct skills; See It + Name It, See It + Name it, Combined Do It for related skills that should be practiced together, etc.).**	See It, Name It, Do It sequence matches the complexity of the objective and content (e.g., two rounds of See It, Name It, Do It if session addresses two distinct skills; See it + Name it, Combined Do It for related skills that should be practiced together, etc.). **Plans for participation during longer sessions include movement, rejuvenation, breaks, multiple opportunities to reflect (individually, with pair or group), and/or connections to prior sessions.**
MATEIRALS	**13. Handouts**	Handouts not available or are unorganized.	Handouts **include some of the key information in the session so participants can read it (as well as hear it).**	Handouts include **all** the key information in the session so participants can read it as well as hear it (e.g., key ideas, bottom lines, feedback cheat sheet, resources for the Do It). **Font size is easy for participants to read, and there is adequate space for participants to write.** **Handouts are clearly identified (e.g. by page number) AND neatly organized in the order needed during the session (e.g., stapled in one packet instead of loose).**	Handouts include all the key information in the session so participants can read it as well as hear it (e.g., key ideas, bottom lines, feedback cheat sheet, resources for the Do It). Font size is easy for participants to read, and there is adequate space for participants to write. **Electronic copies are easily available (e.g., include link on handouts).** Handouts are clearly identified (e.g. by page number) AND neatly organized in the order needed during the session (e.g., stapled in one packet instead of loose).
	14. Slide Formatting	Slides do not include: 1) Which handouts are needed for for each slide (e.g., list page or handout #). 2) Text that is large enough to read clearly from the back of the room. 3) Enough 'white space' that the slide does not feel crowded or hard to follow.	Slides include **1-2** of the following: 1) Which handouts are needed for for each slide (e.g., list page or handout #). 2) Text that is large enough to read clearly from the back of the room. 3) Enough 'white space' that the slide does not feel crowded or hard to follow.	Slides include **all** of the following: 1) The handouts are needed for for each slide (e.g., list page or handout #). 2) Text that is large enough to read clearly from the back of the room. 3) Enough 'white space' that the slide does not feel crowded or hard to follow.	Slides include all of the following: 1) The handouts are needed for for each slide (e.g., list page or handout #). 2) Text that is large enough to read clearly from the back of the room. 3) Enough 'white space' that the slide does not feel crowded or hard to follow. **4) Visuals, images, graphics that help make the content clear and memorable.**
	15. Slide Notes	Slide Notes include 0-1 of the following: 1) Timestamps for each slide. 2) Clearly scripted What to Do instructions. 3) Exemplar responses to key questions that facilitator should listen for during discussion.	Slide Notes include **2-3** of the following: 1) Timestamps for each slide. 2) Clearly scripted What to Do instructions. 3) Exemplar responses to key questions that facilitator should listen for during discussion. 4) Plan for aggressive monitoring during Do It.	Slide Notes include **all** of the following: 1) Timestamps for each slide. 2) Clearly scripted What to Do instructions. 3) Exemplar responses to key questions that facilitator should listen for during discussion. 4) Plan for aggressive monitoring during Do It.	Slide Notes include all of the following: 1) Timestamps for each slide. 2) Clearly scripted What to Do instructions. 3) Exemplar responses to key questions that facilitator should listen for during discussion, and **talking points addressing common misconceptions.**

		4) Plan for aggressive monitoring during Do It.			4) Plan for aggressive monitoring and batch feedback during Do It.
IMPLEMENTATION (MUST BE PROFICIENT)	**16. Accountability and Follow Up Plan**	Participant reactions show that they feel no accountability for implementing the action steps from the session.	Participants reactions show that they **feel accountability** for implementation **but no plan or timeline is communicated to them.**	Participants **demonstrate investment and ownership for implementing skill (e.g., recording concrete next steps, scheduling time to complete them, asking manager for feedback, etc.)** **Clear follow up plan (with implementation "look fors") is communicated to participants and followed by all instructional leaders on campus.**	Participants demonstrate investment and ownership for implementing skill (e.g., recording concrete next steps, scheduling time to complete them, asking manager for feedback, etc. Clear follow up plan (with implementation "look fors"), **timeline, and tools** are shared with participants and **utilized by all instructional leaders on campus.**
	17. Application	Follow-up observations show less than 0 -50% of participants implementing target skill, few of them at expected level of proficiency OR no follow-up is conducted to measure quantity or quality of implementation within 1 - 2 weeks after session.	Follow-up observations show **50 - 74%** of participants implementing target skill at expected level of proficiency within 1 - 2 weeks after session.	Follow-up observations show **75 - 89%** of participants implementing target skill at expected level of proficiency within 1 - 2 weeks after session.	Follow-up observations show **90 - 100%** of participants implementing target skill at expected level of proficiency within 1 - 2 weeks after session.
FACILITATION					
FACILITATOR PREPARATION	**18. Internalize the Session**	Facilitator has done 0 of the following: 1) Read and annotate the facilitator guide & slide notes. 2) Complete the work participants will complete. 3) Rehearse session components that may be challenging. 4) Plan proactively for engagement (e.g., cold calling card, strategic seating assignments, movement opportunities)	Facilitator has internalized the session by doing **2 of the following**: 1) Read and annotate the facilitator guide & slide notes. 2) Complete the work participants will complete. 3) Rehearse session components that may be challenging. 4) Plan proactively for engagement (e.g., cold calling card, strategic seating assignments, movement opportunities)	Facilitator has internalized the session by doing **3 of the following**: 1) Read and annotate the facilitator guide & slide notes. 2) Complete the work participants will complete. 3) Rehearse session components that may be challenging. 4) Plan proactively for engagement (e.g., cold calling card, strategic seating assignments, movement opportunities)	Facilitator has internalized the session by doing **all of the following**: 1) Read and annotate the facilitator guide & slide notes. 2) Complete the work participants will complete. 3) Rehearse session components that may be challenging. 4) Plan proactively for engagement (e.g., cold calling card, strategic seating assignments, movement opportunities)
	19. Identify a Compelling Story	Does not plan to share any anecdotes or stories in the session.	Plans to share an anecdote or story that relates to the session, but it may be long, unfocused, or loosely connected to the rationale for the session.	Plans to share a **brief, compelling** anecdote or story that **emphasizes the importance of the content covered.**	Plans to share a brief, compelling anecdote or story that emphasizes the importance of the content covered. **Returns strategically to story throughout the session (e.g., set it up at the beginning, return to tell the end in the closing).**
	20. Trust & Relationships	When presenting to participants for the first time, facilitator does not plan how to introduce themself.	When presenting to participants for the first time, facilitator **plans to share a self-introduction that will help participants get to know them personally or professionally. When returning as presenter, does not plan ways to re-establish rapport with the group.** **When appropriate, shares community agreements (norms) to establish shared expectations.**	When presenting to participants for the first time, facilitator plans to share a **brief** self-introduction that will help participants get to know them personally and professionally. When returning as presenter, **plans to re-establish rapport with the group (e.g., sharing a relevant personal/professional update, offering praise for group implementation of previous sessions).** When appropriate, shares community agreements (norms) that are **positively framed ("avoid distractions" vs. "don't look at your phone") and assume the best of participants ("take care of yourself", "make the session work for you").**	When presenting to participants for the first time, facilitator plans to share a brief self-introduction that will help participants get to know them personally and professionally. **Facilitator selects details to share that model the vulnerability and openness they want participants to show during the session (e.g., be honest about mistakes and learning moments, share credit for success with others, etc.).** When returning as presenter, plans to re-establish rapport with the group (e.g., sharing a relevant personal/professional update, offering praise for group implementation of previous sessions). When appropriate, **facilitates participants generating** community agreements (norms) that are positively framed ("avoid distractions" vs. "don't look at your phone") and assume the best of participants ("take care of yourself", "make the session work for you").
SESSION DELIVERY	**21. Punctuality**	Session starts significantly late (where facilitator could have controlled the start time) or ends much later than expected	Session starts and/or ends **more than 10 minutes late; some participants arrive late.**	Session ends **within 5** minutes of planned ending; **participants arrive promptly.**	Session **starts and ends exactly on time;** participants arrive promptly.
	22. What to Do Instructions	Instructions for participation during the session are often confusing or wordy.	Instructions for participation during the session are **occasionally confusing or wordy.**	Instructions for participation during the session are **clear and short.**	Instructions for participation during the session are clear and short. **Facilitator checks for understanding when needed (e.g., activity is complex).**
	23. Tone	Facilitator is negative. The tone of the meeting is cold and disrespectful or unprofessional. Body language is negative.	Facilitator is **positive but not motivational**. The tone of the meeting is **somewhat respectful, professional, and warm.** Body language is **mixed**.	Facilitator is positive and **motivational**. The tone of the meeting **is** respectful, professional, and warm. Body language is **positive**.	Facilitator is positive, motivational, and **inspiring**. The tone of the meeting is consistently **urgent**, respectful, professional, and warm. Body language is positive.
	24. Talk Time	Facilitator talk predominates; does not attempt to engage all participants (talking, writing, doing)	Facilitator talks **more than s/he needs to;** actively **attempts to engage all participants (talking, writing, doing), but is not always successful.**	Facilitator talks **less than 40% of session time** and actively engages all participants (talking, writing, doing) **frequently throughout the session.**	Facilitator makes **concise, powerful talking points, enabling him/her to talk less than 30% of session time;** actively engages all participants (talking, writing, doing) frequently throughout the session.
	25. Connections	No references made to past professional development sessions and/or participant prior knowledge.	Facilitator makes **limited reference** to past professional development sessions and/or participant prior knowledge.	Facilitator makes **strong connections** to other professional developments and/or participant prior knowledge.	Participants make strong connections between current session and **past and future** professional development and/or their own prior knowledge.

SESSION DELIVERY	**26. Punch Key Ideas**	Does not punch key ideas after group sharing OR framing does not sum up the right takeaways or causes confusion.	Attempts to punch key ideas after group sharing but doesn't fully sum up the key takeaways.	**Punches key ideas after group sharing by naming important takeaways.**	Punches key ideas after group sharing by naming **clear & "sticky" (memorable) key takeaways using bottom line slides**.
	27. Monitoring & Responding to Learning	When participants don't reach the right conclusions, facilitator moves on without correction. Facilitator does not monitor learning during the session.	When participants don't reach the right conclusions, **facilitator gives them the answers.** **Facilitator attempts to monitor learning for some participants.**	When participants don't reach the right conclusions, **facilitator uses scaffolded questions.** **Facilitator actively monitors participants during practice time and delivers batch feedback to the group.**	When participants don't reach the right conclusions, **facilitator skillfully uses the appropriate scaffolded questions to still help them reach the conclusions themselves.** Facilitator actively monitors participants during practice time and delivers batch feedback to the group. **Also uses these observations to adapt the session, when necessary.**
	28. Pacing & Transition	Session components, sharing and/or transitions consistently drag or feel rushed.	Session components, sharing and/or transitions **sometimes** drag or feel rushed.	Session **maintains a decent illusion of speed due to well managed transitions, sharing and fairly clear instructions for each activity.**	Session **maintains the perfect illusion of speed** due to **tightly** managed transitions, sharing, and clear instructions for each activity.
	29. Timing & Adjustment	Timing is way off; facilitator struggles to hold on to any of the original agenda items.	**Facilitator follows the planned agenda but either struggles to stick to the times OR doesn't know how to address unanticipated challenges.**	Facilitator follows the planned agenda and **makes a good attempt at adjusting the agenda when necessary even if it doesn't work perfectly.**	Facilitator **not only follows the planned agenda but also makes good decisions about when to adjust the agenda in the moment based on the pulse of needs of the group.**
	30. Engagement	Participants are not engaged.	**Some participants are engaged** in the topic (e.g., 'all in' during the Do It, asking and answering questions, staying on topic with partners).	**Most participants are engaged** in the topic (e.g., 'all in' during the Do It, asking and answering questions, staying on topic with partners).	**All participants are engaged** in the topic (e.g., 'all in' during the Do It, asking and answering questions, staying on topic with partners).

(5F) Build Trust & Team

ASSESSMENT TASK:
(1) MID-YEAR - Conduct a trust survey (provided by the HA team) with staff you manage, allowing them to provide upward feedback. Analyze the results with your leadership coach.
(2) ONGOING - Plan and implement steps to build and maintain ongoing trust with those you manage (e.g. BOY strengths interview, dinners/activities with staff, PD feedback surveys, upwards feedback in weekly check-ins, etc.)

	Novice	Developing	Proficient	Advanced
Strengths Interview	Leader doesn't hold strengths interviews with direct reports	Leader **holds** strengths interviews with all new direct reports	Leader holds strengths interviews with all new direct reports, **making sure that it is the first formal 1:1 coaching interaction he/she has with new direct reports**	Leader holds strengths interviews with all new direct reports, making sure that it is the first formal 1:1 coaching interaction he/she has with new direct reports; **leader is able to identify specific strengths interview learnings and apply them regularly with his/her direct reports**
Structures for Upward Feedback	Leader rarely invites staff to give feedback. Seldom acts on feedback received.	Throughout the year, leader **periodically** invites positive and critical feedback from staff **in at least one setting** *(e.g. PD session surveys, staff feedback protocols, 360 surveys, weekly check-ins, other conversations)*; sometimes acts on important feedback	Throughout the year, leader regularly invites positive and critical feedback from staff **in a variety of informal and formal settings; responds humbly and gratefully; frequently** acts on important feedback	Throughout the year, leader regularly invites positive and critical feedback from staff in a variety of informal and formal settings responds humbly and gratefully; **shares feedback trends and next steps with staff** and acts **immediately** on important feedback
Building Trust	Leader doesn't realize that building trust is ongoing. Jeopardizes trust with direct reports in daily interactions *(e.g. doesn't always follow through on commitments, lacks calendar integrity, holds ineffective weekly coaching conversations, observation feedback is not helpful, treats direct reports in a way perceived as uncaring, disrespectful, or unfair)*	**Leader uses existing daily and weekly interactions to build trust** *(e.g. strong follow-through on commitments, calendar integrity, effective weekly coaching conversations, helpful and honest feedback when observing, caring, fair, respectful interactions, etc.)***; demonstrates vulnerability and builds personal connection by sharing important personal facts and learnings about self with direct reports**	Leader uses existing daily and weekly interactions to build trust; demonstrates vulnerability and builds personal connection by sharing important personal facts and learnings about self with direct reports **and sets aside additional time to further get to know them personally** *(e.g. team meals or activities, driving together to trainings, etc.)*	Leader uses existing daily and weekly interactions to build trust; demonstrates vulnerability and builds personal connection by sharing important personal facts and learnings about self with direct reports and sets aside additional time to get to know them personally; **leader advocates for direct reports as appropriate/ necessary while still maintaining leadership presence and authority**
Survey Results	Survey feedback averages 1.0 - 2.9 (on scale of 1 - 5)	Survey feedback averages **3.00 - 3.74** (on scale of 1 - 5)	Survey feedback averages **3.75 - 4.49** (on scale of 1 - 5)	Survey feedback averages **4.50 - 5.0** (on scale of 1 - 5).
Survey Analysis & Reflection	Leader does not demonstrate personal ownership of feedback. Leader experiences SARAH but doesn't identify the emotion(s) s/he is experiencing or why. May attempt to identify cause(s) of successes and/or gaps in survey feedback, but proposed action steps will likely worsen a situation	Leader **demonstrates personal ownership of some feedback**. Leader experiences SARAH but **isn't always able** to identify the emotion(s) s/he is experiencing or why. Attempts to identify cause(s) of successes and/or gaps in survey feedback, but proposed action steps **aren't likely to change** a situation	Leader demonstrates personal ownership of **all** feedback **and growth mindset about own ability to improve in areas for growth.** If leader experiences SARAH, he/she **is able to identify what emotion(s) s/he is experiencing and why. Identifies** cause(s) of successes and gaps in survey feedback and action steps that are **highly** likely to improve a situation.	Leader demonstrates **exceptional** personal ownership of all feedback and **strong** growth mindset about own **and others'** ability to improve in areas for growth. If leader experiences SARAH, s/he is able to identify which emotion(s) s/he is experiencing and why. **Leader moves quickly to acceptance and hope.** Identifies cause(s) of successes and gaps in survey feedback and action steps that are highly likely to **rapidly** improve a situation.

(5G) Demonstrate Emotional Intelligence

ASSESSMENT TASK:
- Utilize your DiSC Report and GPTW survey data for your campus
- Anticipate areas of strength, as well as areas of opportunity
- Reflect on:
  - effectively communicating with all staff members and business partners
  - gaining commitment and cooperation broadly
  - resolving and minimizing conflict
  - building an overall effective team

	Novice	Developing	Proficient	Advanced
360 Feedback	Leader does not solicit feedback and rejects unsolicited feedback. Leader does not internalize nor implement changes.	Leader **engages in solicited and/or unsolicited** feedback from peers and managers. Leader **may or may not accept and implement** feedback around.	Leader engages in **both** solicited and unsolicited feedback from both peers and managers. **Leader consistently implements feedback**. Leader proactively voices any needs for support related to received feedback.	Leader engages in both solicited and unsolicited feedback from peers and managers. **Leader almost always turns feedback around, as well as proactively leads laterally and vertically to influence other lead team members. Without prompting, Leader proactively seeks and receives support around any areas of need related to received feedback.** Leader plans to implement change and make demonstrable improvement. Leader proactively seeks to influence and support others in the implementation of feedback when needed.
Personality Awareness	Leader has no knowledge of various personality styles nor the role they may play in self-awareness, as well as in the work of building effective teams.	Leader **has knowledge of her/his own personality style and the role it may play in self-awareness, as well as in the work of building effective teams.**	Leader has knowledge of her/his own personality style, **as well as those of their immediate team** and the role those styles may play in self-awareness, as well as in the work of building effective teams. **Leader has working norms for proactive conflict management and resolution based on knowledge of the various personality styles.**	Leader has knowledge of her/his own personality style, as well as those of their immediate team and the role those styles may play in self-awareness, as well as in the work of building effective teams. Leader has working norms for proactive conflict management and resolution based on knowledge of the various personality styles. **Leader is able to effectively differentiate and distribute leadership by utilizing personality styles in tandem with other measures, as well as by influencing others to leverage knowledge around their styles.**
Self-Awareness	Leader doesn't demonstrate an awareness of his/her strengths and areas of opportunity. Leader is unaware of the impact that an overuse of strengths will have on her/his team and the working environment at large. Leader is unable to identify triggers and their impact on daily practices and working relationships.	**Leader is aware of his/her strengths and areas of opportunity. Leader is aware of the impact that an overuse of strengths will have on her/his team and the working environment at large. Leader is able to identify triggers and their impact on daily practices and working relationships.**	Leader is aware of his/her strengths and areas of opportunity. Leader is aware of the impact that an overuse of strengths will have on her/his team and the working environment at large. Leader is able to identify triggers and their impact on daily practices and working relationships and **leader is able to speak to and leverage tangible strategies for managing specific triggers**. **Leader prioritizes and gives herself/himself grace in the face of risk-taking and failure. Leader is able to demonstrate a calm, cool, and collected approach in the face of stress and/or triggers.**	Leader is aware of his/her strengths and areas of opportunity, as well as those of the lead team. Leader is aware of the impact that an overuse of individual and team strengths will have on the team and the working environment at large. Leader is able to identify triggers and their impact on daily practices and working relationships. **Further, Leader is able to lead on a culture of accountability within the lead team where triggers and their impact are concerned**. **Leader has working norms in place that include tangible strategies for trigger management.** Leader prioritizes and **gives self and team grace in the face of risk-taking and failure.** Leader is able to demonstrate a calm, cool, and collected approach in the face of stress and/or triggers, **as well as influence and support others to identify and leverage strategies that would help them to demonstrate these same attributes when faced with stress and/or triggers.**

Self-Management	Leader experiences the continuum of emotions referred to as SARAH (Shock, Anger, Resistance, Acceptance, and Hope) but doesn't identify emotion(s) s/he is experiencing or why.	Leader experiences SARAH but **is sometimes able** to identify the emotion(s) s/he is experiencing or why. Leader may not be vulnerable when sharing how s/he goes through SARAH and may not be reflective.	**When leader experiences SARAH, he/she is consistently able to identify what emotion(s) s/he is experiencing and why.** **Leader is vulnerable when sharing how s/he goes through SARAH, as well as reflective. Leader will change their perspective in order to deal with their own emotions.**	When leader experiences SARAH, s/he is consistently able to identify which emotion(s) s/he is experiencing and why. **Leader expresses shock, anger, and resentment in ways that don't negatively impact team dynamic and moves to acceptance and hope expediently.** Leader is vulnerable when sharing how s/he goes through SARAH, as well as reflective. **Leader encourages and supports a culture of vulnerability so that others feel safe in sharing how they experience SARAH. Leader will change their perspective in order to deal with their own emotions, as well as model best practices that other staff members can leverage in their own journey experiencing SARAH**
Social Awareness	Leader misses emotional queues that would inform perception of how others are feeling and what others may be thinking. Leader does not practice active listening nor show empathy.	**Leader is aware of emotional cues that would inform perception of how others are feeling and what others may be thinking.** **Leader engages in active listening and shows empathy; however, it may be inconsistent.**	Leader is aware of emotional cues that would inform perception of how others are feeling and what others may be thinking **and actively regulates her/his own behavior accordingly.** Leader engages in active listening **and shows empathy consistently. Leader prioritizes taking the needs, objectives, and challenges of others into account.**	Leader is aware of emotional cues that would inform perception of how others are feeling and what others may be thinking and actively regulates her/his own behavior accordingly. Leader engages in active listening and **shows empathy almost always.** Leader prioritizes taking the needs, objectives, and challenges of others into account and **fosters a culture of encouragement** around others doing the same.
Relationship Management	Leader doesn't realize how relationship management builds and fosters trust, as well as helps move people in desired directions.	**Leader realizes how relationship management builds and fosters trust, as well as helps move people in desired directions.** **Leader attempts to make situations better by seeking to understand and attempts to prioritize maintaining good relationships even during tough conversations.**	Leader realizes how relationship management builds and fosters trust, as well as helps move people in desired directions. Leader **typically makes situations better** by seeking to understand **and usually prioritizes maintaining good relationships** even during tough conversations. **Leader creates opportunities for vulnerability.** **Leader has a focus on connecting with people.**	Leader realizes how relationship management builds and fosters trust, as well as helps move people in desired directions. Leader **almost always makes situations better** by seeking to understand and almost always prioritizes maintaining good relationships even during tough conversations. **Leader influences laterally and vertically to foster a culture where results and relationships are both deeply valued Leader creates and leverages opportunities for vulnerability. Leader has a consistent focus on connecting with people.**

LEVER 6: LEADING OTHER LEADERS 6A

INTENDED IMPACT: A weekly check-in and regular in-field coaching cycle helps managers build other leaders' capacity to reach the school's many different goals.

ASSESSMENT TASK: Observe the leader doing the following with two leaders in different roles (APO, API, AC, DCC/CC, Teacher Leader): (1) Weekly check-in with lead team member, (2) In-field observation (of the lead team members' work), and (3) Debrief of observation

		Novice	Developing	Proficient	Advanced
		WEEKLY CHECK-IN			
Weekly Check-in	**Check-In Frequency**	Does not check in weekly with lead team members	Schedules **weekly** check-ins but sometimes cancels.	**Consistently** holds weekly check-ins with each lead team member; **rarely** cancels	Consistently holds weekly check-ins with each lead team member; in the rare occasion the check-in is cancelled, **it is always rescheduled.**
	Praise	Principal gives lead team member little to no praise during check-in. Lead team member often goes more than 7 days without praise from manager.	Principal praises lead team member **multiple times** throughout check-in, but it is usually general (e.g. "Good Job" "Thank you for your hard work" or "The tool you created was great."). Lead team member **rarely** goes more than 7 days without praise from manager.	Principal praises lead team member multiple times throughout check-in, and it is consistently sincere, specific, and connected to previous action step(s). (e.g. "During yesterday's check-in with the SIS coordinator, you made sure she recorded and reviewed all assigned next steps, just like we talked about last week.") Lead team member is praised by manager for good work at least every 7 days.	Principal praises lead team member multiple times throughout check-in, and it is consistently sincere, specific, and connected to previous action steps(s). Either principal or leader articulates impact of action being praised (e.g. "By supporting Ms. Garza with her data analysis yesterday, you not only helped ensure the kids were grouped correctly, but she now knows how committed you are to her development."). Praise also helps lead team member see how they can replicate action again in the future (e.g. "You really excelled in listening to the perspective of Ms. Soto yesterday. Let's talk about that conversation because the approach you chose would be very effective the next time you have to deal with an angry parent"). Lead team member is praised **publicly and privately** by manager for good work **several times** every 7 days (in check-in, in other meetings, texts/notes, etc.)
	Progress Toward Goals	Check-in document does not include sources of data (and leaders do not access data during check in); discussion is rarely (or never) driven or influenced by data.	Check-in document includes **some** data, but some is either missing or not current; leader has to access school data boards/ trackers on the spot to ensure discussions are informed by current data--this reduces check-in efficiency; **discussion is sometimes influenced by data**	Check-in document includes **current** data **that shows progress toward the lead team member's goals;** lead team member analyzes their data using the **Outcomes - Causes - Solutions (OCS)** problem solving framework. **Principal uses open, probing questions and prompts to dig more deeply into key data points and predictions** (e.g. "What outcomes do you expect to see if you follow that plan?" "What data did you use to decide to stop meeting with Ms. Soto twice a week?" "Why do you think 4th grade's weekly assessments are on a downward trend?"); **principal prompts lead team member to fill a data void if there is one** (e.g. "Can you bring Ms. Soto's exit tickets with you next week?"); **most decisions and plans of action are driven by data.**	Check-in document includes current campus data **(prioritized according to lead team member's goals and responsibilities and overall campus priorities);** principal uses open, probing questions and prompts to dig more deeply into key data points and predictions. **Principal pushes leader to reach his/her own conclusion(s) and to use data to adjust course of action when necessary.** Principal coaches lead team member to identify gap in data and ways to fill void. **All** decisions and plan of action are driven by data.
	Upcoming Priorities	Lead team member does not identify high-leverage priorities for the upcoming week OR priorities identified are not aligned to current data needs or annual operating calendar	Lead team member **identifies high-leverage** (i.e.: aligned to current data needs & annual operating plan) **priorities for the upcoming week**	Lead team member identifies high-leverage (i.e.: aligned to current data needs & annual operating plan) priorities for the upcoming week **and defines what success will look like.**	Lead team member identifies high-leverage (i.e.: aligned to current data needs & annual operating plan) priorities for the upcoming week and defines what success will look like. **Lead team member also identifies longer-term priorities (e.g. monthly), often in the check-in document.**
	Two-Way Feedback	Neither the lead team member or manager give each other targeted affirming (strength) and adjusting (growth) feedback.	**The lead team member OR the manager gives the other targeted affirming (strength) and adjusting (growth) feedback from their work over the past week.**	**Both** lead team member **AND** manager give each other at least one piece of affirming (strength) and adjusting (growth) feedback from their work over the past week. **Both respond to the others'**	Both lead team member AND manager give each other at least one piece of affirming (strength) and adjusting (growth) feedback from their work over the past week. Both respond to the others' feedback

				feedback with humility, openness, and gratitude.	with humility, openness, and gratitude **and can briefly name how they will apply the feedback.**
	Talk Ratio	Principal leads the check-in (though the lead team member is capable of leading it); principal talks most of the time; limited use of check-in document.	**Principal prompts lead team member to take the lead but interrupts too frequently and talks more than the lead team member; principal generates and drives agenda.**	**Lead team member leads** check-in; principal **listens** to lead team member's report of their progress *(e.g. "lead me through your goals and tell me about your progress this week"); **lead team member talks more than principal and drives at least half of agenda.**	Lead team member leads check-in; principal **uses a combination of listening and guiding in an authentic way that responds to the specific employee's development level;** lead team member talks more than principal and drives **most** of agenda.
	Accountability	Lead team member and manager do not review next steps from previous or current check in.	**Lead team member reports on next steps accomplished last week (either on check in document and/or verbally) OR lead team member & manager review next steps they've each committed to during the check in.**	Lead team member reports on next steps accomplished last week (either on check in document and/or verbally). Lead team member & manager also review next steps they've each committed to during the check in. **They have a consistent system for recording agreed-upon next steps.**	Lead team member reports on next steps accomplished last week (either on check in document and/or verbally) **and reflects on impact.** Lead team member and manager also review next steps they've each committed to during the check in. They have a consistent and **efficient** system for recording agreed-upon next steps.
**IN-FIELD OBSERVATION & FEEDBACK**				
	Development Focus (E.g. Target SLL)	Manager of lead team member (usually principal) cannot name the current development focus for the lead team member	Manager **names** the current development focus for the lead team member.	Manager names the current development focus for the lead team member, **using shared rubric language when possible** *(e.g. SLLs or leadership competencies, etc.).* **Principal can articulate what mastery would look like.**	**Lead team member** names the current development focus for him/herself, using shared rubric language when possible *(e.g. SLLs or leadership competencies).* **Lead team member** can articulate what mastery would look like.
	In-field Coaching Frequency & Focus	Rarely observes lead team members in the field.	Observes each lead team member in the field **at least monthly;** feedback is not consistently aligned to lead team member's development focus.	Observes each lead team member in the field **every 2 - 3 weeks (at least bi-weekly if new to their role)** and gives **immediate** feedback **aligned** to their development focus	Observes each lead team member in the field **every one to two weeks (at least weekly if new to their role)** and gives immediate feedback aligned to their development focus
	Facilitation	Manager does most of the talking (OR) conversation is unfocused or inefficient; sections of the conversation are misaligned	Manager does **more** of the talking; conversation is **sometimes** unfocused, inefficient, and/**or repetitive; some sections of the conversation are aligned**	**Leader talks throughout the debrief and principal listens intently; modifies the level of principal involvement/directness according to leader need; most sections of the conversation are aligned and efficient**	Leader talks throughout the debrief and manager listens intently; modifies the level of principal involvement/directness according to leader need, **uses a variety of techniques (e.g. video, low-inference observation data) to help even the most resistant or least experienced/reflective leaders identify the right things; all** sections of the conversation are aligned and efficient
See it	**SEE the Success**	Praise is general or no praise; manager fails to connect praise to previous action steps.	Praise is sincere and specific (praise may be limited to compliance) and sometimes connected to implementation of previous action step but not impact of implementation	Praise is sincere, specific and connects leader actions to student learning; praise is often connected to previous next steps and impact of implementation; praise is not limited to the beginning (or one part) of the debrief; leader is able to respond to and reflect on praise	Praise is sincere, specific and connects leader actions to student learning; praise is always connected to previous next steps and impact of implementation. Sincere, specific praise is naturally and seamlessly woven throughout entire debrief to ensure a supportive, strengths-based coaching conversation
	SEE the Model	1. SET FOCUS: Manager does not set a clear focus for the conversation 2. CLARIFY PURPOSE: Manager does not have leader articulate the purpose or intention of the practice being discussed 3. PRESENT EXEMPLAR: Manager does not use an exemplar (video, modeling, transcript, etc….) to help leader articulate what model practice looks like	1. SET FOCUS: Manager attempts to set a focus for the conversation; focus is too broad, misaligned with the intended action step, or names action step (e.g. "We're going to focus on having you use cold calling to engage more students during INM.") 2. CLARIFY PURPOSE: Manager attempts to have leader articulate the purpose or intention of the practice being discussed (but question is unclear, focused on the wrong thing, or manager answers own question, etc.) 3. PRESENT EXEMPLAR: Manager attempts to use an exemplar (video, modeling, transcript, etc.) and additional probing questions to help leader articulate what model practice looks like, but model is either too long, unclear, or unfocused.	1. SET FOCUS: Manager sets the focus for the conversation without judgement or naming the intended action step (e.g. "We're going to focus on student engagement during INM.") 2. CLARIFY PURPOSE: Manager asks a probing question, allowing the leader to articulate the purpose or intention of the practice being discussed (e.g. "What are the characteristics of a strong Introduction to New Material?") 3. PRESENT EXEMPLAR: Manager effectively uses an exemplar (video, modeling, transcript, etc.) and additional probing questions to help leader articulate what model practice looks like; exemplar is clear, and focused on the right action(s)	1. SET FOCUS: Manager sets the focus for the conversation without judgement or naming the intended action step and with exceptional clarity and brevity. 2. CLARIFY PURPOSE: Manager asks a probing question, allowing the leader to articulate the purpose or intention of the practice being discussed; manager ensures the purpose/ intention articulated matches the exemplar response 3. PRESENT EXEMPLAR: Manager effectively and efficiently uses an exemplar (video, modeling, transcript, etc.) and additional probing questions to help leader articulate what model practice looks like; exemplar is exceptionally brief, clear, and focused on only the right action(s)
	SEE the Gap	Manager does not use low inference observation data (observation notes, transcript, video, student work samples, etc.) or probing questions to help leader reflect on what actually occurred in the classroom; Does not identify the leader-level gap contributing to the gaps in student learning ("most pressing problem") OR incorrectly identifies the gap.	Manager attempts to use low inference observation data (observation notes, transcript, video, student work samples, etc.) but data and/or questions are only somewhat aligned to the intended action step OR manager uses strong low inference data but does not use probing questions to help leader reflect; manager correctly identifies the leader-level gap contributing most to the gaps in student learning ("most pressing problem")	Manager uses low inference observation data (observation notes, transcript, video, student work samples, etc.) and probing questions to help leader reflect on what actually occurred in the classroom. Data and/or questions are mostly aligned to the intended action step. leader or manager correctly identifies the leader-level gap contributing most to the gaps in student learning ("most pressing problem") and supports with compelling rationale.	Manager strategically and efficiently uses low inference observation data (observation notes, transcript, video, student work samples, etc.) and probing questions to help leader reflect on what actually occurred in the classroom. Data and/or questions are completely aligned to the intended action step. leader identifies the leader-level gap contributing most to the gaps in student learning ("most pressing problem") and supports with compelling rationale.

Name it	**Name and Punch the Action Step** *Transferable Action Steps*	QUANTITY: manager does not identify possible action steps the leader could take (e.g. identifies most pressing problem but not a solution) OR identifies more than 4 action steps; QUALITY: Action steps are too general to predict timeline for successful implementation; they may identify WHAT the leader should do but they are not specific or actionable (e.g. "improve engagement" or "increase pacing"). ALIGNMENT: Action steps are not likely to solve the most pressing problem TRANSFERABILITY: Action steps are not transferable to future instruction (they are articulated in a highly context- specific way) PUNCH IT: The manager and the leader do not pause to record the action step.	QUANTITY: Identifies 3 - 4 action steps QUALITY: Action steps will likely require 2 or more weeks for the leader to successfully implement; they are specific and actionable--they identify WHAT the leader should do and WHEN (e.g. "check for understanding of all students before moving to independent practice" or "Use positive behavior narration after giving instructions") ALIGNMENT: Action steps are somewhat likely to solve the most pressing problem TRANSFERABILITY: Action steps are somewhat transferable to future instruction PUNCH IT: The manager or leader pauses to restate and record the action step.	QUANTITY: Identifies 1 - 2 action steps QUALITY: Action steps are bite-sized enough for the leader to successfully implement in 1 week; they are specific and actionable--they concisely identify WHAT the leader should do, WHEN they should do it, and HOW they should do it (e.g. "check for understanding of all students before moving to independent practice by having them solve a problem on white boards," or "After stating expectations, if a student isn't complying, positively narrate the behavior of a nearby student who is complying") ALIGNMENT: Action steps are likely to solve the most pressing problem TRANSFERABILITY: Action steps are transferable to future instruction PUNCH IT: The manager and leader pause to restate and record the action step.	QUANTITY: Identifies 1 - 2 action steps QUALITY: Action steps are bite-sized enough for the leader to successfully implement in 1 week; they are specific and actionable--they concisely identify WHAT the leader should do, WHEN they should do it, and HOW they should do it. manager and leader can also articulate the WHY of each action step ("....so that the leader can see if more practice is needed and adjust by either providing more guided practice to all students or targeted support to some students in independent practice." or "...so that non-compliant students are reminded and positively motivated to follow the leaders' instructions.") ALIGNMENT: Action steps are highly likely to solve the most pressing problem TRANSFERABILITY: Action steps are highly transferable to future instruction PUNCH IT: The manager and leader pause to record the action step and discuss the intended impact
	Target SLL *(or another competency framework if not a campus-based instructional leader)*	Manager does not attempt to connect action step(s) to the SLLs; leader does not have a broader 2-4 week target SLL row focus for their development to which several action steps align; manager does not connect observations across time; manager focuses solely on the current observation	Manager attempts to connect action step(s) to the SLLs; leader has a broader 2 - 4 week target SLL row focus for their development, (e.g. SLL 2A - Observe classroom instruction; SLL 5D - Hold weekly tactical meetings; SLL 8D - Execute systems and hold others accountable, etc.) but action steps are not consistently aligned to it	Manager correctly connects action step(s) to the appropriate SLL strand(s); leader has a broader 2-4 week target SLL row focus for their development to which several action steps align (i.e.: the manager isn't "starting from scratch" every time)	Manager correctly connects action step(s) to the appropriate SLL strand(s); leader has a broader 2-4 week target SLL row focus for their development to which several action steps align; manager has a clear vision for what the next action steps will likely be; manager accurately identifies important trends across time which informs how the manager prioritizes target SLL rows and strands with the leaders they manage
Next Steps	**Planning**	Does not incorporate planning for future application of the action step in the debrief	Attempts to incorporate planning of the action step in the debrief but attempt is rushed (or) lacks depth (or) manager asks leader to plan action step application in an ineffective way; plans for future application but does not allow time to plan the in-meeting practice (or vice versa)	Reserves ample time in the debrief for planning to apply action step in an upcoming interaction; leader or manager explicitly states the transferable skill to be applied and its intended impact; also allows time for leader to script before practicing	Planning during the debrief applies the action step to an upcoming interaction; leader explicitly states the transferable skill to be applied to future contexts and its intended impact (including on teachers and students); also allows time to plan before practicing and provides quick feedback to plan to ensure high quality impactful practice; manager thoughtfully adjusts debrief structure to meet leader needs
	Practice	Does not incorporate practice of the action step in the debrief OR leader is unwilling to role play	Attempts to incorporate at least one round of practice of the action step in the debrief; attempt may be rushed, lacks clarity/depth, or is misaligned to action step	Reserves ample time in the debrief allowing for 2-3 rounds of practice with feedback between each round; manager models effectively if/when helpful. Practice results in skill improvement during meeting. leader or manager explicitly states the repeatable skill to be practiced and its intended impact (E.g. "We will now practice_____, because it will help_.")	Reserves ample time in the debrief allowing for 2-3 rounds of practice with feedback between each round; each round is increasingly complex. manager models effectively if/ when helpful. Practice results in significant skill improvement during meeting. leader explicitly states the transferable skill to be practiced and its intended impact. manager thoughtfully adjusts debrief structure to meet leader needs
	Real Time Coaching Pre-brief *(use as needed, depending on leader skill)*	Manager does not pre-brief real time coaching technique with leader	Manager pre-briefs real time coaching technique with leader by telling the leader how the manager will follow up with real time coaching while observing	Manager pre-briefs real time coaching technique with leader by asking leader how the leader would like the manager to follow up with real time coaching while observing	Manager pre-briefs real time coaching technique with leader by asking leader how the leader would like the manager to follow up with real time coaching while observing AND practices technique with the leader
	Next Steps & Timeline	Leader and manager do not record or review their next steps and timelines	Both leader and manager record next steps; manager restates next steps and timelines for leader action steps to apply to future leadership manager restates next steps and timelines for coaching/management follow up	Both leader and manager record next steps; leader restates next steps and timelines for transferable action steps to apply to future instruction; manager restates next steps and timelines for coaching/management follow up	Both leader and manager record next steps; leader restates next steps and timelines for leader action steps to apply to future instruction and their intended impact on student learning; manager restates next steps and timelines for coaching/management follow up--type and timeliness of manager follow-up matches level of urgency and leader skill.
	IMPLEMENTATION & FEEDBACK				
	Real Time Coaching Pre-brief *(use as needed, depending on leader skill)*	Manager does not pre-brief real time coaching technique with leader	Manager pre-briefs real time coaching technique with leader by telling the leader how the manager will follow up with real time coaching while observing	Manager pre-briefs real time coaching technique with leader by asking leader how the leader would like the manager to follow up with real time coaching while observing	Manager pre-briefs real time coaching technique with leader by asking leader how the leader would like the manager to follow up with real time coaching while observing AND practices technique with the leader
	Implementation (Leader Level)	Leader does not implement action steps	Leader **attempts** to implement action steps but does so ineffectively or incorrectly	Leader **effectively implements** the action steps his/her manager coached him to take.	Leader implements the action steps his/her manager coached him to take at an **exemplary level.**

LEVER 6: LEADING OTHER LEADERS

(6B) Lead Instructional Rounds

INTENDED IMPACT: Instructional rounds are a crucial lever for developing the instructional expertise of leaders on campus. During lead team rounds, the principal wears the "leader developing leaders" versus "leader developing teachers" hat. Instructional rounds for *coaching* results in measurable instructional leadership skill development for other lead team members". Instructional rounds for *norming* provides the lead team with a shared language and a shared understanding of strong instruction should look like. Instructional rounds for *problem of practice* results in the lead team identifying and monitoring school-wide trends and improvements, through a normed observation data collection & analysis process.

ASSESSMENT TASK: Lead instructional rounds with your lead team two different times, each time using a different purpose (one of which must be *coaching)*. Rater will use the 'All Rounds' and purpose-specific rubric to generate a rating.

	Novice	Developing	Proficient	Advanced
All Rounds				
Strategy	Leader does not plan for use of instructional rounds to support needs of campus.	Leader plans out use for rounds **one week before** rounds. Plan may only include **1-2 different approaches** to instructional rounds.	Leader plans out **year long** use for rounds **using the year long calenda**r. Plan includes the **three different approaches** to instructional rounds (norming, problem of practice, instructional coaching).	Leader plans out **year long** use for rounds using the year long calendar and **data from the previous year**. Plan includes the three different approaches to instructional rounds and there is **evidence of strategic selection of each approach based on the time of the year.**
Frequency	Lead team conducts instructional rounds together less than bi-weekly.	Lead team conducts instructional rounds together **at least** bi-weekly.	Lead team conducts instructional rounds together **weekly (reflected on core calendar)**	Lead team conducts instructional rounds together **for a significant amount of time** weekly (e.g. **more than 2 hours**).
Attendance	Instructional rounds happen without all instructional lead team members present.	Instructional rounds happen **with all** instructional lead team members **most of the time.**	Instructional rounds happen with all instructional lead team members **on campus all of the time.**	Instructional rounds happen with all instructional lead team members all of the time **and sometimes strategically include other campus leaders** *(e.g. grade level leaders, APO, counselor, regional instructional coach, etc.)*
Tools	Leader occasionally uses tools for collecting data relevant to purpose of the rounds *(e.g. PD-aligned snapshot observation tool, 5 minute observation tool, checklist, problem of practice guiding questions, etc.)*	Leader **consistently** uses tools for collecting data relevant to purpose of the rounds. Leader does not preview tools with lead team.	Leader **and entire lead team** consistently use common tools for collecting data relevant to focus of the rounds. Leader **previews tools** with lead team to ensure successful use.	Leader and entire lead team consistently use **and improve** common tools for collecting data relevant to purpose of the rounds. Leader takes **time to teach lead team how to use the tools.**
Continuous Improvement	Lead team does not set aside time to review or reflect on observation data.	Lead team **sets aside time** to review or reflect on observation data, but **only some members of the lead team engage** in the reflection.	Lead team sets aside time **at least weekly** to **synthesize and prioritize observation data together**; use this data to **assess effectiveness of past rounds and make plans for future rounds**	Lead team **sets aside time weekly** to synthesize and prioritize observation data; use this data to assess effectiveness of past rounds and make **strategic plans** for future rounds and **development opportunities for lead team.**
Data Quality	Lead team rarely gathers low-inference data while observing instruction *(doesn't take notes or records primarily high-inference data, e.g. "students engaged," "effective teaching")*	Lead team **sometimes** gathers low- inference data (qualitative and quantitative) while observing instruction; **may gather low-inference data but it is not always the most important data; does not gather input from students** *(i.e. student feedback or student actions).*	Lead team **consistently** gathers low- inference data while observing instruction—**both quantitative** *(e.g. tallying occurrences, keeping time, tracking mastery)* **and qualitative** *(quoting teacher/students, scripting actions)* **as** determined by purpose of rounds and tool being used. **Leader provides feedback on quality of data gathered and coaches participants to improve, if needed.**	Lead team consistently gathers **the most important** low- inference data **before the observation; purposefully selects from a variety of quantitative and qualitative data- collection methods**, **based on the selected purpose** for rounds and tool being used. Leader provides feedback on quality of data gathered, **opportunities to norm,** and coaches participants to improve, if needed. **Coaching results in clear, immediate improvement.**

Purpose & Alignment (MUST BE PROFICIENT)	Purpose of rounds is not purposefully selected or clearly stated.	Purpose of rounds is purposefully selected and clearly stated, however the tools/ protocols used don't always align to it. For this reason, the purpose isn't always accomplished by the end of the allotted time.	Purpose of rounds is purposefully selected, clearly stated, **and tools/protocol align to it**. *(e.g. "Today we will visit our highest priority teachers and use OCS together to help each teacher's manager ensure they are coaching them on the right things." (OR) "Today we will norm on GET 4A as a team." (OR) "Today we will follow up on last week's training on positive to negative ratio. In each classroom we'll collect snapshot data to see what our current campus-wide implementation is." (OR) "We know we need to focus on CFUs in our next half day PD. Today we'll collect data around types of CFUs are teachers are/aren't using so we know what to prioritize in the session.")* **By the end of the allotted time, lead team has accomplished its purpose for instructional rounds and identified clear next steps as a team**	Purpose of rounds is purposefully selected, clearly stated, and tools/protocol align to it. By the end of the allotted time, lead team has accomplished its purpose for instructional rounds and identified clear next steps as a team **and as individual instructional leaders.**

<div align="center">Instructional Rounds for Coaching</div>

Development Area	Facilitator does not prompt lead team to name their current development area as an instructional coach.	Facilitator **prompts lead team to name their current development area** but development areas stated are not clear and **facilitator does not prompt for clarity**.	Facilitator prompts lead team to name their current development area, **modeling when necessary. Development areas stated are clear and observable**.	Facilitator prompts lead team to name their **previous development area and to what extent they have improved in this area since the last rounds.** Facilitator prompts lead team member to name whether he/she will continue to focus on previous area or identify a new development area. Development areas stated are clear and observable.
Data Gathering Tool	Participants do not have soft or hard copies of observation or OCS tool.	Participants **have either a copy of the OCS or a data gathering tool.**	Participants have soft or hard copies of **OCS and data gathering tools. Participants are told how to use the tools.**	Participants have soft or hard copies of the OCS and data gathering tools. Participants are told how to use the tools. **Participants are provided with an opportunity reflect their understanding of how to use the forms.**
Observation Focus	Facilitator does not take time before walking into a classroom to identify the focus of the observation.	Facilitator **prompts** lead team member who coaches teacher about to be observed to **name the previous action step.**	Facilitator prompts lead team member who coaches teacher being observed to n**ame what student learning should look like** in the classroom about to be observed and what the t**eacher actions should look like,** based on previous action step.	Facilitator prompts lead team member who coaches teacher being observed to name what student learning should look like in the classroom about to be observed and what the teacher actions should look like, based on previous action step. Lead team member **is able to anticipate problem areas. Facilitator coaches the group to refine their data gathering approach to ensure data gathering aligns to the focus.**
Developing Leaders (MUST BE PROFICIENT)	Leader does not provide feedback or coaching to other lead team members during instructional rounds. Lead team members' understanding of instruction does not improve as a result of instructional rounds.	Leader **provides clear, immediate** feedback **on others' analysis of classroom instruction, recognizing that instructional rounds is an important venue for coaching and developing rising instructional leaders on campus. There is not yet evidence that** lead team members' understanding of instruction **is changing or improving** as a result of that feedback.	Leader provides clear, immediate feedback on others' analysis of classroom instruction, recognizing that instructional rounds is an important venue for coaching and developing rising instructional leaders on campus. **Leader uses primarily questioning and prompting to help lead team members arrive at new conclusions about instruction and leadership. There is** evidence of improvement in **at least one instructional leadership skill for most lead team members** *(e.g. once reminded to look at student work and listen to student responses as evidence of student learning, lead team member begins focusing on these sources of evidence in each classroom and uses this evidence to better prioritize the right action step for the teacher to take)*	**Lead team members provide each other** with clear, immediate feedback on others' analysis of classroom instruction, recognizing that instructional rounds are an important venue for developing themselves as instructional leaders. **Lead team members** use primarily questioning and prompting to help **themselves and other team members** arrive at new conclusions about instruction and leadership. There is evidence of **marked** improvement in at least one instructional leadership skill for **all** lead team members.

Individual Reflection	Reflection on what was observed begins immediately. Lead team members do not have an opportunity to reflect independently. There is evidence of group think.	Facilitator prompts lead team members to take **5-6 minutes to independently complete their OCS form**. **Leader who coaches the teacher is prompted to name the action step he/she will be prescribing. Opportunities for input are not provided to other team members.**	Facilitator prompts all lead team members to take 5-6 minutes to independently complete their OCS form using the data gathered. Leader who coaches the teacher is **prompted to walk group through OCS up to Most Pressing problem. Lead team members are provided with an opportunity to share low inference data that might influence lead team member who coaches the teacher to change the most pressing problem.**	Facilitator prompts all lead team members to take 5-6 minutes to independently complete their OCS form using the data gathered. Leader who coaches the teacher is prompted to walk group through OCS up to Most Pressing problem. Lead team members are provided with an opportunity to share low inference data that might influence lead team member who coaches the teacher to change the most pressing problem. Facilitator provides feedback to lead team member on his/her completion of OCS. **Facilitator provides feedback to lead team member on his/ her completion of OCS. Lead team member's skills shows improvement.**
Accountability and Follow Up	Most lead team members do not have a clear understanding of how they will be held accountable to apply their learning.	Most lead team members **have a clear understanding** of how they will be held accountable to apply their learning.	**All** lead team members have a clear understanding of **what they learned and** how they will be held accountable to apply their learning *(e.g. all state their take-aways and next steps during final reflection).*	All lead team members have a clear understanding of what they learned and how they will be held accountable to apply their learning **because they identify the ways of being held accountable which will be most conducive to their continued success**.
Instructional Rounds for Norming				
Norming Focus	GET Strand being normed on is not discussed. Participants do not have a copy of the GET Strand being normed on.	GET Strand being normed on is **named** but **no time to review the strand** is provided. Participants have a virtual or hard copy of the strand.	GET Strand being normed is n**amed and reviewed before observing**. Rationale for need to norm is shared.	GET Strand being normed is n**amed and reviewed before observing**. Rationale for need to norm is shared. **Potential areas where norming can be a challenge named, as well as data collection opportunities to ensure data leads to accurate rating.**
Developing Leaders (MUST BE PROFICIENT)	Facilitator does not have a mechanism for ensuring leaders share their ratings without input from other lead team members. Lead team member reflection at the end of the observation does not yield a rating all members agree because either no rationale for ratings selected is provides or because only ratings are shared, and facilitator does not prompt	Facilitator **uses some (but not all) components of the following protocol:** 1. Individual lead team members enter their ratings on an index card before they are prompted to share with the team (to prevent group think or changed ratings). 2. Lead team members show their cards to each other when prompted. 3. Facilitator identifies opportunities for probing using information on index cards (i.e. Sam, I see you rated her Advanced High, but Sarah rated her Novice. Can you tell us what data you used to generate your rating?" or "What made us being so close in our ratings possible? ".etc...........). 4. Facilitator pushes team to identify the normed rating. 5. Secured agreements on normed rating from lead team and prompts lead team member to share rationale.	Facilitator uses **all components of** the following protocol: 1. Individual lead team members enter their ratings on an index card before they are prompted to share with the team (to prevent group think or changed ratings). 2. Lead team members show their cards to each other when prompted. *3.* Facilitator identifies opportunities for probing using information on index cards (*i.e. Sam, I see you rated her Advanced High, but Sarah rated her Novice. Can you tell us what data you used to generate your rating?" or "What made us being so close in our ratings possible? "..etc...........).* 4. Facilitator pushes team to identify the normed rating. 5. Secured agreements on normed rating from lead team and prompts lead team member to share rationale.	Facilitator uses **all components of** the following protocol: 1. Individual lead team members enter their ratings on an index card before they are prompted to share with the team (to prevent group think or changed ratings). 2. Lead team members show their cards to each other when prompted. *3.* Facilitator identifies opportunities for probing using information on index cards (*i.e. Sam, I see you rated her Advanced High, but Sarah rated her Novice. Can you tell us what data you used to generate your rating?" or "What made us being so close in our ratings possible? "..etc...........).* 4. Facilitator pushes team to identify the normed rating. 5. Secured agreements on normed rating from lead team and prompts lead team member to share rationale. **Provides opportunity for the team to reflect and make commitments for improvements in data gathering for the entire lead team.**
Accountability and Follow Up	Most lead team members do not have a clear understanding of how they will be held accountable to apply their learning.	Most lead team members **have** a clear understanding of how they will be held accountable to apply their learning.	**All** lead team members have a clear understanding of **what they learned and** how they will be held accountable to apply their learning *(e.g. all state their take-aways and next steps during final reflection).*	All lead team members have a clear understanding of what they learned and how they will be held accountable to apply their learning **because they identify the ways of being held accountable which will be most conducive to their continued success**.
Instructional Rounds for School-Wide Problem of Practice				
Problem of Practice	Theory for problem of practice is not shared with the lead team.	Theory for problem of practice is **shared but no data or context is shared,** or context and data **do not align to the problem of practice**.	Theory for problem of practice is shared **with aligned data points and context. Identifying an objective that will solve it will make a positive impact on the school.**	Theory of problem of practice is shared with **compelling and** aligned data points and context. Identifying an objective that will solve it will likely have a **transformative impact** on the school.
Materials	Materials (common data-gathering tool, list of teachers, schedules, logistics, assignments) not ready before rounds begin.	**Most materials** (common data-gathering tool, list of teachers, schedules, logistics, assignments) are **ready**.	**All materials** (common data-gathering tool, list of teachers, schedules, logistics, assignments) are **ready**.	**All materials** (common data-gathering tool, list of teachers, schedules, logistics, assignments) are **ready**. Participants **are provided with an opportunity review and ask questions about materials.**

Data Gathering Process	All lead team members observe the same room. Data is collected in less than 25% of classrooms.	Lead team members observe **in pairs**. Data is collected in **50% of classrooms or less.**	**Each lead team member observes on his/her own.** Data is collected in at least **85% of classrooms.**	**Each lead team member observes on his/her own.** Data is collected in **100% of classrooms.**
Data Analysis	Data gathered is not analyzed using a protocol that will yield a high leverage next step for the school which will improve student outcomes.	Data gathered is **analyzed** using a protocol that **has the potential to** yield high leverage action steps. **Effectiveness of the protocol is negatively impacted by the facilitator's facilitation.**	Data gathered is analyzed using a protocol that **yields a high leverage action step**. The facilitation of the protocol looks like or similar to this: 1. Silent individual reflection on data gathered. 2. Participants enter 5-8 findings (+ or -) on Post-Its. 3. Participants share findings with group and post on white-board. *4.* Participants silently group Post-Its based on similarities and common trend is noted (*i.e. Teacher Talk Ration*) 5. Facilitator or scribe captures trends on chart paper. 6. Facilitator reflects on trends, celebrates success trends and identifies most pressing trend. 7. Facilitator names the highest leverage action step teachers should take and objective for upcoming PD.	Data gathered is analyzed using a protocol that **yields a high leverage action step**. The facilitation of the protocol looks like or similar to this: 1. Silent individual reflection on data gathered. 2. Participants enter 5-8 findings (+ or -) on Post-Its. 3. Participants share findings with group and post on white-board. *4.* Participants silently group Post-Its based on similarities and common trend is noted (*i.e. Teacher Talk Ration*) 5. Facilitator or scribe captures trends on chart paper. 6. Facilitator reflects on trends and identifies most pressing trend. **7. Facilitator prompts team to engage in 5 why's to identify the root.** **8. Facilitator prompts lead team to write a high leverage action step teachers should take and objective for a PD session on post it.** **9. Facilitator collects and shares the Post-Its.** **10. Highest leverage action step and Objective are selected.**
Follow-Up	No steps are taken ensure highest leverage action for teachers is built into everyone's coaching cycle. No PD is offered to teachers with an objective that will ensure they have the skills necessary to successfully execute the next step.	Lead team members are **asked to include the action step in their coaching cycle with each teacher they coach**. PD driven by an objective that will ensure teachers have the skills they need to successfully execute the next step is **scheduled but timeline is not responsive to the urgency of the most pressing gap.**	Lead team members are prompted to open their calendars and revise their operating mechanisms to include the highest leverage action step for teachers. PD driven by an objective that will ensure teachers have the skills they need to successfully execute the next step is **scheduled for execution within a week.**	Lead team members are prompted to open their calendars and revise their operating mechanisms to include the highest leverage action step for teachers. **Facilitator prompts for consideration of supporting gap using** a**dditional operating mechanisms.** PD driven by an objective that will ensure teachers have the skills they need to successfully execute the next step is scheduled for execution within a week. **Lead team participates in rehearsal for PD before it is executed.**
Accountability and Follow Up	Most lead team members do not have a clear understanding of how they will be held accountable to apply their learning.	Most lead team members **have** a clear understanding of how they will be held accountable to apply their learning.	**All** lead team members have a clear understanding of **what they learned and** how they will be held accountable to apply their learning *(e.g. all state their take-aways and next steps during final reflection).*	All lead team members have a clear understanding of what they learned and how they will be held accountable to apply their learning **because they identify the ways of being held accountable which will be most conducive to their continued success**.

(6C) Facilitate Daily Huddles

ASSESSMENT TASK: Lead morning huddle for at least 2 consecutive days

	Novice	Developing	Proficient	Advanced
Logistics	Huddle happens inconsistently and is longer/shorter than 5 - 10 min	Huddle happens inconsistently **or** is longer/ shorter than 5 - 10 min	Huddle happens **daily for** 5 - 10 min **at a consistent time and place**	Huddle **runs well even when the principal is off campus. The meeting does not depend on the principal's presence.**
Roles	Huddle is not timed, and notes are not recorded	**Principal leads** the **timing and note taking**	**Roles** (including facilitator, timer and note taker) **are assigned.**	**Assigned roles strategically engage the full team.**
Attendance	Huddle doesn't happen if one team member is not present; lead team members on campus are late or absent.	**Not all** lead team members on campus are **present and/or** not all lead team **members are on time**.	**All** lead team members on campus **are present and on time.**	All lead team members on campus are present and on time; **one lead team member verbalizes responsibility for updating lead team member(s) not on campus.**
Priorities	Principal takes up huddle time to share school priorities and does not provide opportunity for lead team members to each share their priorities.	**Each** lead team member **shares his/her calendar but does not highlight** priorities **for the day**.	Each lead team member shares his/her **daily priorities and how they will measure success**	Each lead team member shares his/her daily priorities **in measurable language; lead team members occasionally interrupt to point out potential gaps.**
Follow Up	Follow up is not a part of the daily morning huddle	Follow up **from previous days happens on an inconsistent basis.**	**Facilitator** follows up **to check on completion of important priorities from previous day(s)**	**Team members** follow up **with their own** priorities from the previous days **and hold each other accountable.**
Impact	Completes the huddle out of compliance and does not use the huddle to strategically focus team on a key shared goal for the day.	**Uses** huddle **inconsistently to** focus team on a key shared goal for the day	Uses huddle **consistently** to focus team on a key shared goal for the day *(e.g." Today, let's get 100% of non-IDEA jackets" or "Today, let's focus on gratitude: we'll all say thank you sincerely to at least one person per hour." or "Today's our target deadline for finishing all 2x2s")*	Uses huddle consistently to focus team on a key shared goal for the day; **provides quick praise and feedback on previous day's focus.**

(6D) Facilitate Weekly Tacticals

ASSESSMENT TASK: Facilitate a weekly lead team tactical meeting.

	Novice	Developing	Proficient	Advanced
Logistics	Does not schedule 60 – 90 minute weekly tactical meeting in core weekly calendar; may occasionally hold ad hoc tactical meetings	**Schedules** 60 – 90 minute weekly tactical meeting in core weekly calendar **but sometimes meeting is canceled or runs beyond allotted time**	Schedules 60 – 90 minute weekly tactical meeting in core weekly calendar; meeting is **rarely canceled** and b**egins and ends on time**	Schedules 60 – 90 minute weekly tactical meeting in core weekly calendar; meeting is **never** canceled **(occurs without principal if absent)** and begins and ends on time.
Roles	Does not set roles for the meeting; Principal leads and has administrative assistant take notes (or not).	**Sets** roles for the meeting **including a timer, note taker, and facilitator; set before meeting begins**	Sets roles for the meeting including a timer, note taker, and facilitator; **has a long-term plan to evenly rotate roles**	Sets roles for the meeting including a timer, note taker, and facilitator; has a long-term plan **to evenly** rotate roles and **coaches team members on their execution of roles.**
Focus	Doesn't understand the difference between tactical and strategic topics	**Knows to focus on short term and tactical concerns and communicates this expectation to staff but doesn't know when to push a complex topic to a strategic meeting time; may run out of time**	**Uses meeting to** focus on short term and tactical **issues** or concerns. **Knows** when to push a complex topic to a strategic meeting time.	Uses meeting to focus on short term and tactical issues and concerns. **All lead team members** know when to push a complex topic to a strategic meeting time; **has a place to keep track of these "parking lot" topics.**
Lightning Round-1-minute updates	Doesn't begin meeting with a lightning round	**Begins meeting** with a lightning round (1-minute updates from each participant on their priorities for coming week) **but updates often run over or are not prioritized**	Begins meeting with a lightning round. Does not go over allotted time.	Begins meeting with a lightning round: 1-minute updates from each participant on their top priorities for coming week **and how success will be measured; listeners clarify or push as needed.**
Data Review	Does not include a data review discussion	**Follows the lightning round with** a data review discussion: **often exceeds 5 minutes due to looking at too many metrics or discussing too deeply**	**Spends 3 -5 minutes on** a data review: **reviewing the progress toward a few key goals, prioritized according to trends** (not all at once)	Spends 3 -5 minutes on a data review: **modified as necessary to be responsive to campus needs.**
Agenda	Agenda items are pre- planned by principal; no specific time is allocated to each agenda item	**Uses whip-around to collect** agenda items **and requested time allotment from each participant;** agenda items are pre-planned **by lead team members and stated as phrases** (i.e. "after school duty" or "testing schedule").	Uses whip-around to collect agenda items and requested time allotment from each participant; **some agenda items stem from the lightning round or data review and may be stated as phrases or objectives** (e.g. "Receive feedback on testing schedule" or "Identify gaps in afterschool duty plan")	Uses whip-around to collect agenda items and requested time allotment from each participant; some agenda items stem from the lightning round or progress review; agenda items **stated in objective form; participants prioritize their agenda items on their own before sharing.**
Prioritization	No attempt is made to prioritize agenda items	**Facilitator attempts to** prioritizes agenda items, **but doesn't always consider relationship to high-priority gaps in data**	Facilitator prioritizes agenda items **to begin with the most vital to address high-priority gaps in data**	Facilitator prioritizes agenda items to begin with the most vital to address high-priority gaps in data; **considers both urgency and importance of agenda item; shares rationale for prioritization to model thought process for other lead team members.**
Engagement	Tactical meeting includes very little discussion or disagreement; some lead team members may be working on other items when their tactical item is not being addressed	**Keeps team engaged by encouraging** discussion **with the purpose of finding the best decision**; all lead team members listen in on discussion	Keeps team engaged by encouraging discussion **and disagreement** with the purpose of finding the best decision; **"devil's advocate" may be assigned to ensure team is pushing each other; team members unite behind final decision** (PS)	**Team is consistently engaged** in discussion and disagreement with the purpose of finding the best decision; **team members share opinions, even about work that doesn't fall under their area of expertise** (e.g. APO is welcome to share point of view on an instructional topic); team members unite behind final decision
Follow-Up	Team does not consistently review next steps from current or prior meeting	Team **reviews new** next steps from current meeting **as well as previous next steps from** prior meeting **using a consistent tracke**r (e.g. Google doc, Wunderlist, etc.); **less than 80% of previous next steps are completed**	Team reviews new next steps from current meeting as well as previous next steps from last meeting using a consistent tracker (e.g. Google doc, Wunderlist, etc.). **80% - 95% of previous next steps are completed.**	Team **efficiently** reviews new next steps from current meeting as well as previous next steps from last meeting using a consistent tracker (e.g. Google doc, Wunderlist, etc.). **Over 95% of previous next steps are completed**.

(6E) Facilitate Strategy Meetings

ASSESSMENT TASK: Plan and facilitate a lead team strategy meeting.

	Novice	Developing	Proficient	Advanced
Scheduling	Does not schedule strategy meetings.	**Schedules** strategy meetings **when necessary but does not reserve the time at the BOY**	Schedules **monthly** strategy meetings (2 - 3 hr block) **at BOY**	Schedules monthly strategy meetings at BOY; **when additional critical issues arise, team schedules an ad hoc strategy meeting or adjusts the topics on current strategy meeting calendar to address the most pressing issues**.
Location and Norms	Holds the meeting at a location that easily allows interruptions during strategy meeting.	Holds meeting at a location that **ensures little or no interruptions but allows interruptions through phone or ema**il.	Holds meeting at a location **and sets norms that ensures very few interruptions, if at all.**	Holds meeting at a location **where the admin assistant or other staff member ensures** no interruptions take place and **adherence to clear norms ensures no other distractions or interruptions**.
Preparation	Does not communicate any expectations for preparation or pre-thinking for lead team.	**Communicates pre-work expectations for lead team but does not give sufficient lead time to produce high quality work**	Communicates pre-work expectations for lead team; **preparation is strategic and specific; facilitator provides** sufficient lead-time.	Communicates pre-work expectations for lead team; preparation is strategic, specific, **and, when appropriate, differentiated to build on team member strengths and expertise;** provides sufficient lead- time.
Focus	Attempts to tackle strategic issues during the weekly tactical meeting	**Holds strategy meetings but tries to tackle too many strategic issues in a short amount of time.**	**Uses strategy meeting to focus on 1 or 2 strategic issues (if meeting is 2-3 hours) and digs deep into the topic**(s)	Uses strategy meetings to focus on 1 to 2 strategic issues (if meeting is 2-3 hours) **and to push the team significantly closer to reaching campus goals.** (MOTDR, ROR)
Topics	All strategy meeting topics are pre-set at the beginning of the year	Strategy meeting topics are **set primarily by the principal or are not generated from tactical meetings.**	Strategy meeting topics **are generated from issues that were too big or complex to be covered during** tactical meetings **or from other key campus needs**	Strategy meeting topics are generated from issues that were too big or complex to be covered during tactical meetings and other key campus needs; **topics are tightly aligned to campus goals and supported by data**.
Meeting Structure & Process	Meeting is driven by a general agenda. Leader does not mine for conflict, some team members may not be committed to supporting decisions made; no clear next steps for lead team members.	Meeting is driven by a general agenda and protocol(s)(e.g. consultancy protocol) **for engaging participants.** Leader **attempts to** mine for conflict **around the target issue(s) but the team is unwilling to surface disagreement or share contrasting opinions;** some team members may not be committed to supporting decisions made; **next steps are unclear and intended outcome unlikely**	Meeting is driven by **clear outcomes,** an agenda, **and a structured** protocol for engaging participants. **Protocol aligns to the meeting task** (e.g. creating a new initiative from scratch, reacting to a team member's plans for a new initiative, reviewing and revising an old plan, recrafting a vision, exploring data anomalies, etc.). Leader **mines** for conflict around the target issue(s) **and facilitates active engagement; the team ends the meeting with a united front around decisions made and commitment to clear next steps**	**All team members mine** for conflict **around the target issue(s) and actively discuss and debate with minimal prompting from facilitator;** team ends the meeting with a united front around decisions made and commitment to clear next steps.
Accountability	Facilitator does not follow up with lead team members after meeting regarding next steps	**Leader attempts to** follow up with lead team members **but accountability is not public, so it is either inefficient and/or ineffective**	**Facilitator follows up** with lead team members **regarding next steps by bringing them up during every tactical meeting until the issue is resolved or the initiative is complete. May also use huddle as venue for some follow-up**.	Facilitator follows up with lead team members regarding next steps by bringing them up during every tactical meeting until the issue is resolved or the initiative is complete. **Next steps are consistently completed on time with minimal follow up.**

(6F) Facilitate Stepback Meetings

ASSESSMENT TASK: Plan & facilitate a MOY or EOY lead team stepback meeting

	Novice	Developing	Proficient	Advanced
Logistics	Does not schedule stepback meetings	**Schedules** stepbacks **when necessary but school calendar does not reflect the time needed to carry them out.**	Schedules stepbacks **for the year at the BOY; strategically chooses length of meetings according to time of year** (e.g. 1 day at MOY, 2 days at EOY)	Schedules stepbacks for the year at the BOY; strategically chooses length of meetings and **identifies off-site locations**
Objectives	Stepback does not have clear, measurable objectives.	Stepback has clear, measurable objectives.	Stepback objectives are clear and measurable. **They align to the key components of an effective stepback:** *(1) STRATEGY REVIEW: review progress toward goals and evaluate the effectiveness of overall strategic direction, and (2) TEAM REVIEW: assess selves and behavior as a team to improve lead team unity and effectiveness)*	Stepback objectives are clear and measurable. They align to the key components of an effective stepback. Stepback is a rejuvenating experience--team member leave re-energized and deeply committed to the work and to each other
Pre-Work	No self-reflection pre-work is completed by participants.	**Less than 100% of participants complete assigned** self-reflection **pre-work in preparation for the meeting. Gaps in completion are not addressed.**	**100%** of participants **complete pre-work. Participants** engage in self-reflection as **part of pre-work to prepare for the meeting** *(i.e. surveys, questions, reflections, etc.).*	100% of participants complete pre-work. Participants engage in self-reflection as part of pre-work to prepare for the meeting. **Pre-work contributes greatly to the stepback being a transformational and rejuvenating experience for the team**.
Strategy Review	Lead team reviews progress toward only a few campus goals. Uses OCS to identify successes, gaps, and root causes. Rarely uses data to determine if the strategies they have been allocating resources toward are having the desired impact and to identify any needed changes to their overall strategic direction, but more frequently makes strategic decisions without considering the data or by only considering it at a very surface level. Facilitator assigns next steps.	Lead team reviews progress toward **most campus goals.** Uses OCS to identify **and prioritize** successes, gaps, and root causes. **Sometimes** uses data to determine if the strategies they have been allocating resources toward are having the desired impact and to identify any needed changes to their overall strategic direction, **though data may be considered at a very surface level.** Facilitator assigns next steps **and roles.**	Lead team reviews progress toward **all** campus goals. Uses OCS to **celebrate** successes, identify and prioritize gaps, and **discuss** root causes. **Usually** uses data to determine if the strategies they have been allocating resources toward are having the desired impact and to identify any needed changes to their overall strategic direction. *(e.g. "Is this gap in outcomes because we're not implementing the strategy well or because we've selected the wrong overall strategy/ies for achieving this goal?").* Facilitator **helps the team plan** clear next steps **aligned to root causes, roles, and follow-up timeline.**	Lead team reviews progress toward all campus goals **and connects academic and non-academic outcomes** (instead of seeing them as unrelated to one another). Uses OCS to celebrate successes, identify and prioritize gaps, and discuss, **debate, and prioritize** root causes. **With discipline and precision, almost always uses** data to determine if the strategies they have been allocating resources toward are having the desired impact and to identify any needed changes to their overall strategic direction. Facilitator helps the team plan clear next steps aligned to root causes, roles, and follow-up timeline.
Team Review: Praise and recognition	Praise is only used in general terms during the meeting. Individual lead team members do not know in what way they have positively impacted the outcomes of the team.	Praise is used in general terms **with some of the lead team members. Although some know how their actions** have positively impacted the outcomes of their team, **not all do.**	Praise **is embedded into step back through celebrations, gratitude and positive, descriptive praise**. Each lead team member knows how he/she positively **impacted the team's performance as a result of the praise**.	Praise is embedded into step back through celebrations, gratitude and positive, descriptive praise. Each lead team member knows how he/she positively impacted the team's performance as a result of the praise **and knows specific things to continue or do more of.**
Team Review: Team Assessment	No time is set aside for the team to reflect on their effectiveness and relationships with one another	A small amount of time is set aside for team members to reflect on their effectiveness and relationships as a team *(e.g. two-way feedback protocol, team self-assessment survey/ discussion)*	A sufficient amount of time is set aside for team members to reflect on their effectiveness and relationships as a team	Team members reflect on their effectiveness and relationships as a team; **team members are willing to give and receive very direct, honest feedback about their strengths and shortcomings.**
Team Review: Team Building	No team building activities are built in to the step back agenda.	**Participants have opportunities to engage in** team building activities i**nside the meeting** *(i.e. joint journey lines, appreciative inquiry, draw out a student, etc.........).*	Participants have opportunities to engage in team building activities inside the meeting **and outside the meeting** *(i.e. playing games or eating out, etc.........).*	Participants have opportunities to engage in team building activities inside and outside the meeting; **activities are carefully planned for and built into the agenda** and help the team significantly increase unity.

(7A) Share Leadership Story & School Vision

ASSESSMENT TASK: Share your school vision for the upcoming school year, adjusting for different audiences (e.g. School Vision Defense, Welcome to IDEA Speech to Families, BOY PD with staff, etc.).

	Novice	Developing	Proficient	Advanced
Leadership story	Leadership story selected is a resume-like chronology of achievements OR is completely unrelated to the intended outcome with the audience.	**Leadership story selected shares a somewhat relatable arc, only accomplishing one or two of the following: (1) set the stage, (2) clearly sequenced events, (3) climax/ turning point/insight, (4) resolution** **The selected story engages some listeners, and connects and invests some audience members in the leader**	Leadership story selected shares a **clear relatable** arc **of connected "episodes,"** accomplishing **three** of the following: (1) set the stage, (2) clearly sequenced events, (3) climax/turning point/insight, (4) resolution The selected story e**ngages all** listeners and connects and invests the audience in the leader.	Leadership story selected shares a clear relatable arc of connect- ed "episodes," accomplishing **all** of the following: 1. set the stage, 2. clearly sequenced events, 3. climax/turning point/insight, 4. resolution. The selected story engages all listeners and connects and invests the audience in the leader. **The leadership story power- fully and emotionally resonates with the listeners' experiences**
Vision Clarity and Compellingness	School vision is unclear and is not told in a way that motivates others to action	School vision is **somewhat clea**r *(e.g. logical sequence, repeated messages, tells what-why-how, familiar language)* **or somewhat compelling** *(stories and statistics, communicates urgency and hope, call to action, etc.)*	School vision is **clea**r *(e.g. logical sequence, repeated messages, tells what-why-how, familiar language)* **and compelling** *(stories and statistics, communicates urgency and hope, call to action, etc.)*	Vision is **very** clear and **deeply** compelling; l**isteners are very inspired to help make the vision reality and have opportunity to express that commitment.**
Vision Alignment	Vision is only partly related to the vision prepared in SLL 4B vision statement.	**Vision includes elements aligned to SLL 4B vision statement**, but it is not prioritized, sticky, and/or differentiated for the audience.	Vision includes elements aligned **to the most important key points from 4**B vision statement. It also includes a clear pathway to realization of the vision (3 - 4 priorities for coming school year)	Vision includes elements aligned to the most important key points from SLL 4B vision statement. It also includes a clear pathway to realization of the vision (3 - 4 **sticky** priorities for coming school year).
Audience Alignment	Selected story and highlighted aspects of the vision do not align with the stakeholder audience; leader does not consider what this particular audience may need to hear Leader does not differentiate the vision for the audience OR differentiates by sacrificing alignment to its core message and priorities.	Selected story and highlighted aspects of the vision are **somewhat aligned** with the stakeholder audience. **Leader seems to have considered what this audience may need to hear but the message is not consistently aligned to those needs.** Leader **attempts to** differentiate the vision for the audience. However, these attempts lead to some misalignment to core message and priorities or misunderstandings on the part of the audience.	Selected story and highlighted aspects of the vision are **well aligned** with the stakeholder audience; leader has clearly considered what this particular audience may need to hear **and has thoughtfully crafted the message such that the audience is invested in and further compelled by the leader** Leader **differentiates** this vision for the audience **without sacrificing alignment to its core message and priorities or causing misunderstandings.**	Selected story and highlighted aspects of the vision are **perfectly** aligned with the stakeholder audience; leader has clearly considered what this particular audience may need to hear and thoughtfully crafted the message such that the audience is **deeply** invested in and **extremely** compelled by the leader Leader differentiates the vision for the audience without sacrificing alignment to its core message and priorities or causing misunderstandings.
Call to Action	There is no clear call to action. The audience does not have a clear sense of how to respond to or react to the leader's message *(i.e. enroll at IDEA, commit to act in support of specific initiative, make a donation, sign up to teach afterschool etc.)* The content of the story & the call to action are not logically related.	There is a **somewhat** clear and appropriate call to action that matches the occasion and audience. The audience does not have a clear sense of how to respond to or react to the leader's message *(i.e. enroll at IDEA, commit to act in support of specific initiative, make a donation, sign up to teach afterschool etc.)* The content of the story & the call to action are **some- what** logically related.	There **is a clear and appropriate** call to action that matches the occasion and audience. The audience **has** a clear sense of how to respond to or react to the leader's message *(i.e. enroll at IDEA, commit to act in support of specific initiative, make a donation, sign up to teach afterschool etc.)* The content of the story & the call to action **are logically** related.	There is a clear **and compelling** call to action that matches the occasion and audience. The audience **knows exactly** how to respond to or react to the leader's message *(i.e. enroll at IDEA, commit to act in support of specific initiative, make a donation, sign up to teach afterschool etc.)* The content of the story & the call to action are **seamlessly** and logically related.
Delivery	Leader uses none of the following strategies to make the delivery of their story compelling: -Short, punchy sentences *(E.g. "It was the first day of school. 2004. I was 16 years old." Vs "It was the first day of school in 2004, and I was 16 years old.")* -Sensory language (sight, sound, smell, taste, feel) -Dialogue -Dramatic pauses for suspense, emphasis, or comedic effect -Changes in volume, tone, speed of speaking -Facial expressions -Movement/Gestures	Leader appropriately uses **one or two** of the following strategies to make the delivery of their story compelling: -Short, punchy sentences (E.g. "It was the first day of school. 2004. I was 16 years old." Vs "It was the first day of school in 2004, and I was 16 years old.") -Sensory language (sight, sound, smell, taste, feel) -Dialogue -Dramatic pauses for suspense, emphasis, or comedic effect -Changes in volume, tone, speed of speaking -Facial expressions -Movement/Gestures	Leader appropriately uses **three** of the following strategies to make the delivery of their story compelling: -Short, punchy sentences (E.g. "It was the first day of school. 2004. I was 16 years old." Vs "It was the first day of school in 2004, and I was 16 years old.") -Sensory language (sight, sound, smell, taste, feel) -Dialogue -Dramatic pauses for suspense, emphasis, or comedic effect -Changes in volume, tone, speed of speaking -Facial expressions -Movement/Gestures	Leader appropriately uses **at least 4** of the following strategies to make the delivery of their story compelling: -Short, punchy sentences (E.g. "It was the first day of school. 2004. I was 16 years old." Vs "It was the first day of school in 2004, and I was 16 years old.") -Sensory language (sight, sound, smell, taste, feel) -Dialogue -Dramatic pauses for suspense, emphasis, or comedic effect -Changes in volume, tone, speed of speaking -Facial expressions -Movement/Gestures
Impact	**Less than 50%** of the audience members respond to the call to action as the leader intends.	**Some (50%-74%)** of the audience members respond to the call to action as the leader intends.	**Most (75% to 89%)** of the audience members respond to the call to action as the leader intends.	**Nearly all (90% or more)** of the audience members respond to the call to action as the leader intends.

(7B) Build Communication Systems

ASSESSMENT TASK: Create a plan outlining the systems you will use to communicate with parents/families (Parent Weekly, weekly school tours, coffee chats, etc.) and staff (Teacher Weekly, open door hours, etc.). Share samples and review your communication planning spreadsheet (from Operations team).

		Novice	Developing	Proficient	Advanced
PARENT COMMUNICATION SYSTEMS	**Modes of Communication**	A communication plan for parents and families does not exist for the campus	The communication plan for parents and families **relies on a single mode of communication.**	The communication plan for parents and families utilizes **multiple** modes of communication *(written correspondence, speeches, parent meetings, school messenger, etc.).*	The communication plan for parents and families reflects the **strategic use of the best modes of communication** to address target audience.
	Calendar	A month-by-month calendar identifying key events and milestones for the campus is not in place.	A month-by-month calendar identifying key events and milestones **is initiated by the leader but is not followed or referenced when planning communications with parents.**	Leader develops a month-by-month calendar to identify key events and milestones *(i.e., state testing, field lesson, recurring parent coffee chats, report card pickup nights)* **and is referenced in the Parent Weekly and other key home/school communication.**	**The lead team** develops a month-by-month calendar **which is owned by and/or accessible to all lead team members (API, AC, DCC/CC, APO).** Calendar identifies key events and milestones and is referenced in the Parent Weekly and other key home/school communication.
	Frequency of Teacher Communication	Parents receive regular communication from their child's teacher(s) less than once a week	Parents receive regular communication from their child's teacher(s) *(e.g. weekly newsletter, homework update, etc.)* **weekly**	Parents receive regular communication from their child's teacher(s) *(e.g. homework, behavior log, Dojo, planner, etc.)* **daily. The system ensures that parents and teachers check this communication daily** *(e.g. parent signature, homeroom homework check, etc.)*	Parents receive regular communication from their child's teacher(s) daily. The system ensures that parents and teachers check this communication daily. **Parents regularly receive positive communication about their child.** *(e.g. teachers each make 3 positive calls home per week, etc.)*
	Planning	Communications are made to parent and families at the last-minute with little advanced planning	Communications are made to parents and families with **some advance notice**	Communications with parents and families are **purposefully planned** and made with **sufficient** advance notice **to maximize parent involvement and participation**.	Communications with parents and families are purposefully planned and made with sufficient advance notice to maximize parent involvement and participation. **Parent input regarding communication is used to improve parent communication systems.** (COM)
	Accessibility: Language	Communication materials are never translated into Spanish	Communications are **sometimes,** but not always, translated into Spanish	Communication plan builds in time for translation of **all** communication materials into Spanish	Communication plan builds in time for translation of all communication materials into Spanish **and other major home languages**
	Accessibility: Location	Communication materials are not accessible in the front office or on the school website.	Communication materials **are available either at the front office or on the website.**	Communication materials are available **both** in the office **and** on the campus webpage.	Communication materials are made available to all families via the campus webpage and in the school front office. **There are systems that allow the school to be responsive to parents who may not have access to materials via either mode.**
	Accessibility to Principal	No time is set aside in the principal's calendar for parent calls/meetings	**Time is set aside in the principal's calendar for parent calls/meetings**, but the admin assistant doesn't consistently use this time, or the principal often changes the time	Time is set aside in the principal's calendar for parent calls/meetings, **and the admin assistant consistently uses this time to proactively schedule parent calls/ meetings**	Time is set aside in the principal's calendar for parent calls/meetings, and the admin assistant consistently uses this time to proactively schedule parent calls/ meetings. **Parents report that the principal is accessible to them** *(e.g. on parent survey data, student exit survey data)*
	Alignment to Campus Goals and Priorities	Communications topics are not focused on the goals of the campus	Communications focus primarily on **operational goals** *(i.e., how to refer new students to IDEA)*	**Communications include general information about academic** (i.e., how parents can help with homework) **and operational** *(i.e., drop-off procedures, how to refer new students to IDEA).*	Communications include **detailed and useful** information about **top priority** academic and operational goals for parents and families

STAFF COMMUNICATION SYSTEMS	**Audience**	The communication plan does not consistently provide information to teaching staff	The communication plan includes a system for **providing information to teaching staff only**	The communication plan includes **all campus-based staff** (teachers and operations staff), but not other stake- holders, such as key HQ staff and community partners	The communication plan includes all campus-based staff **and other relevant stakeholders** *(i.e., Boys and Girls Club partners, key HQ staff, community members)*
	Planning	Communications are made to staff at the last-minute with little advanced planning	Communications are made to staff with **some advanced notice**	Develops **a month-by-month calendar to communicate key events, milestones, deadlines and expectations for staff**	Develops a month-by-month calendar, **planned before the year begins,** to communicate key events, milestones, deadlines, and expectations for staff (COM, MOTDR)
	Cascading of messages	Messages from HQ are rarely cascaded to staff and stake-holders	Messages from HQ are **sometimes** cascaded to staff and stakeholders	Messages from HQ are **consistently** cascaded to relevant staff and stakeholders	**Appropriate** messages from HQ are consistently cascaded and **differentiated** to relevant staff and stake-holders *(i.e., context is provided to ensure information is understood clearly)*
	Coordinating across campus	Does not have a regular meeting with partner principal	**Meets regularly with partner principal**	Meets regularly with partner principal **to communicate with each other about campus priorities**	Meets regularly with partner principal to communicate with each other about campus priorities; **partner principals develop school visions and goals in collaboration with each other to ensure alignment and connection across schools**
ALL SYSTEMS	**Implementation and Impact**	None of the plans communication systems are implemented as planned. Stakeholders report feeling uninformed.	Some (50%-75%) of the communication systems are implemented as planned. Stakeholders report feeling somewhat informed.	Most (more than 75%) of the communication systems are implemented as planned. Stakeholders report feeling well informed.	**100%** of the communication systems are implemented as planned. Stakeholders report feeling incredibly well informed.

(7C) Hold Crucial (High-Stakes) Conversations with Parents and Staff

ASSESSMENT TASK: Hold two different crucial conversations, ideally each with a different stakeholder (e.g. one with a parent and another with a staff member). One or both conversations may be a follow up/accountability conversation after prior expectations were not met.

RECOMMENDED RATER: Mentor Principal, Leadership Coach, or Sr. VP/ED of Schools (ideally, select the person who has seen the leader plan, hold, and follow up on the most crucial conversations)

RECOMMENDED TIME WITH RATER: Varies (time to observe conversation and debrief)

	Novice	Developing	Proficient	Advanced
Timing	Goes to silence (avoids the conversation entirely) or violence (complains to others or lashes out).	**Sometimes** 'goes to the source' (the other person involved) by speaking directly to the person in a timely manner (typically within 24 - 48 hours). **Plans and practices the conversation with another leader beforehand if needed.**	**Usually** 'goes to the source' by speaking directly to the person in a timely manner (typically within 24 - 48 hours). Plans and practices the conversation with another leader beforehand if needed. Periodically coaches & supports others to also hold crucial conversations when they share concerns relating to other people.	**Always** 'goes to the source' by speaking directly to the person in a timely manner (typically within 24 - 48 hours). Plans and practices the conversation with another leader beforehand if needed. **Consistently & successfully** coaches & supports others to also hold crucial conversations when they share concerns relating to other people.
Tone	Leader is frequently heated or avoidant, leader focuses primarily on his/her own perspective and struggles to listen to others	**Sometimes uses a calm tone, seeks first to listen, understand, and validate others' perspectives**; may **occasionally** become heated or avoidant **but attempts to become calm again**	**Usually** uses a calm tone, seeks first to listen, understand and validates others' perspectives; **invites others to be honest and candid; remains calm and open to dialogue**	**Always** uses a calm tone, seeks first to understand and validate others' perspectives; invites others to be honest and candid; **helps others to become/remain calm and open to dialogue**
Conversation Structure	Leader-initiated conversation: Leader employs 1 of the elements of STATE when initiating the conversation (Share facts, Tell your story, Ask for others' perspectives, Talk tentatively, Encourage testing) Other-initiated conversation (e.g. parent): Leader employs 2 of the elements of LTNVRC: (Listen, Take Notes, Validate, Repeat, Collaborate to find a solution)	Leader-initiated: Leader employs **2 - 3** of the elements of STATE when initiating the conversation (Share facts, Tell your story, Ask for others' perspectives, Talk tentatively, Encourage testing) Other-initiated: Leader employs **3** of the elements of LTNVRC: (Listen, Take Notes, Validate, Repeat, Collaborate to find a solution)	Leader-initiated: Leader employs **4** of the elements of STATE when initiating the conversation (Share facts, Tell your story, Ask for others' perspectives, Talk tentatively, Encourage testing) Other-initiated: Leader employs **4** of the elements of LTNVRC: (Listen, Take Notes, Validate, Repeat, Collaborate to find a solution)	Leader-initiated: Leader employs **all** of the elements of STATE when initiating the conversation (Share facts, Tell your story, Ask for others' perspectives, Talk tentatively, Encourage testing) Other-initiated: Leader employs **all** of the elements of LTNVRC: (Listen, Take Notes, Validate, Repeat, Collaborate to find a solution)
Maintaining Safety	Leader does not notice when "safety" (ability to maintain two-way dialogue) is at risk	Leader **notices** when "safety" (ability to maintain two-way dialogue) **and attempts to restore safe- ty; leader either chooses the wrong technique (OR) doesn't implement technique effectively**	Leader **successfully restores "safety" by stepping out of the content of the conversation and using the appropriate technique(s)** (e.g. apology, contrasting statement, AMPP – ask, mirror, prime, paraphrase); **if there appears to be no mutually agreeable solution, leader attempts to find mutual purpose**	Leader successfully restores "safety" by stepping out of the content of the conversation and using the appropriate technique(s) (e.g. apology, contrasting statement, AMPP – ask, mirror, prime, paraphrase); if there appears to be no mutually agreeable solution, leader **helps create mutual purpose which drives the conversation toward a strong solution**
Action orientation	Doesn't take any notes or record next steps	**Records notes and next steps**	Records notes, next steps **and timelines; follows up to ensure accountability**	Records notes, next steps, and timelines; follows up to ensure accountability; **when committing to next steps, leader strategically chooses from different types of decision making (e.g. command, consult, vote, or consensus)**
Commitment	Commitments are either too unyielding (not collaborating to a solution) or too accommodating (over-promising)	**Commitments are reasonable but may not be balanced between all parties or may not address the root cause.**	**Leader and other participant commitments** are reasonable, **equitable, and targeted at the root cause.**	Leader and other participant commitments are reasonable, equitable, and targeted at the root cause **with mutual accountability systems shared among all parties for completion of commitment.**
Planning	Holds particularly high-stakes crucial conversations without any pre-planning	**Sometimes** plans particularly high-stakes crucial conversations in advance	**Consistently** plans particularly high-stakes crucial conversations in advance **by anticipating challenging questions, preparing responses, or role playing**	Plans all potentially high-stakes crucial conversations in advance by anticipating challenging questions, preparing responses, or role playing; **leader seeks others' feedback**

Proactive Communication	Misses most opportunities to proactively invest and communicate with key stakeholders to prevent some crucial conversations.	**Proactively invests and communicates with key stakeholders to prevent some crucial conversations.**	Proactively invests and communicates with key stakeholders **(particularly parents)** to prevent many crucial conversations.	Proactively invests and communicates with key stakeholders (particularly parents) to prevent **most** crucial conversations **and keep investment in our mission high.**
Follow Up	Does not follow up when the commitments from a previous crucial conversation are not met.	**Sometimes uses the CPR approach (content, pattern, relationship) to follow up with an additional crucial conversation when commitments from a prior conversation are not met.** **Follow up conversations may happen long after the broken commitment, allowing the situation to escalate or the behavior to continue unchecked.**	**Consistently** uses the CPR approach (content, pattern, relationship) to follow up with an additional crucial conversation when commitments from a prior conversation are not met. **Reflects on & responds to plausible root cause of the other person's gap.** **Holds these follow up conversations in a timely manner (typically within 24 hours of the missed deadline).**	Consistently uses the CPR approach (content, pattern, relation-ship) to follow up with an additional crucial conversation when commitments from a prior conversation are not met. Reflects on & responds to **insightful** root cause of the other person's gap. **Rarely needs to progress to P or R, due to clearly messaged expectations and consistent, timely follow up the moment expectations are not met (for example, in 2-way feedback during check ins).**

ASSESSMENT TASK: Hold an admin daily with your administrative

	Novice	Developing	Proficient	Advanced
Logistics	Assistant and leader do not meet daily	Assistant and leader **plan to meet daily** but frequently cancel; admin daily lasts **over 30 minutes**	Assistant and leader meet daily and **only occasionally cancel**; admin daily lasts **20 – 30 minutes** after the first month or two.	Assistant and leader meet daily and cancel **only in cases of serious emergency**; admin daily lasts **15 – 20 minutes** after the first month or two
Facilitation	Principal leads the admin daily	**Assistant leads** some of the admin daily	Assistant leads **all** of the admin daily	Assistant leads all of the admin daily; **manages up effectively to eliminate distractions during meeting**
Meeting Structure	Meeting includes 2 or less of the following: 1) Review of paperwork; 2) Review of emails; 3) Review of leader's calendar; 4) Tasks & other requests	Meeting includes **at least 3** of the following: 1) Review of paperwork; 2) Review of emails; 3) Review of leader's calendar; 4) Tasks & other requests	Meeting includes **all of the following**: 1) Review of paperwork; 2) Review of emails; 3) Review of leader's calendar; 4) Tasks & other requests;	Meeting includes all of the following: 1) Review of paperwork; 2) Review of emails; 3) Review of leader's calendar; 4) Tasks & other requests; **assistant differentiates the amount of time spent in each component as needed and prioritizes the items to be addressed by leader in order of importance.**
Emails	Assistant does not manage or have access to leader's emails	**Assistant has access to leader's emails**	Assistant **manages some** of leader's emails; **leader flags the emails** he/she wants assistant to take care of	Assistant manages **all** of leader's emails; assistant **flags the few that need the leader's direct attention**
Task Management	Assistant and leader do not have a shared task list for their work together; do not each have a consistent place to record their own next steps during the admin daily	Assistant and leader do not have a shared task list for their work together; **each have a consistent place to record their own next steps**	Assistant and leader have a **shared task list for their work together; both have immediate access** (i.e. google doc, wunderlist, shared list on Outlook, etc.)	Assistant and leader have a shared task list for their work together; **both keep it current on a daily basis, reducing time spent following up on next steps during the admin daily**
Feedback	Leader provides no feedback for assistant on how to improve her facilitation.	Leader provides **general feedback** which won't likely yield an improvement.	Leader provides **targeted feedback which allows assistant to improve in the targeted area or continue to build on area of strength**.	Leader leads **assistant to reflect** on areas of strength and areas for growth in the admin daily. **Areas identified are the right ones**.
Time Management Goals	Assistant does not regularly report on leader's use of time	Assistant reports **weekly** on at least one metric of leader's use of time (e.g. % of time spent in different categories of work, total hours spent working, % of calendar followed)	Assistant reports weekly on at least one metric of leader's use of time; **helps leader track progress toward time management goals in target area(s)**	Assistant reports weekly on at least one metric of leader's use of time; helps leader track progress toward **and achieve** time management goals in target area(s)

(8B) Organize Time and Tasks

ASSESSMENT TASK: Show your calendar and task management system(s). Explain how you have used them over the past month.

	Novice	Developing	Proficient	Advanced
Prioritization & Calendar Integrity	Sometimes adheres to a general daily calendar; struggles to prioritize the highest-leverage actions; leader often "puts out fires" that could wait or be addressed by other staff; loses the trust of some staff due to lack of integrity to calendar	Usually **follows a general daily calendar that prioritizes the highest-leverage actions to support priorities and goal; builds trust with others through integrity to calendar**	**Consistently** follows a **detailed** daily calendar that prioritizes the highest-leverage actions to support priorities and goals, **identified through regular use of data;** builds trust with others through integrity to calendar	Consistently follows a detailed daily calendar that prioritizes the highest-lever-age actions to support priorities and goal as identified through regular use of data; **builds the capacity of others on campus to handle issues that would distract leader from calendar;** builds trust with others through integrity to calendar
Core Weekly Calendar	Does not follow a core weekly calendar; leader's entire calendar is planned from scratch each week. Double bookings exist throughout the calendar.	**Has a core weekly calendar** but sometimes doesn't follow it (or) changes it frequently. **Occasional** double bookings exist on calendar.	**Consistently follows** a core weekly calendar that **prioritizes weekly coaching interactions with every direct report.** No double bookings on current week's calendar & time is strategically planned and calendared for the entire current week.	Consistently follows a core weekly calendar that prioritizes weekly coaching interactions with every direct report. No double bookings on current week's calendar & time is strategically planned and calendared for the entire current week. **Shares calendar with key stakeholders including manager and lead team.**
Task Management	Attempts to manage own and others' tasks with a system but uses it inconsistently	**Manages own and others' tasks with a consistent system**	Manages own and others' tasks with a **single** consistent system *(system doesn't live in multiple locations; non-example - tasks live in Wunderlist, sticky notes, and OneNote);* **has a "thought-catcher" system. System is efficient or easily accessible at any time/place.**	Manages own and others' tasks with a **single** consistent system; has a "thought-catcher" system; System is **BOTH** efficient **AND** easily accessible at any time/place. **Maintains a "later list" (list of tasks to prioritize at other times in the year) and revisits it regularly to inform weekly and daily planning.**
Weekly Self Meeting	Does not have a regular, scheduled meeting with self in calendar.	Has a weekly 45 - 90 minute meeting with self in calendar but **inconsistently** adheres to the calendar hold; changes it frequently.	**Consistently** holds a weekly 45 - 90 minute meeting with self, **following a predetermined agenda that includes most of the following:** 1. LOOKING BACKWARDS: Reviews the previous week's priorities, calendar, meeting notes, & next steps to "clean up" the week. 2. LOOKING FORWARD: Sets the upcoming week's priorities, ensures alignment calendar to priorities, and uses personal organization tools (e.g. priority plans, comprehensive calendar, thought catcher, later list, etc.) to strategically plan the upcoming week's calendar.	Consistently holds a weekly 45 - 90 minute meeting with self, following a predetermined agenda that includes **all** of the following: 1. LOOKING BACKWARDS: Reviews the previous week's priorities, calendar, meeting notes, & next steps to "clean up" the week. 2. LOOKING FORWARD: Sets the upcoming week's priorities, ensures alignment calendar to priorities, and uses personal organization tools (e.g. priority plans, comprehensive calendar, thought catcher, later list, etc.) to strategically plan the upcoming week's calendar.
Daily Check In/Out	Does not calendar daily "check in" or "check out" time to prepare for or wrap up the day.	**Calendars** daily "check in" or "check out" times but inconsistently adheres to them.	Calendars **& mostly adheres to** daily "check in" or "check out" times to reflect on daily priorities, reschedule any missed items, and calendar urgent to-do's.	Calendars & **faithfully** adheres to daily "check in" or "check out" times to reflect **on the accomplishment and impact** of daily priorities, reschedule any missed items, and calendar urgent to-do's. **When items are missed, reflect on root causes and plans solutions to prevent similar issues in the future.**
Impact **MUST BE PROFICIENT**	**Less than 80%** of priority deadlines are met and meetings are held as originally scheduled. Manager, colleagues, and/or direct reports do not trust that leader will keep his/her time commitments. Lack of calendar integrity is **significantly** impeding leader's effectiveness.	**80%** of priority deadlines are met and meetings are held as originally scheduled. Manager, col-leagues, and/or direct reports have **variable** trust that leader will keep his/her time commitments. Lack of calendar integrity is impeding leader's effectiveness.	**90%** of priority d e a d l i n e s are met and meetings are held as originally scheduled. Manager, colleagues, and direct reports **consistently** trust that leader will keep his/her time commitments.	**95%** of priority deadlines are met and meetings are held as originally scheduled. Manager, colleagues, and direct reports **deeply** trust that leader will keep his/her time commitments.
Lead Team Core Calendar *(For Principal or Manager of Lead team Member Only)*	No evidence of coaching lead team to use a weekly core calendar.	**Some** evidence of coaching lead team to use a weekly core calendar.	Coaches lead team to **consistently** use weekly core calendar.	Coaches lead team **and provides feedback to direct reports on their core weekly calendar.**

(8C) Organize Work and Teams

ASSESSMENT: Create each of the following documents and receive feedback from your rater:
1) Campus goals & progress tracking system(s)
2) Annual campus strategic priorities
3) Staff org chart & roles/responsibilities
4) Campus yearlong calendar
5) Operating mechanisms for lead team and teacher teams
6) Campus schedule
7) Duty rosters and rotations

	Novice	Developing	Proficient	Advanced
Campus Goals & Progress Tracking System(s)	Comprehensive campus goals are listed *(student achievement, staff retention, ADA, etc.)*; Progress tracking system is named for some goals.	Comprehensive campus goals are listed **and include all the right metrics for measuring excellence**; Progress tracking system **for all goals** is named **and described.**	Comprehensive campus goals are listed and include all the right metrics for measuring excellence; An efficient progress tracking system for all goals is named and described. Identifies which **team member(s) will drive the team to work toward & report on each goal.**	Comprehensive campus goals are listed and include all the right metrics for measuring excellence; An efficient and effective progress tracking system for all goals is named and described **and maximizes existing operating mechanisms** (e.g. data board in tactical meeting, etc.). Identifies which team member(s) will report on & drive the team to work toward each goal. **Also includes the first 3 months of a month-by-month priority plan for achieving the goals.**
Annual Campus Strategic Priorities	Annual priorities exemplify 0 - 1 of the following indicators: (1) are focused & specific; (2) few in number (3 - 5); (3) align to successes and gaps in historical data; (4) focus the lead team's time and energy on the highest leverage work for the year.	Annual priorities exemplify **2** of the following indicators: (1) are focused & specific; (2) few in number (3 - 5); (3) align to successes and gaps in historical data; (4) focus the lead team's time and energy on the highest leverage work for the year.	Annual priorities exemplify **3** or **4** of the following indicators: (1) are focused & specific; (2) few in number (3 - 5); (3) align to successes and gaps in historical data; (4) focus the lead team's time and energy on the highest leverage work for the year.	Annual priorities exemplify **4** of the following indicators: (1) are focused & specific; (2) few in number (3 - 5); (3) align to successes and gaps in historical data; (4) focus the lead team's time and energy on the highest leverage work for the year **and includes campus initiatives that will be continued, revised, added, and/or eliminated to ensure optimal focus on the annual priorities.**
Org Chart & Roles/ Responsibilities	Staff org chart identifies management relationships for campus instructional staff	Staff org chart **clearly identifies positions, team and management relationships** for campus instructional staff	Staff org chart clearly identifies positions, team and management relationships for all campus staff (*instruction and operations*); **also includes individuals' key responsibilities** (on a separate document, if needed)	Staff org chart clearly identifies positions, team and management relationships for all campus staff (*instruction and operations*); also includes individuals' key responsibilities & **their alignment to campus goals/ priorities** (on a separate document, if needed)
Yearlong Calendar	Campus yearlong calendar marks some important events and deadlines for students, families, and staff; campus often makes changes to calendar (OR) calendar is drafted month by month	Campus yearlong calendar marks many important events and deadlines for students, families, and staff; campus sometimes makes changes to calendar. **Lead time for communicating changes to staff and/or families is usually less than 4 weeks** (e.g. change in date for awards assembly)	Campus yearlong calendar marks all important events and deadlines for students, families and staff; **campus seldom makes changes to calendar**; when changes do need to occur, school **usually provides 4+ weeks notice.**	Campus yearlong calendar marks important events and deadlines for students/families and staff; campus **almost never** makes changes to calendar and always **provides 6+ weeks notice if they do**
Team Operating Mechanisms	Plan for team operating mechanisms includes some important daily, weekly, monthly (etc.) repeating actions for some teams; leader does not execute plan consistently; mechanisms are not reflected in all lead team member calendars; Plan includes mechanisms for a small number of teams (e.g. lead team but no teacher teams)	Plan for team operating mechanisms includes **the most important daily, weekly, monthly (etc.) repeating** actions; leader **executes plan consistently**; mechanisms not consistently reflected in all lead team member calendars. Plan includes mechanisms for **some** but not all teams	Plan for team operating mechanisms includes the most important daily, weekly, monthly (etc.) repeating actions as well as **specific details around where/ when/ who/ why** for each mechanism; leader executes plan consistently; recurring mechanisms **reflected in all lead team member** calendars. **Plan includes mechanisms for lead team as well as all key teacher teams**	Plan for lead team operating mechanisms includes the most important daily, weekly, monthly (etc.) repeating actions as well as specific details around where/ when/ who/ why and **structure** (i.e.: *consistent agenda or standing items*) for each mechanism; leader executes plan consistently and **makes appropriate revisions to plan during the year**; Plan includes mechanisms for lead team as well as all key teacher teams; **recurring mechanisms reflected in all team member calendars.**
Schedule	Campus schedule is created in consultation with key HQ staff; there is some misalignment between schedule structure and IDEA mission & goals	Campus schedule is **created in consultation with key HQ staff; schedule structure aligns to IDEA mission & goals**	Campus schedule is created in consultation with key HQ staff, **APO, and partner principal**; schedule structure aligns to IDEA mission & goals and **campus vision**	Campus schedule is created in consultation with key HQ staff, APO, and partner principal; schedule structure aligns to IDEA mission and goals and campus vision **and creatively overcomes perceived limitations**
Duty rosters	Duty rosters do not evenly distribute after- school duties among teachers, lead team members, and other staff	Duty rosters **evenly distribute before and afterschool duties** among teachers, lead team members, and other staff	Duty rosters evenly distribute before, **during, and afterschool duties** among teachers, lead team members, and other staff; **assignments are organized in a logical, predictable way**	Duty rosters evenly distribute before, during, and afterschool duties among teachers, lead team members, and other staff **(maximizing instructional planning & delivery time for teachers)**; assignments are organized in a logical, predictable way. **Duty rotations are established for the entire school year**
Implementation and Impact	None of the organizational documents are implemented as planned. Team members report lack of role clarity and a sense of disorganization.	Some (50%-75%) of the organizational documents are implemented as planned. Team members are **somewhat clear** of their roles and the school and team are **somewhat organized.**	**Most (more than 75%)** of the organizational documents are implemented as planned. Team members are **clear** about their roles and feel the team and school are **organized.**	**100%** of the organizational documents are implemented as planned. Team members are clear about their roles **and the roles of other team members.** They feel the team and school are **incredibly well organized.**

(8D) Build & Manage Systems

ASSESSMENT TASK: Rater and principal select two school-level systems or projects to focus on, both that were created or modified (not inherited as is) by the principal. For each system, the rater evaluates using the following process: (1) Leader explains the system to rater, in terms of the GRPI and rubric guidelines. (2) Rater asks the same questions of several team members involved in the system (to compare to leader's intended system). (3) Rater and principal observe the system in action.

POSSIBLE SYSTEMS: *Lesson plan submission, management of afterschool care, school-wide discipline system, parent communication systems, recording of DI data, managing execution of DI testing, organizing and managing all the elements of report card night, coordinating summer school, managing lunchtime duties and safety, etc.*

	Novice	Developing	Proficient	Advanced
For the purpose of this row, a system will be defined as a project or process that depends on multiple people for success and can be organized with a GRPI.				
Goals	PLANNING: Goal(s) for the system are not clearly defined. EXECUTION: Stakeholders cannot articulate goal or overall rationale for the system. Progress toward system goal is not tracked.	PLANNING: The goal(s) of the system have mostly **SMART outcomes** used to drive it. EXECUTION: Stakeholders **can articulate parts of the goal or rationale, but perhaps uncommittedly.** Progress toward system goal i**s inconsistently tracked.**	PLANNING: The **goal(s) of the system are SMAR**T. **The vision and rationale for the system is clear.** EXECUTION: Most stakeholders **can** articulate the goal and rationale **clearly.** People are committed to the goal(s). Progress toward system goal is **consistently** tracked.	PLANNING: The goal(s) of the system are SMART. The vision and rationale for the system is clear **and compellin**g. EXECUTION: **All** stakeholders can articulate the goal and rationale for the system or project clearly and committedly. Progress toward system goal is consistently **and efficiently** tracked.
Roles	PLANNING: There are significant gaps in the allocation of roles & responsibilities. The distribution of work is very lopsided, with the leader or few individuals holding the system together. EXECUTION: Few team members can articulate their roles & responsibilities. Few team members consistently fulfill their roles. Unequal distribution of work often translates into excess time and effort by few individuals or failure of the system if key persons are sick or out.	PLANNING: There are minor gaps in the allocation of roles & responsibilities. Distribution of work and delegation is present, but not equal or maximizing the resources on the team EXECUTION: **Most** team members can articulate their roles and responsibilities clearly. **Most** team members consistently fulfill their roles.	PLANNING: **All** key roles & responsibilities are identified & assigned (e.g. RASI). **The allocation of work is organized and logical. Leadership is shared** among the team responsible for the system. PLANNING: **All** team members can articulate their roles & responsibilities clearly. **They understand the degree of authority and empowerment they have in their roles. All** team members consistently fulfill their roles.	PLANNING: All key roles & responsibilities are identified & assigned. The allocation of work is organized and logical, **strategically leveraging the strengths of different team members.** Leadership is shared among the team responsible for the system. EXECUTION: All team members can articulate their roles & responsibilities clearly. They understand the degree of authority and empowerment they have in their roles. All team members consistently fulfill their roles. **and (when needed) exceed their roles and expectations to problem-solve and ensure that the vision and goals are realized. The system is autonomous from the leader, requiring no upkeep.**
Process	PLANNING: Very few key elements/steps of system management process are planned and on paper. EXECUTION: System process is either not followed OR has major inefficiencies/ redundancies that render it ineffective.	PLANNING: **Some** key elements/steps of system management process are planned and on paper. EXECUTION: System process **is followed some of the time.** System process has inefficiencies/redundancies or gaps that **reduce its effectiveness.**	PLANNING: **All** key elements/steps of system management process are planned and on paper. EXECUTION: System process is followed **most** of the time. May have minor inefficiencies/redundancies or gaps but they **rarely** impact the system's effectiveness.	PLANNING: All key elements of project management process is planned. **Process maximizes existing operating mechanism for optimal efficiency.** EXECUTION: System process is followed **all** the time. Has no apparent minor inefficiencies/redundancies or gaps.
Interpersonal Norms	PLANNING: Team has not set norms for interpersonal interaction. EXECUTION: There is a clear lack of trust & openness in communication and relationships. Team avoids addressing breaches of norms OR addresses them disrespectfully.	PLANNING: Team has **set** norms for interpersonal interaction. EXECUTION: There is **variable** trust & openness in communication and relationships. Team **addresses some** breaches of norms.	PLANNING: Team has set, **agreed upon, and written down** key norms for interpersonal interaction. EXECUTION: There **is trust & openness** in communication and relationships. Team addresses breaches of norms **directly and respectfully.**	PLANNING: Team has set, agreed upon, and written down key norms for interpersonal interaction. They **have proactively identified times to reflect on how well they are living the norms.** EXECUTION: There is trust & openness in communication and relationships. Project team **immediately** addresses and **corrects** breaches of norms directly and respectfully.
Feedback & Adjustments	There are no observable feedback mechanisms in place for this system from the perspective of the team.	Time is occasionally taken to **examine the process to improve the system,** and there aren't clear mechanisms or opportunities for receiving quality feedback OR changes to the system are met with complaints or confusion due to unclear implementation of feedback.	Time is **regularly** taken to examine the process to improve the system. **Flexibility, sensitivity to the needs of others, and creativity are encouraged as the leader actively requests feedback.** The system may be continuously improving, but **no team member expresses frustration at the system's changing.**	Time is **frequently** taken to examine the process to improve the system. Flexibility, sensitivity to the needs of others, and creativity are encouraged as the leader actively requests feedback. **Real-time adjustments are collaboratively made, with opportunities to debrief and sharpen the objectives of the system.**
Accountability Mechanisms	There are no accountability measures put in place.	There is **at least 1 accountability measure put in place.**	There are **multiple** accountability measures put in place *(e.g. publication of standards, goals and progress, system progress reviews (simple and frequent), rewards for meeting expectations, periodic observation and feedback, or opportunities for team members to improve the process)*	There are multiple accountability measures put in place, and **the team holds each other accountable to high expectations that exceed those of the system.**
Results: Accountability	Less than 100% of the team meet expectations, with or without intervention by the leader.	**100% of the team meet the expectations** after leader intervenes to ensure all are held accountable.	100% of team meet expectations of the system **without intervention.**	100% of team meet or exceed expectations of the system without intervention, **and display a culture of mutual accountability and attention to results**
Results: Outcomes	Few objectives stated are being met OR the system does not appear to have a measurable positive impact on the school.	The **vision and objectives of the system are mostly being met and meeting the needs of the school**.	**100% of the vision and objectives of the system are being met** and meeting the needs of the school.	All vision and objectives of the system are being **exceeded,** and **the system is ingrained into the culture of the school.**

LEAD TEAM FOCUS SLLs

SCHOOL LEADERSHIP LEVERS

The School Leadership Levers represent the campus-level leadership actions that have the highest impact on school excellence. This is not a comprehensive list of all actions that contribute to school excellence but a prioritized list of those that have the highest direct impact on student achievement (such as Data Driven Instruction, Observation Feedback, and Student Culture) as well as those that eliminate the most common distractions to a leader's ability to focus on the direct-impact levers (such as Communication with Key Stakeholders & Time Management and Organization). Principals are expected to master all of these actions over time. This is the surest way to lead a school to transformational outcomes for all children. However, principals do not lead schools alone; they also hire and develop a leadership team with whom to share this work. Assistant principals of instruction and operations, counselors, and teacher leaders all play critical roles in helping to lead school excellence at IDEA. Though none of these additional leaders are responsible for mastering all SLLs, they must all master at least some as they share the principal's responsibility to lead truly excellent schools that prepare all children for college success.

WHY: While great leadership is great leadership regardless of position or context, both research and practice have demonstrated that there are specific actions proven to drive K - 12 school excellence for all students. Principals—and, by extension, their leadership teams—ensure that they spend significant collective time & energy on these specific levers. Each lead team member plays a unique part in driving school excellence, which is why each lead team member focuses on developing proficiency in the SLLs most aligned to the mission and focus of their role. Lead team members must also develop less context-specific adaptive leadership skills (many of which are captured in IDEA's Leadership Competencies 2.0) and also have additional responsibilities that aren't captured in the SLLs.

Lead Team Focus SLLs (for Operations & Counseling roles)				
APOs, DCCs, CCs, and ACs will receive training on key SLLs during the school year. Training leads for each position selected the SLLs that are most important & most closely related to achieving success in each position. Lead team members will set goals during the Staff Development Cycle related to proficiency on select SLLs. Key n/a = SLL not directly related to this lead team role 1 = training focus for 1st year role 2 = training focus for 2nd year role * = Applicable IF the campus leader is managing teachers				

		APO	DCC	CC	AC
1) Data Driven Instruction					
A	Make School Level Data-Driven Decisions	1	2	2	1
B	Track and Manage Data	n/a	2*	2*	*
C	Conduct Data Conversations	n/a	2*	2*	*
D	Lead Student Work Analysis Meetings	n/a	2*	2*	*
2) Observation & Feedback					
A	Conduct Classroom Observations	n/a	2*	2*	*
B	Lead Observation Feedback Meetings	n/a	2*	2*	*
C	Follow Up & Coach to Mastery	n/a	2*	2	*
3) Program & Planning					
A	Coach Unit / Module Unpacking	n/a	2*	2*	*
B	Evaluate Lesson Plans	n/a	2*	2*	*
C	Pass a DI Check Out	n/a	n/a	n/a	*

4) School Culture						
	A	Share a Compelling Student Recruitment Message	2	1	1	1
	B	Set Vision for Culture of Achievement	2	1	1	1
	C	Design Behavior Management System & Culture Rubric	n/a	n/a	n/a	1
	D	Monitor Student Culture	n/a	1	1	1
	E	Prevent & Respond to Misbehavior	n/a	n/a	n/a	1
5) Staff Culture & Development						
	A	Interview & Select Staff	2	2	n/a	n/a
	B	Onboard New Hires	2	1	n/a	n/a
	C	Lead Staff Development Cycle	1	1	*	*
	D	Make Ongoing Staffing Decisions	2	2	*	n/a
	E	Lead Effective PD	2	2	2	1
	F	Build Trust & Team	1	1	1	1
	G	Demonstrate Emotional Intelligence	1	1	1	1
6) Leading Other Leaders						
	A	Coach & Manage Leaders	1	1	n/a	1
	B	Lead Instructional Rounds	n/a	n/a	n/a	n/a
	C	Facilitate Daily Huddles	1	2	n/a	n/a
	D	Facilitate Weekly Tacticals	n/a	1	n/a	n/a
	E	Facilitate Strategy Meetings	1	2	n/a	n/a
	F	Facilitate Stepback Meetings	1	2	n/a	n/a
7) Communication with Key Stakeholders						
	A	Share School Vision	2	1	1	1
	B	Build Communication Systems	1	1	1	1
	C	Hold Crucial Conversations	1	1	1	1
8) Time Management & Organization						
	A	Hold Admin Daily Meetings	n/a	n/a	n/a	n/a
	B	Organize Time & Tasks	1	1	1	1
	C	Organize Work & Teams	1	1	2	1
	D	Build & Manage Systems	2	1	1	1

LEAD TEAM SLLs NOTES

1A	
How other lead team members apply this row:	
APO	Make data-driven decisions and plan strategy around recruitment, enrollment, ADA, new family persistence, and other ops-driven priorities.
AC	Make data-driven decisions and plan strategy around Persistence and Testing to ensure goals are reached.
DCC	Make data-driven decisions and plan Strategy around OTG, ACT, or Application Campaign to ensure goals are hit.
CC	Make data-driven decisions and plan Strategy around OTG, ACT, or Application Campaign to ensure goals are hit.

1B	
How other lead team members apply this row:	
APO	N/A
AC	Analyze teacher-level data to improve persistence at the classroom/grade team level
DCC	N/A
CC	N/A

1C	
How other lead team members apply this row:	
APO	N/A
AC	Design and conduct data meetings with teachers about persistence at the classroom and grade-level level
DCC	N/A
CC	N/A FOR 2018-2019

1D	
How other lead team members apply this row:	
APO	N/A
AC	Applies as written for ACs managing teachers
DCC	N/A
CC	N/A

2A	
How other lead team members apply this row:	
APO	N/A
AC	Can conduct observations and give feedback in the areas of addressing special pops students. Also relevant if managing teachers
DCC	N/A
CC	N/A

2B	
How other lead team members apply this row:	
APO	N/A
AC	Applies as written for ACs managing teachers
DCC	N/A
CC	N/A

2C	
How other lead team members apply this row:	
APO	N/A
AC	Applies as written for ACs managing teachers
DCC	N/A
CC	N/A

3A	
How other lead team members apply this row:	
APO	N/A
AC	N/A
DCC	N/A
CC	N/A

3B	
How other lead team members apply this row:	
APO	N/A
AC	N/A
DCC	N/A
CC	N/A

3C	
How other lead team members apply this row:	
APO	N/A
AC	Applies as written for ACs managing teachers
DCC	N/A
CC	N/A

4A	
How other lead team members apply this row:	
APO	N/A
AC	AC will support by engaging with families and students with motivational and compelling conversations regarding IDEA
DCC	Motivation/Compelling conversations with students and families regarding Persistence at IDEA, Matriculation to College and/or Matriculation to a Tier 1 or 2 College/University
CC	Motivation/Compelling conversations with students and families regarding Persistence at IDEA, Matriculation to College and/or Matriculation to a Tier 1 or 2 College/University

5A	
How other lead team members apply this row:	
APO	N/A
AC	N/A
DCC	N/A
CC	N/A

4B	
How other lead team members apply this row:	
APO	N/A
AC	AC will support principal vision and school-wide initatives. AC will support student culture through observations and feedback of teachers and staff.
DCC	School-wide initiatives for matriculation, Tier 1 and 2 goals, OTG and/or ACT have clear systems and procedures for students, teachers, parents and staff.
CC	School-wide initiatives for matriculation, Tier 1 and 2 goals, OTG and/or ACT have clear systems and procedures for students, teachers, parents and staff.

5B	
How other lead team members apply this row:	
APO	N/A
AC	Applies as written for ACs managing teachers
DCC	If new members are on team, DCC leads onboarding of the new members of the team.
CC	N/A

4C	
How other lead team members apply this row:	
APO	N/A
AC	AC will support the school-wide behavior plan that is developed by the campus principal and lead team
DCC	N/A
CC	N/A

5C	
How other lead team members apply this row:	
APO	Staff Development Cycle for all direct reports
AC	Staff Development Cycle for all direct reports
DCC	Staff Development Cycle for all direct reports
CC	If manages RTTC Teacher, complete Staff Development Cycle

4D	
How other lead team members apply this row:	
APO	N/A
AC	AC will support through culture observations and feedback
DCC	N/A
CC	N/A

5D	
How other lead team members apply this row:	
APO	N/A
AC	Applies as written for ACs managing teachers
DCC	N/A
CC	N/A

4E	
How other lead team members apply this row:	
APO	N/A
AC	AC will support student behaviors from a counselor perspective. It is HIGHLY recommend that the AC not be the sole/main campus diciplinarian.
DCC	N/A
CC	N/A

5E	
How other lead team members apply this row:	
APO	N/A
AC	AC will lead PD in areas of testing, persistence, and any other topics designated by principal or SPA team
DCC	N/A
CC	N/A

5F	
How other lead team members apply this row:	
APO	Trust and Collaboration is built with campus operations staff
AC	Trust and Collaboration is built with the lead team and campus staff
DCC	Trust and Collaboration is built with Counseling Team
CC	Trust and Collaboration is built with grade teams or teachers that counselor works with for initiatives (ACT/OTG)

6A	
How other lead team members apply this row:	
APO	Direct coaching and managing of operations direct reports; indirect with all other campus ops staff
AC	N/A
DCC	Direct coaching and managing of counseling team; indirect work with grade teams (re: matriculation)
CC	Indirect management and coaching of teachers around initiatives that counselor may lead (OTG, ACT, etc.)

6B	
How other lead team members apply this row:	
APO	N/A
AC	AC leads/assists with campus culture rounds
DCC	N/A
CC	N/A

6C	
How other lead team members apply this row:	
APO	Participates in lead team huddle daily, leads operations daily huddle
AC	AC has opportunuties to lead morning huddle throughout the year
DCC	N/A
CC	N/A

6E	
How other lead team members apply this row:	
APO	APO faciliates strategy meetings for recruitment, enrollment, ADA, and other ops priorities throughout the year
AC	AC has opportunities to lead strategy meetings thoroughout the year
DCC	N/A
CC	N/A

6F	
How other lead team members apply this row:	
APO	APO faciliates stepback meetings for recruitment, enrollment, ADA, and other ops priorities throughout the year
AC	N/A
DCC	N/A
CC	N/A

7A	
How other lead team members apply this row:	
APO	N/A
AC	AC is able to communicate ideas/messages in alignment with principal's vision to motivate staff, students and parents
DCC	Compelling leadership story to motive staff, students and parents to 100% matriculation and 25% matriculation to Tier 1 or 2
CC	Compelling leadership story to motive staff, students and parents to 100% matriculation and 25% matriculation to Tier 1 or 2

7B	
How other lead team members apply this row:	
APO	Communication systems around recruitment, enrollment, ADA, and other ops priorities; both internally and externally
AC	AC support and utilizes district and campus communication outlets to support campus
DCC	Communication systems around Matriculation, OTG, ACT, other driving goals and initiatives
CC	Communication systems around Matriculation, OTG, ACT, other driving goals and initiatives

6D	
How other lead team members apply this row:	
APO	N/A
AC	AC has opportunites to lead tactical throughout the year
DCC	DCC Conducts weekly tactical with counseling team
CC	N/A

7C	
How other lead team members apply this row:	
APO	Crucial conversations with ops staff, lead team, and others as related to campus operations
AC	Curcial conversations with students, parents, and staff in the area of persistence and IDEA mission
DCC	Crucial Conversations with counselors and parents/students re matriculation or tier 1 or 2 matriculation or OTG
CC	Crucial Conversations parents/students re matriculation or tier 1 or 2 matriculation or OTG

8A	
How other lead team members apply this row:	
APO	N/A
AC	N/A
DCC	N/A
CC	N/A

8C	
How other lead team members apply this row:	
APO	Ops priotiites are reflected in the operating calendar and are communicated across all relevant campus teams
AC	AC ensures that testing and persistence events are part of the year-long calendar
DCC	Counseling goals are delegated amongst the team with a clear plan for accountability
CC	N/A

8B	
How other lead team members apply this row:	
APO	Time is aligned with goals and priorities
AC	Time is aligned with goals and priorities
DCC	Time is aligned with goals and priorities
CC	Time is aligned with goals and priorities

8D	
How other lead team members apply this row:	
APO	N/A
AC	AC ensures systems are in place to support persistence and testing expectations
DCC	Systems are in place to ensure follow through on 100% of goals and initiatives
CC	Systems are in place to ensure follow through on 100% of goals and initiatives

CROSSWALK: SLLs & LEADERSHIP COMPETENCIES 2.0

"The Leadership Competencies are directly aligned to a variety of School Leadership Levers. See this document for the connections: tinyurl.com/SLLs-LCs

Please note that alignment relies on specific language in the Leadership Competencies 3.0 document (not just the overall title of each competency). You can and should find connections beyond those indicated."

IDEA
Public Schools

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LEAD TEAM TRAINING CATALOG

2021-22

A MESSAGE FROM
YOUR HQ PARTNERS

All of us at IDEA have a shared mission of ensuring 100% of our students succeed in college and beyond. **The goal of professional development** at IDEA is to provide training and coaching that leads to measurable improvements in proficiency for adults so that they can impact the achievement and well-being of the students they serve.

This catalog outlines professional development for **campus lead team members** in the 2021-2022 school year. Our hope is that this information will help you identify development opportunities that will lead you, your staff, and your students to success this year and in the years to come.

In partnership,

Academic Services Team

College Success Team

Human Assets Team

Operations Team

CONTENT

OVERVIEW

This catalog outlines year-long training programs for campus lead team members. They include:

NEW* Shared foundations across roles. This year our focus will be on DEI and people management development.

We will also continue **role-specific training**, such as APO Foundations Coaching Academy, and College Counseling tracks.

Principal

Teacher Managers (PIR, API)

SSA/SC, SW

DEI & People Management

DCC & CC

APO
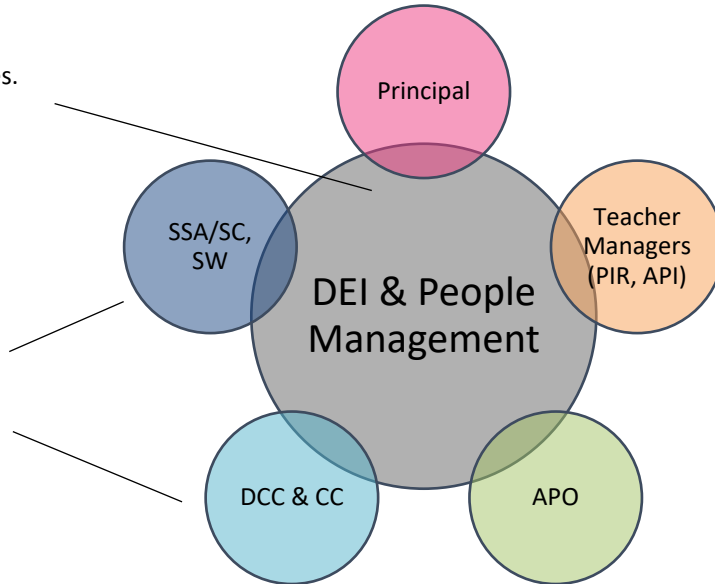
The purpose of the catalog is to help each lead team member understand the content and intended impact of training programs so they can make informed decisions about what to attend.

REGISTRATION PROCESS

1. Use the at-a-glance tables below to identify which trainings to register for.
2. Each lead team member completes their own registration by July 16th, 2021.
3. Principals will review and confirm registrations for their campus by July 23rd, 2021.
4. Regional teams will review and confirm registrations for their region by August 6, 2021.
5. Calendar invites will then be sent to participants.

Questions about which programs to select? Speak to your manager, and if you have lingering questions you can reach out to Melinda Hardy, Managing Director of Professional Development (melinda.hardy@ideapublicschools.org), or to the training lead for a specific program.

PROGRAMS AT-A-GLANCE

See below for recommended trainings for each lead team role.

Lead Team Member	DEI Training	People Management Training	Role-Specific Training
Principal	(NEW) **Inclusive Leadership** Participants: Required for all managers Time: Once, ½ day National Lead: Danielle Christina Mullings Format: Live webinar (NEW) **Leadership Towards Equity** Participants: EDs decide if their regions will offer a principal cohort this year; is in addition to Inclusive Leadership (above) Time: 5 days National Lead: Danielle Christina Mullings Format: Live webinar or in-person	No required training. Attend **Talent Management Learning Series** as refresher if desired (see below).	(NEW) **Leader Content Training** Participants: Required for principals directly managing teachers in content areas covered in training; recommended for other principals. Time: 1 day / month National Lead: Kaitlin McDermott Format: Live webinar **Principal Collaboration** led by ED/VPs.
Assistant Principal of Operations	(NEW) **Inclusive Leadership** Participants: Required for all managers Time: Once, ½ day National Lead: Danielle Christina Mullings Format: Live webinar	(NEW) **Talent Management Learning Series** Participants: APOs in **first** year managing others OR who are interested in refresher in Staff Development Cycle, Talent Review, and Great Places to Work. Time: 1-hour monthly webinar National Lead: Elise Gilbert Format: Live webinar **Leadership & Management** Participants: APOs that have completed APO APEX. Time: 5 days National Lead: Rachel Carreon Format: Live webinar or in-person (regional decision)	**APO Foundations** Participants: APOs in first year at operating campus Time: 8 days National Lead: Milo Dominguez Format: Live webinar **APO APEX** Participants: APOs in 2nd year at operating campus Time: 4 days National Lead: Milo Dominguez Format: Live webinar **APO Bootcamp** Participants: Successor APOs Time: 3 days National Lead: Milo Dominguez Format: Live webinar

Click hyperlinks for more info

Lead Team Member	DEI Training	People Management Training	Role-Specific Training
Teacher Managers (PIRs, APIs)	(NEW) **Inclusive Leadership** Participants: Required for all managers Time: Once, ½ day National Lead: Danielle Christina Mullings Format: Live webinar Click hyperlinks for more info	1st year manager: (NEW) **Talent Management Learning Series** Participants: Teacher managers in **first year** managing others OR who are interested in refresher in Staff Development Cycle, Talent Review, and Great Places to Work. Time: 1-hour monthly webinar National Lead: Elise Gilbert Format: Live webinar 2nd year manager: **Leadership & Management** Participants: Teacher Managers that have completed IDEA Coaching Academy Time: 5 days National Lead: Rachel Carreon Format: Live webinar or in-person (regional decision) 3+ year manager No required tracks	Choose any that apply, based on coaching portfolio* (NEW) **Leader Content Training** Participants: Required for teacher managers directly managing teachers in content areas covered in training. Time: 1 day / month National Lead: Kaitlin McDermott Format: Live webinar **NIFDI Coaching Academy** Participants: New to managing Pre-K to 2 DI. Time: 4 days during year National Lead: Christina Flores Format: Live webinar or in-person **IDEA Coaching Academy** Participants: New teacher managers. Time: 6 days National Lead: Liz Khirallah-Jackson Format: Live webinar or in-person (regional decision) **GET Rubric Certification** Participants: Required for new teacher managers Time: 6 self-paced modules National Lead: Liz Khirallah-Jackson Format: Roadmap + office hours **PIR Quarterly Collaboration day**, if a PIR. **Point person training** (below) *The grades/subjects you manage will change the amount of role-specific training that applies to you. If you have concerns about the amount of training, please discuss with your manager.*

Lead Team Member	DEI Training	People Management Training	Role-Specific Training
Director of College Counseling	(NEW) **Inclusive Leadership** <u>Participants</u>: Required for all managers <u>Time</u>: Once, ½ day <u>National Lead</u>: Danielle Christina Mullings <u>Format</u>: Live webinar Click [hyperlinks](#) for more info	First year manager: (NEW) **Talent Management Learning Series** <u>Participants</u>: DCCs in first year managing others OR who are interested in refresher in Staff Development Cycle, Talent Review, and Great Places to Work. <u>Time</u>: 1-hour monthly webinar <u>National Lead</u>: Elise Gilbert <u>Format</u>: Live webinar Returning manager: **Leadership & Management** <u>Participants</u>: DCCs that have already completed necessary role-specific training. <u>Time</u>: 5 days <u>National Lead</u>: Rachel Carreon <u>Format</u>: Live webinar or in-person (regional decision)	**College Counseling Tracks** <u>Participants</u>: CCs and DCCs <u>Time</u>: Varies by track <u>National Lead</u>: Erin Hearn <u>Format</u>: Virtual If managing teachers for the first time, **GET Rubric Certification** (see teacher manager row above).
College Counselor	If managing others, attend **Inclusive Leadership** (above).	If managing others, attend **Talent Management Learning Series** (above).	**College Counseling Tracks** <u>Participants</u>: CCs and DCCs <u>Time</u>: Varies by track <u>National Lead</u>: Erin Hearn <u>Format</u>: Virtual
Student Success Advisor / School Counselor, Social Worker	If managing others, attend **Inclusive Leadership,** above. (Note: Not recommended by National Team for SSA/SC or SW to manage others.)	If managing others, attend **Talent Management Learning Series,** above. (Note: Not recommended by National Team for SSA/SC or SW to manage others.)	**SSA / SC and SW Tracks** <u>Participants</u>: SSA/SC, SW <u>Time</u>: Monthly webinar for 90 min, quarterly full day <u>National Lead</u>: Rob Wagner <u>Format</u>: Virtual RTI Point Person Training, if applicable
Point Person	n/a	n/a	**504, CSI, EL, and RTI Point Person Training**

INCLUSIVE LEADERSHIP

Program Purpose
In order to achieve our mission, we commit to becoming a more diverse, equitable, inclusive, anti-racist and anti-bias organization where we honor and include the voices, values, and beliefs of our students, staff, alumni, families, community members to do our best work for students. This is essential to students' academic, social, and collective growth, as well as to achieving equity and social justice across our schools, our organization, and our communities.

In June of 2020, we made advancing a culture of diversity, equity, and inclusion toward becoming an anti-racist and anti-bias organization an org-wide priority. This aspiration requires building self-awareness, reflection, mindset, knowledge, and skill building. For us to be successful, we must designate intentional development to get all staff to a shared baseline understanding and proficiency around what diversity, equity and inclusion means at IDEA.

We will simultaneously weave DEI into all our current trainings so that our staff will be able to experience a more comprehensive approach to advancing a culture of DEI.

Intended Outcomes
- Define unconscious bias and the impact it can have on students and adults
- Reflect on their own biases as they relate to their leadership and management
- Practice strategies to mitigate their biases through scenarios
- Create an action plan for implementation of their skill-building and a way to track progress and hold themselves accountable

Alignment to Driving Goals
This program will support leaders to achieve the following goals:
- Increase staff satisfaction on GPTW and staff retention across lines of difference

Participants
Required: Every performance manager at IDEA (i.e., anyone who manages another employee)

Dates/Time Commitment
1/2 day. Choose from the following options:
- *Note: Recommended for ELC members to attend before or with other managers on their campus so they can preview content and support their learning.*
- Option 1: Thursday, September 2 – AM
- Option 2: Thursday, September 2 – PM
- Option 3: Friday, September 3 – AM
- Option 4: Friday, September 3 – PM
- Option 5: Thursday, October 7 – AM
- Option 6: Thursday, October 7 – PM
- Option 7: Friday, October 8 – AM
- Option 8: Thursday, November 4 – AM
- Option 9: Thursday, November 4 – PM
- Option 10: Friday, November 5 - AM

Delivery Model

- Live Webinar (Teams)

Training Designers

- Danielle Christina Mullings
- Martin Winchester

Sessions

- See **next** page

Sessions

Session Title	Rubric Connection	Duration	Objective	Impact on Adult Behaviors *(so that…)*	Intended Impact on Students *(which will…)*	In-Field Coaching *(How will we observe this in action and what will we do if we don't?)*
Understanding and Mitigating Unconscious Bias	Leadership Competency 7 – DEI	½ day	Participants will… 1. Define unconscious bias and the impact it can have on students and adults. 2. Reflect on our own biases as they relate to their leadership and management. 3. Practice strategies to mitigate their biases through scenarios. 4. Create an action plan for implementation of their skill-building and a way to track progress and hold themselves accountable.	Participants will have taken a foundational first step to help them understand and examine implicit bias, yet it is not a training designed to have people completely overcome their biases. They will have a planned for intentionality, practice, self-reflection, and accountability/support mechanisms.	Students will experience leadership that cultivates an environment of deep belonging by prioritizing relationships, understanding the strengths and assets of the communities we serve, and embedding those strengths and assets into our schools.	Ask participants about their reflections from the training and how they are applying them in their work. Support them in moving to action on their plan for implementing skills from the training.

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10

LEADERSHIP TOWARDS EQUITY

Program Purpose

IDEA has committed to becoming a more diverse, equitable, inclusive, anti-racist and anti-bias organization where we honor and include the voices, values, and beliefs of our students, staff, alumni, families, and community members. We know those voices are essential to students' academic, social, and collective growth, as well as to achieving equity and social justice across our schools, our organization, and our communities.

This aspiration requires building self-awareness, reflection, mindset, knowledge, and skill building. For us to be successful, we have to designate intentional development to get all staff to a shared baseline understanding and proficiency around what diversity, equity and inclusion means at IDEA. Leadership Towards Equity is a five-session series that begins to walk staff through the *how* to operate in more equitable ways.

Intended Outcomes

- Staff will be able to use trust to interrogate their own beliefs and values they have around building trust within the workplace and plan for how they will build and maintain trust through structures and practices that honor their own and others full identities.
- Staff will be able to reflect on their own social class and their relationship to power and privilege in order to interrogate their beliefs and values around their own identity and those of others. Staff will be more prepared to think of how these same concepts impact the biases that play out in their work and inside the classrooms and do some initial thinking around internal structures and practices that reinforce racism.
- Staff will reflect on their own identity and increase their self-awareness within the stages of cultural competency so that they are more prepared to examine the internal structures and practices that support or impede increased cultural competency in their work and can begin to make sense of how cultural competence positively impacts students.
- Staff will be able to reflect on their beliefs and values and how they may contribute to oppressive norms in order to have better intentionality on how to grow their self-awareness and use those skills to advance DEI work with IDEA.

Alignment to Driving Goals

This program will support leaders to achieve the following goals:

- Increase staff satisfaction on GPTW and staff retention across lines of difference

Participants

Opt-in determined by ED

Dates/Time Commitment

5 full days every month

Delivery Model

- Webinar or Live (determined with ED)

Training Designers

- Lead: Danielle Christina Mullings

Sessions

Session Title	Rubric Connection	Duration	Objective	Impact on Adult Behaviors *(so that…)*	Intended Impact on Students *(which will…)*	In-Field Coaching *(How will we observe this in action and what will we do if we don't?)*
Diversity, Equity, and Inclusion Foundations	Leadership Competencies 7 – DEI	5 hours	Participants will… • Ground in a shared DEI vocabulary and key theoretical concepts that will frame this session. • Learn and apply the elements of creating a "brave space". • Internalize the connections between trust and workplace relationships. • Practice trust-building through identity-based storytelling.	Participants will create brave spaces on their teams to allow all team members with ongoing opportunities to build trusting relationships.	Students will experience leadership that cultivates an environment of deep belonging by prioritizing relationships, understanding the strengths and assets of the communities we serve, and embedding those strengths and assets into our schools to better promote an equitable experience for all students.	Managers discuss with their direct report(s): How do you see the courageous compass playing out in your work together as a team? What data on your campus will you disaggregate by lines of difference to identify potential inequity? What are you hoping to get out of this series?
Examining power and privilege through racism and classism	LC 7 – DEI	5 hours	Participants will… • Understand present day impact of social class. • Understand how racism operates within institutions. • Internalize how power and privilege are byproducts of racism and classism.	Participants will reflect on their own understanding of class and how this impacts how power and privilege show up on their teams and in schools.	See above	Managers discuss with their direct report(s): How does understanding your where you are within the cycle of socialization impact your interactions at work? What might you do differently having experienced this session? What are you hoping to apply immediately? What are you hoping to do long term?

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Culturally Competent Leadership	LC 7 – DEI	5 hours	Participants will… • Explore how power and privilege influence biases. • Identify awareness of personal stages of cultural competence. • Explore practical learning experiences for skill development in culturally competent strategies and application. • Explore strategies towards becoming culturally competent.	Participants will reflect on their own socialization and the impact that it has had on their professional ideals, expectations, and decisions. This will allow participants to take the first steps toward becoming more culturally competent in their leadership.	See above	Managers discuss with their direct report(s): What are the components of cultural competence to prioritize?
Understanding and Dismantling White Dominant Culture Norms	LC 7 – DEI	5 hours	Participants will… • Develop a shared understanding of White Dominant Culture and each of our roles in it. • Identify norms that reinforce White Dominant Culture. • Describe examples of how White Dominant Culture manifests in ourselves and our work. • Begin to explore strategies to interrupt White Dominant Cultural norms.	Participants will begin to identify systems and practices that should be reviewed in order to create more equitable work and learning environments on their campuses and within their teams.	See above	Managers discuss with direct report(s): What white supremacy culture norms do you want to prioritize as a team and what antidote (solution) do you want to prioritize to combat that white supremacy culture norm?

Envisioning a Model of Equity	LC 7 – DEI	5 hours	Participants will… • Build on strategies to interrupt White Dominant Cultural norms by applying design thinking model to envision a model of equity. • Develop an action plan towards advancing equity and dismantling systems of oppression. • Develop action plan towards becoming culturally competent.	Participants will begin planning for the steps they will take to create more equitable work and learning environments on their campuses and within their teams.	See above	Managers discuss with their direct report(s): What are your plans for implementing your learning from this series? How will you involve others on your team? How will you measure success? How can I support?

TALENT MANAGEMENT LEARNING SERIES

Program Purpose
Talent Management is the consistent cycle between managers and direct reports that involves attracting and retaining high quality employees, developing their skills, and continuously motivating them to improve their performance.

The purpose of this learning series is to ensure that team members and managers are equipped with the knowledge, skills, mindsets, and tools that result in the best possible Talent Management experience for every IDEA employee.

Intended Outcomes
Participants gain proficiency in:
- Understanding Talent Management Theory of Action and definition of Success
- Understanding the purpose and process in the Staff Development Cycle
- Ensuring people are aware of the intentions and impact of the Staff Development Cycle Bonus Policy.
- Implementing and explaining each step of the Staff Development Cycle
- Internalizing the methodology of and rationale for the Great Place to Work Survey as a measure of team and org-wide health
- Using Great Place to Work Survey data to prioritize areas for growth and development in Team and Org-Wide Heath, and action planning for that development
- Understanding the critical ways in which the comprehensive Talent Review process informs our Talent Management Cycle through understanding team performance and implementing responsive manager actions.

Alignment to Driving Goals
This program will support leaders to achieve the following goals:
- 82% average agreement on Great Place to Work
- 85% staff retention
- Path to an A

Participants
Required: All first-year performance managers
Optional: Returning performance managers, individual contributors who are interested in future manager and leader roles

Dates/Time Commitment
1x month 1 hour – all sessions at 3pm
- Talent Management Learning Series 1– 9/10/21
- Talent Management Learning Series 2– 10/8/21
- Talent Management Learning Series 3– 11/12/21
- Talent Management Learning Series 4– 1/14/22
- Talent Management Learning Series 5– 2/11/22
- Talent Management Learning Series 6– 3/11/22
- Talent Management Learning Series 7– 4/15/22
- Talent Management Learning Series 8– 5/13/22

Delivery Model
- Asynchronous courses (Roadmap)
- Live Webinars (Teams)

Training Designers
- Lead: Elise Gilbert

Sessions
- See next page

Sessions

Session Title	Rubric Connection	Duration	Objective	Impact on Adult Behaviors *(so that…)*	Intended Impact on Students *(which will…)*	In-Field Coaching *(How will we observe this in action and what will we do if we don't?)*
Introduction to Staff Development Cycle and Round 1 Goal Setting (this will take place outside of the scheduled Talent Management Learning Series)	SLL 5C Staff Development Cycle	60 min	Participants will… Engage with the Talent Management Philosophy and Purpose of the Staff Development Cycle Know where to access tools, resources and professional development that will support the Goal Setting process for the new school year.	Managers will be prepared for full 21-22 SDC cycle at a high-level and annual goal setting for all staff to ensure driving goals are formally submitted.	Students will…experience leaders who are clearly informed on their opportunities for performance, development, and growth	Additional support provided by Talent Management Team upon request
Preparing for Org-Wide Pulse Checks and an Overview of Talent Reviews	SLL 5F Build Trust & Team SLL 5D Ongoing Staff Decisions	60 min	Participants will… • Understand the purpose of org wide pulse-checks • Prepare to use pulse check data to support team health and development. • Understand the history and purpose of Talent Reviews and their role in the overall Talent Management Cycle	**Pulse checks:** Managers will Identify early areas of improvement, growth, and strength of employee experience - identify next steps for improvement or change for stronger January results. **Talent Reviews:** Managers will be able to use the Talent Review to identify all levels of performer to determine progression, growth, and improvement plans for employees, and decide where the most immediate attention is needed maintain progress to goals.	Students will... Experience teachers and leaders who are aware of opportunities impact their experiences Experience leaders and teachers who are effectively coached and developed through key processes	Additional support provided by Talent Management Team upon request

360 Feedback	SLL 5F Build Trust & Team SLL 5G Emotional Intelligence	60 min	Participants will… • Understand the purpose and outcomes of 360 Feedback • Identify how to effectively leverage 360 feedback for stronger partnerships and performance	By surveying people with different points of view and expectations, a manager can gain richer and more relevant information about their impact on all those they work with as well as their current leadership skills to help focus their attention on your most important development needs.	Students will... Experience leaders and teachers who are aware of strengths, gaps, and opportunities	Additional support provided by Talent Management Team upon request
Great Place to Work	SLL 5F Build Trust & Team SLL 5G Emotional Intelligence	60 min	Participants will… • Understand the purpose and outcomes of the annual GPTW Survey • Identify and internalize survey data and key metrics • Locate and manipulate survey data to identify strengths, gaps, and opportunities	Managers will leverage the GPTW survey as a crucial source of employee feedback that provides insight into organizational health. The experiences of our Team and Family are elevated through the GPTW Survey. IDEA leaders can use this information to improve the employee experience while living up to the vision of valuing a diverse staff, students, and the communities we serve.	Students will... Experience leaders and teachers who are excited to work at IDEA	Additional support provided by Talent Management Team upon request
2x2s	SLL 5C Staff Development Cycle	60 min	Participants will… • Understand the purpose and outcomes of the 2x2 conversation • Identify where and how to complete the Cornerstone 2x2 task	Team members and managers can engage in a meaningful conversation about retention, progress towards goals and current performance, in addition to the two-way feedback. The 2x2 conversation is an opportunity to reflect and celebrate, act with intention to improve performance and increase satisfaction, as well as align on shared actions and accountabilities.	Students will... Experience leaders who have share feedback, maximize strengths, and leverage opportunities for growth	Additional support provided by Talent Management Team upon request

| Annual Performance Reviews | SLL 5C Staff Development Cycle | 60 min | Participants will…
• Understand the purpose and outcomes of the APR
• Identify where and how to complete the Cornerstone APR task | Managers and direct reports discuss overall performance, goal attainment, and areas of continuous improvement for the upcoming academic year. These conversations should provide the information necessary for the development of personalized action plans for 2021-2022 and ensure each employee's continued growth and development, which is critical to our mission and improving overall student achievement. | Students will... Experience leaders who are aware of their performance strengths and opportunities for the year and into the next | Additional support provided by Talent Management Team upon request |

LEADERSHIP & MANAGEMENT

Program Purpose

Leadership & Management is a **foundational** professional development program for managers of individuals and intact teams (multiple direct reports who work on a common team).

The program helps participants develop the knowledge, skills, and mindsets needed to manage individuals effectively and to build a strong, united, and effective leadership team through existing team structures.

Each session includes an in-field application assignment, questions the participants should discuss with their manager, and a chance to follow-up with their cohort to problem-solve and tune their work.

Leadership & Management is offered regionally for campus-based leaders, and nationally for HQ managers, and focuses on:

Competency	Strand	School Leadership Lever Connection
Foundational Competencies	Diversity, Equity, and Inclusion Growth Mindset Emotional Intelligence	n/a
Relationships	1. Interpersonal Relationships 2. Shares Feedback 3. Collaborates with Others	SLL 5F – Build Trust and Team SLL 7C – Holds High Stakes Conversations SLL 5G – Demonstrate Emotional Intelligence
Leading Others	1. Talent Management 2. Sets and Maintains Expectations 3. Coaches and Develops	SLL 5F – Build Trust and Team SLL 6A – Coach and Manage Leaders SLL 5G – Demonstrate Emotional Intelligence

Intended Impact

This program will support leaders to achieve the following goals:
- 97.5%+ ADA
- 90%+ Persistence
- 100% of seniors matriculate to college or university.
- 85% teacher retention
- 82% composite score on GPTW

Participants

Campus Based
Required: Campus: 2nd year PIRs, 2nd Year APIs, 2nd Year APOs, 2nd Year DCCs
Optional: Principals

HQ Based
Required: First year managers on HQ teams
Optional: New to IDEA managers

Pipeline Connection

This program supports **early managers** in their leadership development and is required for campus-based managers in their 2nd year who have completed Coaching Academy. The program develops knowledge, skills and behaviors that are foundational for managers at IDEA.

Dates/Time Commitment
5 – 3-hour sessions September-February
3 – 1-hour Just in Time sessions February-May

- Leadership & Management 1 – 9/9/21
- Leadership & Management 2 – 10/7/21
- Leadership & Management 3 – 11/11/21
- Leadership & Management 4 – 1/13/22
- Leadership & Management 5 – 2/10/22

- Leadership & Management Just-In-Time 1 – 3/10/22
- Leadership & Management Just-In-Time 2 – 4/14/22
- Leadership & Management Just-In-Time 3 – 5/12/22

Delivery Model
- Asynchronous courses (Roadmap)
- Live Webinars (Teams)

Training Designers
- Lead: Rachel Carreon

Sessions
- See next page

Sessions

Session Title	Rubric Connection	Duration	Objective	Impact on Adult Behaviors (*so that...*)	Intended Impact on Students (*which will...*)	In-Field Coaching (*how will we observe this in action, and what will we do if we don't?*)
Welcome to Leadership & Management		30 min	• Engage with the goals, roles, processes, and interpersonal elements of Leadership & Management. • Begin to build a community of support and challenge by getting to know one another.	Participants feel connected to their fellow learners and understand what to expect (and what is expected) in as a member of the program.	Students will experience a joyful school culture of high performance led by a trusting and healthy team of staff that is connected, committed, convicted and capable.	Managers of Participants should… Document participant's goals for their development in the program and follow up in check-ins.
Leading with Cultural Competence	SLL 5F – Build Trust and Team SLL 5G – Demonstrate Emotional Intelligence	75 min	• Build personal awareness and knowledge of our identity and the ways in which we show up with and for others. • Commit to using this awareness to build authentic relationships with direct reports, and to noticing how and when your identity impacts how you manage and lead.	Participants will gain deeper self-awareness particularly in their way their identity impacts their leadership.	Students will experience a joyful school culture of high performance led by a trusting and healthy team of staff that is connected, committed, convicted and capable.	Managers of Participants should… Debrief top takeaways from this session and commit to revisit the impact of these sessions on relationships with direct report.
My Leadership Vision of Excellence	SLL 6A – Coach and Manage Leaders	75 min	• Participants will develop their responses to the questions: Who do I want to be as a leader? What is my vision of excellence in my role as a leader and manager?	When Participants begin to develop their own definition and vision of leadership for themselves and their context, they lead with clarity, conviction, and connection.	Students will experience a joyful school culture of high performance led by a trusting and healthy team of staff that is connected, committed, convicted and capable.	Managers of Participants should… Receive a copy of participant's vision, create steps to support their achievement of this vision, and add it to their check-in document for consistent reflection.

Building Trust with my Team (5 dysfunctions) Part I	SLL 5F – Build Trust and Team SLL 7C – Holds High Stakes Conversations SLL 5G – Demonstrate Emotional Intelligence SLL 6A – Coach and Manage Leaders	75 min	• Reflect on their strengths and opportunities in building trust with their team. • Plan to gather feedback from those they manage about ways to improve team trust.	Participants will gain greater awareness of the element of trust and its relationship to team health. They plan to become more aware of their impact on their team as it relates to this element of trust. We prioritize building trust within our teams because we know that the foundation of effective teams and effective team members is the element of trust among team members and between a manager and their direct reports.	Students will experience a joyful school culture of high performance led by a trusting and healthy team of staff that is connected, committed, convicted and capable.	Managers of Participants should… Follow up on participants self-diagnosis and support in improving areas for growth. Help encourage team members to complete participant's trust survey.
Receiving Feedback (Thanks for the Feedback)	SLL 5F – Build Trust and Team SLL 7C – Holds High Stakes Conversations SLL 5G – Demonstrate Emotional Intelligence	75 min	• Analyze common challenges their colleagues and direct reports may face when receiving feedback • Plan ways to improve the feedback experience for those they manage.	Participants will improve trust and relationships by learning how to receive (and respond to) feedback well, thus creating a healthy and safer team culture.	Students will experience a joyful school culture of high performance led by a trusting and healthy team of staff that is connected, committed, convicted and capable.	Managers of Participants should… • Observe changes in participants ability to receive feedback. • Support in processing feedback using Thanks For the Feedback strategies.
Building Trust Part II	SLL 5F – Build Trust and Team SLL 5G – Demonstrate Emotional Intelligence SLL 6A – Coach and	75 min	• Process Trust survey results • Make an action plan to improve trust on the team	Participants will improve trust and relationships between themselves and their direct reports and among team members, increasing the health and efficacy of the team.	Students will experience a joyful school culture of high performance led by a trusting and healthy team of staff that is connected, committed,	Managers of Participants should… • Receive action plan and check-in on next steps

	Manage Leaders				convicted and capable.	
Crucial Conversations (mandatory if you have not taken this course, optional if you have)	SLL 7C – Holds High Stakes Conversations SLL 5G – Demonstrate Emotional Intelligence SLL 6A – Coach and Manage Leaders	75 min	• Prepare to hold effective crucial conversations by… -Defining crucial conversations and their criteria for success. -Identifying opportunities to build trust. -Scripting and practicing the execution of a conversation.	Participants will use a common framework hold difficult conversations and uphold high expectations for performance and outcomes.	Students will experience a joyful school culture of high performance led by a trusting and healthy team of staff that is connected, committed, convicted and capable.	Managers of Participants should… • Role play a crucial conversation that participant needs to have with a direct report. • Reflect on a crucial conversation with participant and plan for follow up.
Crucial Accountability	SLL 7C – Holds High Stakes Conversations SLL 5G – Demonstrate Emotional Intelligence SLL 6A – Coach and Manage Leaders	75 min	• Leaders will be able to reflect on the following about accountability: 1) Why is the skill of holding others accountable important to your success as a manager? 2) What have you found that works in holding others accountable? 3) What is your biggest challenge as a manager in creating accountability? • Leaders will action plan how they will apply these and receive feedback from a colleague.	Participants will apply skills for holding team members accountable to high expectations, building trust and credibility.	Students will experience a joyful school culture of high performance led by a trusting and healthy team of staff that is connected, committed, convicted and capable.	Managers of Participants should… • Role play an accountability conversation that participant needs to have with a direct report. • Reflect on an accountability conversation with participant and plan for follow up.
Planning and facilitating the Common Meetings at IDEA	SLL 5F – Build Trust and Team SLL 6A – Coach and Manage Leaders SLL 6C, D, E, F – Facilitate	60 min	• Define operating mechanisms and their purpose in team leadership and management. • Identify the key elements of the 5 standard meetings used at IDEA: huddle, tactical, check-in, strategy, step-back/quarterly • Choose and implement strategic operating mechanisms	Participants will become more effective at designing and facilitating the most common meetings in order to improve team efficacy.	Students will experience a joyful school culture of high performance led by a trusting and healthy team of staff that is connected, committed,	Managers of Participants should… • Observe a tactical and a strategy meeting to provide feedback

	huddle, tactical, strategy, step back		(meetings, reporting structures, coaching/observation time, other processes) that will move teams forward the fastest		convicted and capable.	
Effective Check-ins	SLL 5F – Build Trust and Team SLL 5G – Demonstrate Emotional Intelligence SLL 6A – Coach and Manage Leaders	75 min	• Improve their check-ins with their direct reports by: -Revising their check-in preparation -Planning for 2-way feedback -Tuning their Progress to Goals conversations	Participants will build relationship, trust, credibility, and capability by providing sacred time and space for 2-way feedback as well as effective problem solving, coaching and follow through with their direct reports.	Students will experience a joyful school culture of high performance led by a trusting and healthy team of staff that is connected, committed, convicted and capable.	Managers of Participants should… Observe check-in and provide feedback
Introduction to the Coaching Cycle	SLL 6A – Coach and Manage Leaders	90 min	• Name the CFS for an ideal coaching cycle. • Name their current gap in coaching leaders. • Identify their highest leverage next step in alignment with coaching cycle criteria	Participants will use IDEA's coaching cycle model with fidelity, thereby effectively developing their direct reports' capability and efficacy in their role.	Students will experience a joyful school culture of high performance led by a trusting and healthy team of staff that is connected, committed, convicted and capable.	Managers of Participants should… Support participant in improving prioritized phases of the coaching cycle. Specifically, in identifying root cause, and in creating what-how action steps.

APO FOUNDATIONS

Program Purpose
APO Foundations provides monthly training for APOs in their first year operating a campus, either following launch or in succeeding a previous APO. Foundations teaches APOs the fundamentals of leading operations on campus, leveraging data to drive action and make decisions, and managing monthly priorities.

Intended Outcomes
This program will support APOs in their first year develop proficiency in at least 6 key SLLs.

- SLL 1A
- SLL 4A
- SLL 5A
- SLL 5B
- SLL 5C
- SLL 5D
- SLL 5F
- SLL 6A
- SLL 6C
- SLL 7C
- SLL 8B
- SLL 8D

Through a strong school culture and efficient operations, outcomes for students include:

- 97.5% student attendance
- 90%+ student persistence
- 100% projected student enrollment

Alignment to Driving Goals
APOs in their first year of leading an operating campus are able to meet 80% of campus driving goals.
- 100% Projected Enrollment in Academy and College Prep on the First Day of School
- 90% New Student Persistence in Academy and College Prep
- 97.5% ADA in Academy and College Prep
- 85% Ops Staff Retention
- Financial Excellence in CNP, Facilities, Transportation, and OT Management
- 100% of campuses are ready for BOY one-week before FDOS

Participants
- **Required**: APOs in their first year of leading an operating campus.
- **Optional**: APOs beyond year 1 who would like to review the content.

Pipeline Connection
The first year of campus operations as an APO is one of the most vulnerable times. There are so many things to learn, processes to design and master, relationships to build, and systems to lead. APO Foundations supports APOs during this time by providing them aligned learning, training, and development to enable their success and increase APO longevity.

Dates/Time Commitment

Sessions occur monthly and are aligned to the monthly priorities named in the APO Playbook. Sessions outlined below are subject to change based on changes in priorities and data.

Session Dates:
- August 25, 2021
- October 27, 2021
- November 17, 2021
- December 8, 2021
- January 26, 2022
- February 23, 2022
- March 30, 2022
- April 27, 2022

Delivery Model

- If possible, in person regionally facilitated by RDOs and/or Regional Managers with some virtual sessions from National presenters.

Training Designers

- **Lead**: Milo Dominguez, Director of Ops Talent Development
  emilio.dominguez@ideapublicschools.org
- Ops Talent Development Team

Sessions

- See next page

These sessions reflect the programming of APO Foundations for the 2020-2021 school year. APO Foundations Sessions may change as the real-time data and campus needs require.

Session Title	Rubric Connection	Time (hr)	Objective	Impact on Adult Behaviors *(so that…)*	Intended Impact on Students *(which will…)*	In-Field Coaching *(How will we observe this in action and what will we do if we don't?)*
BOY PD Week – Overview	SLL 5E	0.5	1. Internalize the approach and rationale to BOY PD Week for a Strong Start 2020-21 SY 2. Learn the expectations for the APOs & other Ops Staff members to deliver high quality Operations PD during BOY PD week at the campus	APOs and ops teams facilitate effective BOY PD by understanding facilitation expectations.	Students experience an orderly, efficient, and joyful first day of school. Through a strong school culture, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Observation of system • SLL 5E rating of facilitation • SLL 8D rating of system • Provide real-time coaching
BOY PD Week – Ops Session Resources	SLL 5E	0.5	1. Review the Ops session content resources available to help prepare for the delivery of Ops session content to campus staff members during BOY PD Week	APOs and ops teams facilitate effective BOY PD by having all resources needed.	Students experience an orderly, efficient, and joyful first day of school. Through a strong school culture, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Observation of system • SLL 5E rating of facilitation • SLL 8D rating of system • Provide real-time coaching
BOY PD Session Content Review	SLL 5E	1.5	1. APOs will be placed in a breakout session for content review of specific BOY PD provided by TEAM OTD	APOs and ops teams facilitate effective BOY PD by answering any outstanding	Students experience an orderly, efficient, and joyful first day of school.	• Observation of system • SLL 5E rating of facilitation

w/TEAM OTD				questions and seeing exemplar rehearsals.	Through a strong school culture, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• SLL 8D rating of system • Provide real-time coaching
PD Facilitation Tips & Best Practices	SLL 5E	0.5	1. Review tips and best practices to ensure an engaging learning experience for campus staff during BOY PD Week 2. Briefly unpack SLL 5E - facilitate effective professional development	APOs and ops teams facilitate effective BOY PD.	Students experience an orderly, efficient, and joyful first day of school. Through a strong school culture, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• SLL 5E rating of facilitation • Provide real-time coaching
APO/Aux Managers Joint Sessions	LC: Ensures Outcomes LC: Coaches and Manages	2	1. Explain the key components of the role for Aux Manager (FM, CM, TM) 2. Determine the key ingredients that dictate success for the role 3. Identify the management support structures and properly allocate the resources necessary	APOs are equipped to coach and manage Auxiliary Managers.	Students can enjoy quality meals, ride transportation safely, and attend a clean and safe school building. Through efficient operations, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• SLL 6A rating • Provide real-time coaching

Excellent Management: Creating Psychological and Emotional Safety on your Team	LC: Emotional Intelligence SLL 5F	1.5	1. Describe the current state of psychological and emotional safety at IDEA. 2. Invest others in the need to increase psychological and emotional safety. 3. Implement high-leverage strategies to increase psychological safety on their teams.	Campus operations leaders can create trust and team by building psychologically and emotionally safe workplaces.	Students and families experience a campus operations team that works collaboratively and efficiently. Through a strong school culture, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• SLL 5F rating • Provide real-time coaching
BOY Quality Review	SLL 1A LC: Ensures Outcomes LC: Strategic Planning	2	1. Use BOY parent survey data to set clear objectives for their teams in the first quarter 2. Organize the objectives into clear priorities and tasks for each team member. 3. Determine how they will measure success at the end of quarter 1.	APOs are prepared to lead a strong BOY on campuses.	Students experience an orderly, efficient, and joyful first day of school. Through a strong school culture, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• BOY Scorecard Review • SLL 8D rating • SLL 6A rating • Provide real-time coaching
New Family Persistence	SLL 1A LC: Ensures Outcomes LC: Strategic Planning	2	1. Reflect on current PTG data for new student persistence 2. Engage in an OCS protocol to determine crucial next steps 3. Share out proposed solutions with the group for feedback 4. Rollout New Student Persistence plan for the school year	APOs begin the year with a plan to lead New Family Persistence for the remainder of the Persistence Year.	Students persist in their enrollment with IDEA. Through a strong school culture, student outcomes include: • 90% student persistence	• SLL 8D rating • SLL 1A rating • Provide real-time coaching

PTG Prep	SLL 1A LC: Ensures Outcomes	2	1. Explain the GRPI of Ops PTGs 2. Prepare and support their staff in successfully executing PTGs 3. Lead meaningful PTG meetings that will drive actions toward meeting goals 4. Unpack SLL 1A: Make School-Level Data Driven Decisions	APOs lead their teams through a productive, quality PTG experience and can get targeted feedback on strategies to meet goals.	Students experience improvements in campus practices because of team members analyzing data and problem solving. Through a strong school culture, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• SLL 1A rating • PTG Pre-brief and PTG Debrief with RDO • Provide real-time coaching
Front Office Processes and Procedures	SLL 1A LC: Ensures Outcomes LC: Strategic Planning	2	1. Review an ADA Case Study, debate the merits of the research and apply the key learnings of the paper 2. Learn all the components of the ADA Dashboard used to manage the ADA Process 3. Introduction to the P.E.A.R. Methodology 4. Utilize the resources available for ADA Success (data visibility, adult culture, escalation matrix)	APOs can be effective coaches and managers for campus receptionists.	Students are safe on campus. Students and families are welcomed and informed of campus policies and procedures. Through a strong school culture, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• SLL 6A rating • Front office co-observation • Parent Feedback Forum • Provide real-time coaching

State of Enrollment	SLL 1A LC: Ensures Outcomes LC: Strategic Planning	1	Current State of Enrollment	APOs know key milestones and timelines for enrollment.	Students can attend IDEA in grade-level cohorts that align with the IDEA service model. Through quality systems, student outcomes include: • 100% projected enrollment • 90% student persistence.	• In-field recruitment observations • SLL 4A rating • Provide real-time coaching
Enrollment Contracts	LC: Demonstrates Program Knowledge	1	Enrollment Contracts BD/PE/OE/App Targets Shifts to Enrollment Cycle Stages Identify Submission & Revision	APOs leverage enrollment contracts in check-ins with principals.	Students can attend IDEA in grade-level cohorts that align with the IDEA service model. Through quality systems, student outcomes include: • 100% projected enrollment • 90% student persistence.	• Contract review during APO/RDO check ins • Provide real-time coaching
STREAM	LC: Demonstrates Program Knowledge	1	Review Improvements to STREAM platform Look ahead to features/updates coming soon	APOs use Stream to monitor recruitment and enrollment progress.	Students can update enrollment information. New students can seamlessly enroll at IDEA. Through quality systems, student outcomes include: • 100% projected enrollment • 90% student persistence.	• Data review during APO/RDO check in • Data review during PTG • Observation of in-field usage • Provide real-time coaching

Marketing Overview & MCE Services	LC: Demonstrates Program Knowledge	3	Identify Marketing Support provide by HQ Determine Recruitment Marketing Campaign Elements & Timing Identification of Billboards in region	APOs leverage marketing contacts to support with recruitment.	Students engage with IDEA marketing materials that are most current and compelling. Through quality systems, student outcomes include: • 100% projected enrollment • 90% student persistence.	• APO/RDO check in discussion • Provide real-time coaching
Recruitment Planning Tools	SLL 1A SLL 6A LC: Demonstrates Program Knowledge LC: Ensures Outcomes LC: Coaches and Manages	1	Review Recruitment Playbook and Scavenger Hunt Recruitment Planning Steps & Checklists Planning Worktime Activity	APOs coach and manage ECs to create recruitment plans to meet targets.	Students and families can enroll at IDEA per charter policy. Through quality systems, student outcomes include: • 100% projected enrollment • 90% student persistence.	• SLL 4A rating • In-field observation • SLL 8D rating (recruitment plan) • Provide real-time coaching
Academic Model	LC: Demonstrates Program Knowledge SLL 4A	1	Tailor the Recruitment Pitch to align to the Academic Program Model Articulate key points of the Academic Program Model so that families have clear expectations	APOs can speak knowledgeably about IDEA's academic model.	New students and parents received accurate pitches of IDEA's academic model. Through quality systems, student outcomes include: • 100% projected enrollment	• SLL 4A rating • In-field observation • Co-observation with RDO of team members recruiting • Provide real-time coaching

					• 90% student persistence.	
Pitch Practice	LC: Demonstrates Program Knowledge SLL 4A	2	Pitch practice that aligns with requirements in SLL 4A Incorporate key messages to invest families to join IDEA	APOs can deliver and effectively coach their team members to deliver effective pitches.	New students and parents received accurate pitches of IDEA's academic model. Through quality systems, student outcomes include: • 100% projected enrollment • 90% student persistence.	• SLL 4A rating • In-field observation • Co-observation with RDO of team members recruiting • Provide real-time coaching
Effective Check-ins (SLL 6A)	SLL 6A	2	1. Norm around SLL 6A – Effective Check-Ins 2. Plan & practice a goal-driven check in that is guided by an effective Check-In document 3. Plan probing questions to help direct reports problem-solve	APOs can use check-ins with fidelity with each team member to drive campus strategies and progress.	Students experience improvements in campus practices because of team members analyzing data and problem solving. Through consistent operations leadership: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• SLL 6A rating • Check-In observation • Provide real-time coaching
CNP Meal Participation & Compliance	LC: Demonstrates Program Knowledge	2	1. Understand how participation, or lack of it, impacts CNP financials, and how APOs and school leadership can support participation. 2. Understand what a reimbursable meal is, and the	APOs can effectively support CMs and CNP teams in compliance.	Students enjoy healthy meals for breakfast, lunch, and supper. Through strong culture and systems: • 80% meal participation	• Internal Audit • Meal distribution observation • SLL 8D Rating (meal participation system improvements)

	LC: Ensures outcomes		documentation (rosters) required to back up our claims for reimbursement		• 97.5% student ADA • 90% student persistence	• Provide real-time coaching
Healthy Kids Here		1	1. Define Healthy Kids Here goal, key tenets, & understand what it can look like on a campus 2. Understand District-wide Wellness Policy and Smart Snack Guidelines and key points to successful implementation 3. Create and articulate their own teachable point of view, understand how APO role is uniquely positioned to lead HKH success on campus	APOs can effectively implement Healthy Kids Here on campus.	Students attend a school with a culture of health and wellness. Through quality systems, student outcomes include: • 97.5% student ADA.	• HKH meeting observation • Health Aide Check-In observation and coaching • Parent/Staff forum • Provide real-time coaching
3 Tenets for ADA Success	LC: Demonstrates Program Knowledge LC: Ensures Outcomes SLL 1A	1	1. Explain the importance of ADA and the current state of ADA at their campus using the dashboard 2. Internalize the 3 tenets for ADA success 3. Formulate their ADA Escalation Matrix and practice having an ADA conversation with a parent	APOs implement an ADA system that meets criteria for success of all 3 tenets.	Students attend the maximum days of school possible. Through quality systems, student outcomes include: • 97.5% student ADA.	• ADA plan feedback from RDO • Teacher/Leader/Ops Phone Call or Parent Meeting Observation • PTG Analysis • SLL 1A rating • SLL 8D rating • Provide real-time coaching
Staff Retention – Employee Engagement	SLL 5F	1	1. Leverage the Employee Engagement Toolkit to utilize strategies that our most effective managers are employing to ensure high retention year after year	APOs leverage IDEA tools to increase employee engagement.	Students and families experience a campus operations team that works collaboratively and efficiently. Through a strong school culture and consistent	• SLL 5F rating • SLL 6A rating • SLL 6C rating • SLL 6D rating • Observation from RDO or Principal

					team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	
Attendance Data Compliance	LC: Demonstrates Program Knowledge LC: Ensures Outcomes SLL 1A	1.5	1. Explain the importance of attendance compliance and the consequences of non-compliance 2. Identify the key roles and responsibilities in the attendance compliance process and describe best practices 3. Understand the tracking mechanism utilized by the district and Identify levers to ensure updates occur with fidelity	APOs effectively coach and manage SIS and Registrar for Attendance Compliance.	Students attend the maximum days of school possible. Through quality systems, student outcomes include: • 97.5% student ADA.	• Observation from RDO or regional/national SIS team • SLL 1A rating
Crisis Management Playbook	LC: Demonstrates Program Knowledge	1.5	1. Internalize the crisis management structure and review updates to the model as a result of passage of the Texas Education Code (TEC 37.108) law under Senate Bill 11 (2019) 2. Review the updates to the 2020-21 Crisis Playbook and learn how to leverage this tool that provided guidance around safety measures and responses to crisis	APOs lead in a crisis based on roles and responsibilities in the Crisis Playbook.	Students are safe on campus because adults know how to keep them safe and execute crisis steps accurately. Through quality systems, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Tabletop drill observation • Provide real-time coaching • Emergency drill observation • Crisis situation debrief with RDO and/or national team

Student Persistence	LC: Ensures Outcomes LC: Coaches and Manages SLL 1A	1.5	1. Access and use persistence data to inform strategies 2. Review the Accountability and Intervention Matrix for Student Persistence 3. Leverage the If Then Persistence Action List to formulate plan to mitigate student leavers 4. Perform a self-assessment of Family Engagement activities against the established framework	APOs execute on targeted persistence strategies that close gaps in persistence data.	Students persist in year-over-year enrollment at IDEA. Through quality systems, student outcomes include: • 90% student persistence	• Persistence plan feedback from RDO • Persistence Check-In Observation • SLL 1A rating • SLL 8D rating
Student Recruitment Strategy	LC: Ensures Outcomes LC: Coaches and Manages SLL 1A	1	1. Evaluate Recruitment PTG application volume (STREAM) by open grade level against the established benchmark 2. Evaluate your recruitment activities against the Enrollment Cycle for the month of November 3. Access the Super Recruitment Day resources from the HUB to plan for a successful event.	APOs execute on targeted recruitment strategies that close gaps in enrollment data.	Students and families can enroll at IDEA per charter policy. Through quality systems, student outcomes include: • 100% projected enrollment.	• Recruitment plan feedback from RDO • Super Recruitment Day Planning side by side with RDO
Selection & Hiring Training	SLL 5A SLL 5B	8	1. Describe the campus ops staffing model 2. Identify the transfer and promotion timeline 3. Explain the campus ops selection process 4. Describe best practices for interviewing 5. Explain next steps to hire and bring onboard a candidate	APOs select and hire the best candidates to fill any vacancies on their campus and build clear onboarding plans to execute when new hire begins.	Students interact with campus purpose and mission-driven team members. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence	• Joint interviews with new APOs or those who are not meeting staff retention benchmarks • Provide real-time coaching

					100% projected enrollment	
Student Re-Registration & Transfer Process using STREAM	LC: Ensures Outcomes LC: Coaches and Manages SLL 8D	2	1. Articulate the purpose of re-registration 2. Navigate the STREAM platform and determine how the system will be used during the re-registration & the transfer process. 3. Identify campus staff roles & responsibilities in the re-registration process 4. Review re-registration supporting resources	APOs execute on re-registration and transfer processes on campus to ensure 100% of current students re-register before the deadline.	Students and families secure their spot for the next school year, can request a transfer if desired, and update any changes in personal information. Through a strong school culture and consistent team presence, student outcomes include: • 90% student persistence • 100% projected enrollment	• Observation and SLL 8D feedback • 1:1 coaching for new or struggling APOs from RDOs
APO Career Pathway & OLDP (TeachBoost)	LC: Ensures Outcomes	2	1. Get the latest information about the APO Career Pathway including progress made by the Steering Committee 2. Formulate individualized OLDP in accordance with the APO Career Pathway 3. Leverage the most common tools available in TeachBoost by using the TeachBoost User Guide	APOs are invested in their development using SLLs and gain stronger skills in leadership and management of their Ops teams.	Students experience consistency in campus leadership year-over-year. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Feedback on OLDP plans from RDO/Principal • Side by side ratings from principal/RDO
Staff Develop	LC: Coaches	2	1. Internalize changes to the Staff Development Cycle as a result of	APOs and direct reports	Students and families experience a campus	• Observation and SLL 5F feedback

ment Cycle: 2x2s & Talent Reviews	and Manages LC: Emotional Intelligence SLL 5F		the integration of the 2x2 conversation & talent review 2. Review the resources available (guides, templates, modules, etc.) to ensure a successful completion of this process in Cornerstone	share aligned, honest feedback that will improve their work and PTG over the spring semester. APOs create clear plans for development for each ops team member and execute on action steps.	operations team that works collaboratively and efficiently. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Provide real-time coaching
Finishing Strong: Goal-Aligned Breakouts	LC: Ensures Outcomes LC: Coaches and Manages SLL 1A	2	1. Review national tools and strategies for increasing employee engagement, onboarding effectiveness, safety, or meal participation 2. Learn best practices from colleagues at other campuses for increasing employee engagement, onboarding effectiveness, safety, or meal participation 3. Create an action plan for the strategies your team will take to increase employee engagement, onboarding effectiveness, safety, or meal participation	APOs reset strategies and tactics around priority goals that will ensure goals are met on campus by EOY.	Students experience a school that is running efficiently and effectively, focused on the highest-leverage actions to maximize their learning. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Side by side observations between APO and direct report • Spring PTG meetings for campuses off-track to meeting goal.
Lottery & Registration	LC: Ensures Outcomes	2	1. Articulate the purpose of the lottery and understand the process that it entails	APOs designs and manages campus lottery	Students and families receive clear instructions for post-lottery and pre-	• RDO feedback on lottery plans

Preparations	LC: Coaches and Manages LC: Strategic Planning		2. Identify the roles & responsibilities of the campus Ops staff in each of phases of the lottery process 3. Clearly map out the goals and steps to be taken by the campus to engage new families during the post-lottery and registration process	management systems to reach 100% offer acceptance by deadline.	registration events that nurture and build their investment in IDEA – 100% Enrollment by FDOS. Through quality systems, student outcomes include: • 100% projected enrollment.	• Training for new ECs on effective offer management (HQ enrollment team)
Financial/ Budget Planning & OT Management	LC: Ensures Outcomes LC: Coaches and Manages LC: Strategic Planning SLL 1A	2	1. Plan and present budget proposals for Ops related expenses for the upcoming school year 2. Internalize the CapEx process and submissions 3. Review OT tracking tools and recommendations to ensure effective OT management	APOs manage OT budgets on campus to end year at or above goal. APOs follow CapEx process with fidelity to ensure approvals.	Students experience maximum investments in their classroom learning experience. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• PTG feedback from RDO • Partnership with district facilities team and RDO for CapEx process
Welcome to IDEA (WTI) - Event Planning	LC: Ensures Outcomes LC: Coaches and Manages SLL 8D LC: Strategic Planning	1.5	1. Internalize NFO & WTI outcomes 2. Internalize the logistics & data requirements for in-person & WTI events 3. Plan to manage the EC to meet WTI outcomes through existing operating mechanisms	APOs plan a successful WTI event for new families that builds culture, joy, and expectations with new families.	Students and families learn critical information about attending IDEA. Through quality systems, student outcomes include: • 100% projected enrollment.	• Side by side planning with new APOs & RDO/team OTD • Feedback on all WTI Plans from RDO and Principal • WTI Observation feedback from regional and national teams

Registration w/STREAM	LC: Ensures Outcomes SLL 8D LC: Strategic Planning	1	1. Clearly identify the required forms necessary from our new families for a successful registration submission 2. Navigate the STREAM platform and learn how it is used to register students & track progress	APOs execute the registration process with new families to ensure accurate data and build relationships with families.	Students and families can enroll at IDEA per charter policy. Through quality systems, student outcomes include: • 100% projected enrollment.	• Registration PTG benchmarks met in STREAM • Provide real-time coaching
BOY Kick Off	LC: Ensures Outcomes LC: Coaches and Manages SLL 8D	2	1. Set the vision for what the BOY experience will look like for parents, students, and staff 2. Define the measures of success used for BOY 3. Internalize execution and results from prior year BOY experience and clearly identify the gaps 4. Prioritize opportunities for growth based on findings	APOs utilize tools from BOY Hub Site to plan for an effective BOY experience for all stakeholders (staff, students, parents)	Staff, students, and parents have a great BOY Experience, leading to higher persistence outcomes YOY – 90% New Student Persistence; Campuses safe and ready 2 weeks before FDOS.	• Side by Side planning with RDO for new APOs; RDO/Principal feedback on plans from experienced APOs • Provide real-time coaching
BOY Planning	LC: Ensures Outcomes LC: Coaches and Manages SLL 8D LC: Strategic Planning	2	1. Clearly identify and use the BOY toolkit and other resources available in School in a Box 2. See It, Name It: Campus Success Plan Exemplar 3. Do It: Develop campus-specific action plans based on the prioritized findings using the Campus Success Plans as a guide	APOs utilize tools from BOY Hub Site to plan for an effective BOY experience for all stakeholders (staff, students, parents)	Staff, students, and parents have a great BOY Experience, leading to higher persistence outcomes YOY – 90% New Student Persistence; Campuses safe and ready 2 weeks before FDOS	• Side by Side planning with RDO for new APOs; RDO/Principal feedback on plans from experienced APOs • Provide real-time coaching
EOY Close Out	LC: Ensures Outcomes LC: Coaches	2	1. Identify key steps to close out a campus for the academic year 2. Effectively plan for their summer activities 3. Draft and share their campus' summer calendar	APOs know how to execute an effective BOY plan with their operations team to ensure	Students can transition to summer break or summer school efficiently. Through quality systems, student outcomes include:	• Observations and feedback from RDO/Principals • Provide real-time coaching

	and Manages SLL 8D SLL 8B LC: Strategic Planning			campuses are ready by FDOS.	• 90% student persistence.	

APO APEX (ACCELERATING PRACTICES EXCHANGE)

Program Purpose

APO Accelerator Seminar is a year-long development track for APOs in their second year leading an operating campus. This program builds on the basics of APO Foundations to help APOs hone their craft, becoming more efficient and effective in their leadership.

Intended Outcomes

This program will support APOs in their second year develop proficiency in at least 8 key SLLs.
- SLL 1A
- SLL 4A
- SLL 5A
- SLL 5B
- SLL 5F
- SLL 5G
- SLL 6A
- SLL 7C

Through a strong school culture and efficient operations, outcomes for students include:
- 97.5% student attendance
- 90%+ student persistence
- 100% projected student enrollment

Alignment to Driving Goals

APOs in their second year of leading an operating campus are able to meet 85% of campus driving goals.
1. 100% Projected Enrollment in Academy and College Prep on the First Day of School
2. 90% New Student Persistence in Academy and College Prep
3. 97.5% ADA in Academy and College Prep
4. 85% Ops Staff Retention
5. Financial Excellence in CNP, Facilities, Transportation, and OT Management
6. 100% of campuses are ready for BOY one-week before FDOS

Participants

- **Required**: APOs in their second year of leading an operating campus.
- **Optional**: APOs beyond year 2 who would like to review the content.

Pipeline Connection

The second year of campus operations as an APO allows for APOs to dive deeper into functional leadership. APO APEX provides an opportunity to APOs to develop HQ relationships further in addition to developing greater functional content expertise to become better coaches and managers of the people they lead rather than the systems (the focus in Foundations).

Dates/Time Commitment

Sessions are full days.

Session Dates:

- September 28, 2021
- November 16, 2021
- January 25, 2022
- March 29, 2022

Delivery Model

- Sessions are virtual and typically facilitated by HQ/Regional functional leaders and/or the Operations Talent Development Team (OTD).

Training Designers

- **Lead**: Milo Dominguez, Director of Ops Talent Development
  Emilio.dominguez@ideapublicschools.org

Sessions

- See next page

Session Title	Rubric Connection	Time	Objective	Impact on Adult Behaviors *(so that…)*	Intended Impact on Students *(which will…)*	In-Field Coaching *(How will we observe this in action and what will we do if we don't?)*
Deep Dive into CNP	SLL 6A SLL 1A	3 hrs.	APOs will be able to provide a greater leadership role in CNP by: • Learning from department leadership • Analyzing goal attainment and preparing an O-C-S • Hearing a leadership story from a veteran APO in this department and analyzing for application in their own campus/work	APOs are able to engage in weekly PTG check-ins with CMs that push goal attainment and staff satisfaction.	Students experience a school that is running efficiently and effectively, focused on the highest-leverage actions to maximize their learning. Students can enjoy healthy meals at school. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Get observed during a check in with CM
Deep Dive into Facilities	SLL 6A SLL 1A	3 hrs.	APOs will be able to provide a greater leadership role in Facilities by: • Learning from department leadership • Analyzing goal attainment and preparing an O-C-S • Hearing a leadership story from a veteran APO in this department and analyzing for application in their own campus/work	APOs are able to engage in weekly PTG check-ins with FMs that push goal attainment and staff satisfaction.	Students experience a school that is running efficiently and effectively, focused on the highest-leverage actions to maximize their learning. Students attend a campus that is safe and clean.	• Get observed during a check in with FM

					Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	
Deep Dive into Transportation	SLL 6A SLL 1A	3 hrs.	APOs will be able to provide a greater leadership role in Transportation by: • Learning from department leadership • Analyzing goal attainment and preparing an O-C-S • Hearing a leadership story from a veteran APO in this department and analyzing for application in their own campus/work	APOs are able to engage in weekly PTG check-ins with TMs or Sped Non-CDL Drivers that push goal attainment and staff satisfaction.	Students experience a school that is running efficiently and effectively, focused on the highest-leverage actions to maximize their learning. Students travel safely to and from school and field lessons. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Get observed during a check in with TM or with Sped Non-CDL Driver
Deep Dive into Student	SLL 6A	3 hrs.	APOs will be able to provide a greater leadership role in SIS by:	APOs are able to engage in weekly	Students experience a school that is running	• Get observed during a check in with SIS/Registrar/COS

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Information Systems	SLL 1A		• Learning from department leadership • Analyzing goal attainment and preparing an O-C-S • Hearing a leadership story from a veteran APO in this department and analyzing for application in their own campus/work	PTG check-ins with SISs, Registrars, and/or COSs that push goal attainment and staff satisfaction.	efficiently and effectively, focused on the highest-leverage actions to maximize their learning. Students maximize their learning opportunities. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	
Deep Dive into Health & Wellness	SLL 6A SLL 1A	3 hrs.	APOs will be able to provide a greater leadership role in Health & Wellness by: • Learning from department leadership • Analyzing goal attainment and preparing an O-C-S • Hearing a leadership story from a veteran APO in this department and analyzing for application in their own campus/work	APOs engage in weekly PTG check-ins with Health Aides that push goal attainment and staff satisfaction.	Students experience a school that is running efficiently and effectively, focused on the highest-leverage actions to maximize their learning. Students maximize their learning opportunities by staying healthy. Through a strong school culture and consistent team	• Get observed during a check in with Health Aide

					presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	
Deep Dive into Business Office Practices	SLL 6A SLL 1A	3 hrs.	APOs will be able to provide a greater leadership role in Business Office by: • Learning from department leadership • Analyzing goal attainment and preparing an O-C-S • Hearing a leadership story from a veteran APO in this department and analyzing for application in their own campus/work	APOs engage in weekly PTG check-ins with Business Clerks that push goal attainment and staff satisfaction.	Students experience a school that is running efficiently and effectively, focused on the highest-leverage actions to maximize their learning. Students learn in schools where purchases demonstrate a commitment to maximizing investment in instruction. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Get observed during a check in with Business Clerk

Deep Dive into Enrollment	SLL 4A SLL 6A SLL 1A	3 hrs.	APOs will be able to provide a greater leadership role in Enrollment by: • Learning from department leadership • Analyzing goal attainment and preparing an O-C-S • Hearing a leadership story from a veteran APO in this department and analyzing for application in their own campus/work	APOs engage in weekly PTG check-ins with Enrollment Coordinators that push goal attainment and staff satisfaction.	Students experience a school that is running efficiently and effectively, focused on the highest-leverage actions to maximize their learning. Students are able to enroll efficiently in IDEA and know critical information about attending IDEA. Through a strong school culture and consistent team presence, student outcomes include: • 100% projected enrollment	• Get observed during a check in with Enrollment Coordinator
Deep Dive into the Main Office	SLL 6A SLL 1A	3 hrs.	APOs will be able to provide a greater leadership role in Main Office by: • Learning from department leadership • Analyzing goal attainment and preparing an O-C-S • Hearing a leadership story from a veteran APO in this department and analyzing for application in their own campus/work	APOs are able to engage in weekly PTG check-ins with receptionists that push goal attainment and staff satisfaction.	Students experience a school that is running efficiently and effectively, focused on the highest-leverage actions to maximize their learning. Students are safe on campus. Students and families are welcomed and know protocols and policies. Through a strong school culture and consistent team	• Get observed during a check in with receptionist

					presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	
Deep Dive into Selection & Onboarding	SLL 5A SLL 5B	3 hrs.	APOs will be able to select and onboard new hires effectively by: • Learning from Selection department leadership • Analysis staff retention and preparing an O-C-S • Hearing a leadership story from a veteran APO in this department and analyzing for application in their own campus/work	APOs hire team members who are purpose/mission driven and align with the expectations and culture of the team.	Students experience a campus operations team that works collaboratively and efficiently. Students interact with team members who believe in the IDEA mission. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Get observed during interview prep and interviews you are conducting

Deep Dive into Ops Leadership	SLL 5F SLL 5G SLL 7C	3 hrs.	APOs will be able to deepen trust on their teams by: • Leveraging feedback from 360 survey • Analyzing data and preparing an O-C-S • Developing an action plan and sharing with their team and 360 stakeholders	APOs increase self-awareness and empower their teams to manage up and share candid feedback.	Students experience a campus operations team that works collaboratively and efficiently. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Get observed during a crucial conversation, ops huddle or tactical, or team-building exercise • Review implementation of 360 action plan

APO BOOTCAMP

Program Purpose
APO Bootcamp provides successor APOs a quick, intensive introduction into the work of leading campus operations at IDEA.

Intended Outcomes
New APOs are able to reach proficiency on foundational SLLs as well as receive immersive coaching towards achieving campus operations goals.
- SLL 1A
- SLL 6A
- SLL 6C
- SLL 8B
- SLL 5F
- LC: Demonstrates Program Knowledge

Through a strong school culture and efficient operations, outcomes for students include:
- 97.5% student attendance
- 90%+ student persistence
- 100% projected student enrollment

Alignment to Driving Goals
APOs in their first year of leading an operating campus are able to increase goal attainment toward operations driving goals.

1. 100% Projected Enrollment in Academy and College Prep on the First Day of School
2. 90% New Student Persistence in Academy and College Prep
3. 97.5% ADA in Academy and College Prep
4. 85% Ops Staff Retention
5. Financial Excellence in CNP, Facilities, Transportation, and OT Management
6. 100% of campuses are ready for BOY one-week before FDOS

Participants
Required: New Successor APOs

Optional: Any APO who wants or needs additional development on foundational SLLs

Pipeline Connection
The APO role has a wide array of work to lead and manage. Bootcamp provides an immersive experience to build connections, knowledge, and skill for leading a campus operations team.

Dates/Time Commitment
Planned dates for 2021-2022 (Bootcamp requires new APO hires within the weeks preceding to occur.)
Bootcamp I = October 4, 5, 6, 2021
Bootcamp II = December 13, 14, 15, 2021
Bootcamp III = February 8, 9, 10, 2022
Bootcamp IV = May 16, 17, 18, 2022

Delivery Model

Bootcamp occurs over three days and is typically facilitated virtually (or on location depending on participant locations) by the Director of Ops Talent Development. The program is typically augmented shadowing opportunities with high-performing APOs and guest speakers when in a virtual environment.

Training Designers

- **Lead**: Milo Dominguez, Director of Ops Talent Development
  emilio.dominguez@ideapublicschools.org
- Ops Talent Development Team

Sessions

- See next page

Session Title	Rubric Connection	Duration	Objective	Impact on Adult Behaviors *(so that…)*	Intended Impact on Students *(which will…)*	In-Field Coaching *(How will we observe this in action and what will we do if we don't?)*
APO Goals and Strategies	SLL 1A	1.25 hrs.	• APOs will learn the goals for the role and will articulate the "why" behind each one. • APOs will hear from a veteran APO on proven high-leverage strategies to help them meet their goals	New APOs know the operations driving goals and main strategies to achieve their goals.	Students experience a school that is running efficiently and effectively, focused on the highest-leverage actions to maximize their learning. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Review and complete PTG for check-in
A Day in the Life of an APO	SLL 8B SLL 6C	1 hr.	• APOs will be given a glance into a realistic "Day in the Life" of an APO and develop a sample daily schedule • APOs will reflect on what will be the most challenging parts of a normal day and ways they can prepare to mitigate those challenges.	New APOs have a realistic understanding of the daily schedule of an APO	Students experience consistency in campus leadership year-over-year. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Complete a core calendar audit after the first 30 days of work

Managing your Campus Ops Team to Results	SLL 6A SLL 6C	1.5 hrs.	• APOs will be introduced to the roles that they will manage and key roles and responsibilities. • APOs will get a deep dive on the goals of their direct reports including generalized strategies & tactics	New APOs understand the campus operations org chart and their team members' goals.	Students experience a school that is running efficiently and effectively, focused on the highest-leverage actions to maximize their learning. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Be observed during a check in with a team member • Be observed during a campus ops tactical meeting
APO Playbook Utilization	LC: Demonstrates Program Knowledge	1 hr.	• APOs will be introduced the APO playbook and will understand how to find key information within it. • APOs will deep dive into the Monthly Priorities Calendar and internalize key activities in the yearly Ops cycle • APOs will learn how to leverage their goal board and use it effectively for goal attainment	New APOs can navigate the APO Playbook and use it to manage their priorities.	Students experience a school that is running efficiently and effectively, focused on the highest-leverage actions to maximize their learning. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Review the APO Playbook for monthly priorities and include in check-ins

Building Team & Trust	LC: Demonstrates Program Knowledge SLL 5F	1 hr.	• APOs will discover a framework that allows them to build strong cohesive teams within their campus • APOs will formulate an implementation plan to increase trust & build team within their Ops team	New APOs are able to be proficient in SLL 5F during first year.	Students experience a campus operations team that works collaboratively and efficiently. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Be observed in a check in • Be rated on SLL 5F
ADA Case Study	SLL 1A LC: Demonstrates Program Knowledge	1.5 hrs.	• APOs will be able to explain the importance of ADA and the current state of ADA at their campus • APOs will internalize the 3 tenets for ADA success • APOs will formulate their ADA Escalation Matrix and practice having an ADA conversation with a parent	New APOs leverage the three tenets for ADA success in their collaboration with SIS/Registrars, instructional leadership, and RDO	Students attend maximum instructional days possible. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA	• Observe campus ADA process • Get feedback on an ADA parent meeting
Campus Safety Protocols	LC: Demonstrates Program Knowledge	1.25 hrs.	• APOs will review the safety drill requirements for 20-21 and develop a plan of action to execute drills while maintaining safety and social distancing • APOs will complete one tabletop drill	New APOs know safety drill requirements and can ensure their campus is prepared for emergencies by practicing all required drills.	Students are safe on campus. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Get feedback while leading a tabletop drill • Debrief safety drills

Crisis Management for APOs	LC: Demonstrates Program Knowledge	1.25 hrs.	• APOs will describe the specific roles and responsibilities for the campus crisis team and plan how to create this team on your campus • APOs will identify the specific actions CCT team and teachers should take during each crisis code on campus	New APOs know their role in crisis situations.	Students are safe on campus because adults know how to execute crisis plans and protocols. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Debrief safety/security crisis incidents • Observe a veteran APO during a tabletop drill
Child Nutrition Program (CNP)	LC: Demonstrates Program Knowledge SLL 6A SLL 1A	1.25 hrs.	• APOs will get an introduction to the Child Nutrition Program and internalize the functions of this team • APOs will review the goals & priorities for the CNP team and learn how best to manage this team towards results • APOs will learn how to use the CNP dashboards and assess their current status of their campus	New APOs can collaborate and coordinate with campus and regional CNP leadership.	Students enjoy healthy meals on campus. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Discuss CNP dashboard • Observe meal distribution, student customer service
Facilities Management	LC: Demonstrates Program Knowledge SLL 6A SLL 1A	1.25 hrs.	• APOs will get an introduction to Facilities Management internalize the functions of this team	New APOs can collaborate and coordinate with campus and regional facilities leadership.	Students learn in a clean and safe environment. Through a strong school culture and consistent team	• Discuss facilities dashboard • Conduct campus quality audit

			• APOs will review the goals & priorities for the Facilities team and learn how best to manage this team towards results • APOs will learn how to use the Facilities dashboards and assess their current status of their campus		presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	
HUB Resources & Data Dashboards	SLL 1A LC: Demonstrates Program Knowledge	1.5 hrs.	• APOs will ensure they have full access to all necessary HUB sites • APOs will understand which Dashboard site to access for which information and successfully pull data	New APOs can access real-time data across operations driving goals and team member goals.	Students experience a school that is running efficiently and effectively, focused on the highest-leverage actions to maximize their learning because leaders know how to access data and resources. Through a strong school culture and consistent team presence, student outcomes include: • 97.5% student ADA • 90% student persistence • 100% projected enrollment	• Review dashboards as part of each check in PTG with each direct report • Practice O-C-S with each direct report and with RDO/principal for continued feedback/growth

LEADER CONTENT TRAINING

Program Purpose

Rigorous instruction requires a deep understanding of the content being taught. Having that deep understanding of the content allows *teachers* to breakdown content, plan multiple explanations, and be nimble and flexible in the moment when students struggle. The same applies to *leaders*. Having a deep understanding allows them to support teachers in planning and coach them in the moment when students struggle.

Leader Content Training will build, in leaders, this deep understanding of content and curriculum to support leading instruction on their campus and in their regions. Additionally, leaders will learn and be able to coach the content area pedagogy (aka pedagogical content knowledge) and practices and connect it directly to the curriculum to increase impactful implementation at their schools. Each monthly session will be "just in in time" to align to what is or will be happening in schools and is aligned to the organizational priorities of accelerated learning to ensure we are preparing students for rigorous coursework and college-level courses. Optional "pop up" sessions will be responsive to assessment and observational data from both national and regional curriculum managers, coaches, DLDs, and other leaders.

Intended Outcomes

Participants are Proficient+ in the following SLLs:

- 1A: Make School Level Data-Driven Decisions
- 1B: Track and Manage Data
- 1C: Conduct Data Conversations
- 1D: Lead Student Work Analysis Meetings
- 2A: Conduct Classroom Observations
- 3A: Coach Unit/Lesson Unpacking
- 3B: Evaluate Lesson Plans

Teachers managed by participants are Proficient+ in the following GET Rows:

- Guidepost 3: Planning (all rows)
- 4A: Instructional Clarity
- 4B: Student Practice
- 4C: Monitors Student Learning
- 4E: Literacy
- 5A: Assessment Data
- 5D: Remediation & Reteaching
- 5E: Modifications and Accommodations

Alignment to Driving Goals

This program will support leaders to achieve the following goals:
- Louisiana: 82% Basic | 44% Mastery | 11% Advanced on LEAP
- Texas: 90% Approaches| 60% Meets | 30% Masters on STAAR/EOC
- Florida: Meet organizational goals for FSA exams (still being determined)
- 30%+ of high school students are AP Scholars
- 85% teacher retention
- 80% composite score on GPTW

Participants

- **Required at Leader Content Days:** Campus Leaders who coach subjects being trained on: ELA, Math, Academy Science, Academy Social Studies, AP Courses in CP
- **Optional at Leader Content Days:** Other campus leaders, Regional and National Instructional Leaders
- **All are optional for "pop up" trainings.**

Dates/Time Commitment

Monthly on the 3rd Thursday of the month.

Delivery Model

- Live Webinars (Teams)

Training Designers

- Lead: Kaitlin McDermott, VP of Content PD and Colleen Stearns, VP of Curriculum and Instruction
- Academic Program Directors: Julia Alvarez (Director of Math), Robert Gonzalez (Director of Science), Edgar Castellano (Director of Social Studies), Lisa McKeon (Director of Literacy)
- Curriculum Managers and National Content Coaches

Sessions

Session Title	Rubric Connection	Duration	Objective	Impact on Adult Behaviors *(so that…)*	Intended Impact on Students *(which will…)*	In-Field Coaching *(How will we observe this in action and what will we do if we don't?)*
Opening Session for All Instructional Leaders	SLLs 1D, 2A, 3A, 3B GET 4A-C	60-75 min	Leaders will be able to prepare to lead instruction in their schools by: 1. Understanding the connecting frame of the day that will drive the instructional focus for the month	The purpose of this session is to frame the day and build a network-wide vision for instruction at IDEA.	Every student in every classroom will benefit from receiving instruction in high quality instructional materials.	NA
Just In Time Sessions: ELA (AM) Math (AM) AP (PM) Science (PM) Social Studies (PM)	SLLs 1D, 2A, 3A, 3B GET 4A-C	AM and PM	Leaders will be able to prepare to lead instruction in their schools by: 1. Understanding the upcoming content their teachers will teach 2. Recognizing and coaching the pedagogical moves teachers should be making with regard to that content	This session is designed for the sole purpose of strengthening the ability of its participants to provide high quality feedback and coaching to the teachers they manage.	Students will receive high quality instruction as their teachers develop critical skills to support effective delivery of instruction. This is a direct result of leaders being able to diagnose instruction and identify the highest leverage action step for the teacher.	• National and Regional Content Coaches lead Instructional Rounds for Norming to continue to refine participant's skills with the OCS process. • National and Regional Content Coaches support review of completed OCS form and provide feedback aligned to criteria for success. • National and Regional Content Coaches support review of an Observation Feedback Meeting and provide feedback aligned to criteria for success.

NIFDI COACHING ACADEMY

Program Purpose
Develop leaders' capacity to effectively implement Pre-K to 2 Direct Instruction and to ensure students gain strong foundations in early literacy.

Intended Outcomes for Leaders
Participants gain proficiency in the following SLL Rows:
- 1B Track and Manage Data (for DI teachers)
- 2A Observe Classroom Instruction (for DI teachers)
- 2C Follow Up and Coach to Mastery (for DI teachers)
- 3C Pass a New Leader DI Check Out

Alignment to Driving Goals
This program will support leaders to achieve the following goals:
- % of PreK-2nd Grade Students end the year on/above grade level
- STAAR/LEAP/FSA goals for 3rd grade reading

Participants
- Attend all 4 days: Teacher managers in their first year of managing Pre-K to 2 DI.
- Attend last two days: Returning leaders who have not previously attended sessions 3 & 4

Dates/Time Commitment
- 27 August
- 22 October
- 3 December
- 28 January

Delivery Model
- Live Webinars (Teams)

Training Designer
- Lead: Director of Early Literacy

IDEA COACHING ACADEMY

Program Purpose

Coaching Academy is the foundational professional development program for instructional leadership at IDEA. Because of this, every first-year teacher manager attends Coaching Academy. It is an intensive seven-month training program that teaches instructional leaders the foundations of IDEA's instructional coaching & management cycle. It ensures extended and repeated practice of the skills required for transformational coaching that lead to significant increases in student learning. Each Coaching Academy session will prepare participants to apply a very specific skill to their daily on-campus work as instructional leaders.

Intended Outcomes

Coaching Academy Participants are Proficient+ in the following SLLs:
- 1C: Conduct Data Conversations
- 1D: Lead Student Work Analysis Meetings
- 2A: Conduct Classroom Observations
- 2B: Lead Observation Feedback Meetings
- 2C: Follow Up & Coach to Mastery
- 3B: Evaluate Lesson Plans

Teachers managed by Coaching Academy Participants are Proficient+ in the following GET Rows:
- 2C: Culture of Achievement
- 3C: Planning Lesson Vision
- 3D: Planning for the Lesson Cycle
- 4C: Monitors Student Learning

Alignment to Driving Goals

This program will support leaders to achieve the following goals:
- Louisiana: 82% Basic | 44% Mastery | 11% Advanced on LEAP
- Texas: 90% Approaches| 60% Meets | 30% Masters on STAAR/EOC
- FL: Meets district goals for FSA (still being set)
- Year 1 Campuses: PreK-2nd grade students end the year on/above grade level in Reading (80%) | Language (80%) | Math (90%)
- Year 2 Campuses: 90% of 2nd grade students end the year on/above grade level in Reading
- 50% | 60% of students in CSI achieve 2 years growth in Reading | Math
- 85% teacher retention
- 80% composite score on GPTW

Participants

Required: First year APIs; PIRs who have not previously attended Coaching Academy.
Optional: Returning leaders who want to improve the skills taught at Coaching Academy.

Dates/Time Commitment

6 full days:
- Coaching Academy 1 – 8/26/21
- Coaching Academy 2 – 9/23/21
- Coaching Academy 3 – 10/28/21
- Coaching Academy 4 – 12/9/21
- Coaching Academy 5 – 1/27/22
- Coaching Academy 6 – 2/24/22

Delivery Model

- Asynchronous courses (Roadmap)
- Live Webinars (Teams) OR Regions have the option of hosting Coaching Academy sessions in person.

Training Designers

- Lead: Liz Khirallah-Jackson, Director of Instructional Leadership Programs elizabeth.khirallahj@ideapublicschools.org
- Principal Preparation Team
- Academic Services Team

Sessions

See chart on next page. Each region will determine the scope and sequence of Coaching Academy sessions based on participant needs and regional priorities. All Roadmap sessions are available on Demand and may be accessed early based on individual needs for development.

Sessions

Session Title	Rubric Connection	Duration	Objective	Impact on Adult Behaviors (so that…)	Intended Impact on Students (which will…)	In-Field Coaching (How will we observe this in action and what will we do if we don't?)
Welcome to Coaching Academy	NA	30 min	Leaders will be able to prepare for Coaching Academy by 1. Identifying why it is an important part of their development. 2. Identifying connections to the content learned at New Leaders institute. 3. Gaining clarity on the structures and expectations of Coaching Academy.	As a result of this session, participants will be prepared to fully engage in Coaching Academy and meet all expectations for the program.	N/A	Follow up on expectations as needed
Diagnosing & Writing Action Steps	SLL 2A	3 hours	Leaders will be able to use the Outcomes, Causes, Solutions (OCS) process to select a teacher's next action step by… 1. Gathering low inference data to identify student and teacher successes and gaps. (Outcomes) 2. Identifying the most pressing problem contributing to gaps in student learning. (Causes) 3. Using the Get Better Faster Action Step Bank to select the appropriate teacher action step. (Solutions)	This session is designed for the sole purpose of strengthening the ability of its participants to provide high quality feedback and coaching to the teachers they manage. Following this session, participants should be able to immediately implement steps 1-4 of the coaching cycle at a level of developing or higher.	Students will receive high quality instruction as their teachers develop critical skills to support effective delivery of instruction. This is a direct result of leaders being able to diagnose instruction and identify the highest leverage action step for the teacher.	• Lead Instructional Rounds for Norming to continue to refine participant's skills with the OCS process. • Review a completed OCS form and provide feedback aligned to criteria for success. • Review an Observation Feedback Meeting and provide feedback aligned to criteria for success.

Observation Feedback Meetings	SLLs 2B and 2C GET 4C	3 hours	Leaders will prepare to lead effective observation feedback meetings to support teacher implementation of action steps by… 1. Understanding the preparation and organization required 2. Articulating the importance of the action step 3. Identifying criteria for success in observation feedback meetings 4. Practicing delivering feedback after an observation and planning for how to follow up	This session is designed for the sole purpose of strengthening the ability of its participants to provide high quality feedback and coaching to the teachers they manage. Following this session, participants should be able to immediately implement steps 4-5 of the coaching cycle at a level of developing or higher.	Students will receive high quality instruction as their teachers develop critical skills to support effective delivery of instruction. This is a direct result of leaders being able to support a teacher to reflect on their teaching and implement new skills through practice and feedback.	• Review participant's core calendar to ensure adequate time to complete the entire coaching cycle with teachers. • Schedule time for participant to role play meeting and provide feedback using SLL 2C for criteria for success.
Student Work Analysis Meetings	SLL 1D GET 5D	3 hours	Leaders will be able to improve the data driven instruction of all teachers by… 1. Analyzing effective student work analysis meetings. 2. Practicing implementation of key learning.	This session is designed to provide participants with an overview of effective Student Work Analysis Meetings and an opportunity to practice key elements. It is expected that participants will need additional follow up and coaching in field in order to master these skills.	Students will receive lessons designed to reteach specific skills to support closing gaps and clarifying misconceptions.	• Lead a SWAM with the participant as an observer and debrief following the meeting. • Review participant pre-work for an upcoming SWAM and provide feedback. • Co-lead a SWAM with participant and debrief following the meeting. • Observe participant leading a SWAM and provide feedback.
Understanding & Responding to Data	SLL 1A and 1B GET 5B	3 hours	LWBAT understand data and plan for how to respond by: 1. Efficiently tracking data and identifying current outcomes	As a result of this session, participants should be better equipped to utilize the OCS process with any set of data in order to make positive gains.	Students will be the recipients of responsive instruction that prioritizes the content to deliver	• Complete an audit of participant's tracking systems using the SLL criteria for success. • Utilize 5 Whys to support participants with Root Cause Analysis.

			2. Using 5 Whys to identify teacher and leader causes. 3. Planning when and how to implement solutions.		based on effective data tracking.	• Review processes for disaggregating data to ensure analysis is completed across lines of difference.
Resetting Student Culture Mid-Year	SLL 4D	3 hours	Leaders will be able to plan to improve student culture by: 1. Identifying current outcomes. 2. Using 5 Whys to identify teacher and leader causes. 3. Planning when and how to implement solutions.	This session is designed so that participant walk away with an actionable plan to improve the school culture with one or more teachers that they support. As a result of this session, participants should be better equipped to identify root causes of culture problems and plan for how to address them.	Students will be members of a joyful culture that focuses on meeting the physical and emotional needs of all students through strong culture systems and practices.	• Lead culture rounds with participants to identify trends. • Support participant in implementing strategies such as increasing the frequency of observations and feedback for any teachers who continue to struggle with culture.
Leading Semester Data Conversations	SLL 1C GET 5D	3 hours	LWBAT plan for effective semester data conversations by understanding the WHAT, WHY and HOW. 1. WHAT: Unpacking SLL 1C to determine criteria for success 2. WHY: Understanding the intended impact and preparing to share it with others 3. HOW: Reviewing the process, identifying characteristics of exemplar pre-work and conversations, and scheduling the time needed	We believe that your actions as leaders can have a profound impact. As you coach your teachers, your actions are helping them change their teacher actions, and thus improve student outcomes. As a result of this session, you should be able to look at data to help you see the impact of your coaching – where it's having an impact on students, and where you want to adjust to have more impact.	Students will receive lessons designed to reteach specific skills to support closing gaps and clarifying misconceptions.	• Lead a Semester Data Conversation with participant observing and debrief following the meeting. • Review participant's pre-work for an upcoming Semester Data Conversation and provide feedback. • Co-lead a Semester Data Conversation with participant and debrief following the meeting. • Observe participant leading a Semester Data Conversation and give feedback.
Crucial Conversations	SLL 7C	3 hours	Leaders will prepare to hold effective crucial conversations by…	Following this session, participants should be able to hold necessary crucial conversations with direct	Students will have teachers who are held to high standards so that	• Role play a crucial conversation that participant needs to have with a direct report.

			1. Defining crucial conversations and their criteria for success. 2. Identifying opportunities to build trust. 3. Scripting and practicing the execution of a conversation.	reports. The skills learned in this session support a leader's ability to build trust while at the same time holding others accountable to expectations.	they can work to achieve positive outcomes for students socially, emotionally, and academically.	• Reflect on a crucial conversation with participant and plan for follow up.
Culturally Responsive Teaching and Coaching – Part 1	NA	3 hours	LWBAT work towards being more culturally competent by: 1. Self-assessing on current coaching for equity practices. 2. Exploring how culture influences how students learn best. 3. Unpacking biases and creating space for alternative explanations. 4. Planning for when and how to implement practices to create educational equity.	Following this session, participants will have foundational knowledge of culturally responsive teaching strategies that will support moving students from culturally and linguistically diverse backgrounds from being dependent to independent learners.	Students will be members of a joyful campus that not only recognizes but also celebrates the uniqueness of students from culturally and linguistically diverse backgrounds. This will serve to support a psychologically safe environment where ALL students can achieve at high levels.	• Support participants in disaggregating data across lines of difference. • Create a brave space for teachers to discuss instructional outcomes and approaches for students from culturally and linguistically diverse backgrounds.

GET CERTIFICATION

Program Purpose
GET Certification is a national program designed to support new teacher managers in developing a deep understanding of the structure and use of the GET rubric. It also provides an opportunity for leaders to norm on rating through practice and exit tickets with feedback and support.

The GET Certification process is an important step in ensuring our teachers receive the feedback and support they need over the course of the year and is **required** for any leader who will conduct Annual Performance Reviews for teachers.

This program provides a single, shared norming experience for all leaders going through the certification process - all leaders will use the same examples and take the same exit tickets. This process allows for the following outcomes:
- Create a common baseline of understanding of the GET across all leaders (and regions).
- Build a strong cohort of new leaders engaging with and learning from each other.
- Allow for national support through webinars for those who do not meet passing criteria on their first attempt.

Each course has been intentionally designed with a mix of Academy and College Prep videos and resources in both practice exercises and exit tickets.

Intended Outcomes
Participants gain proficiency in rating the following GET Rows:
- 2C: Culture of Achievement
- 3D: Planning for the Lesson Cycle
- 4A: Instructional Clarity
- 4B: Student Practice
- 4C: Monitors Student Learning
- 5B: Tracking

Alignment to Driving Goals
This program will support leaders to achieve the following goals:
- Louisiana: 82% Basic | 44% Mastery | 11% Advanced on LEAP
- Texas: 90% Approaches| 60% Meets | 30% Masters on STAAR/EOC
- FL: Meets district goals for FSA (still being set)
- Year 1 Campuses: PreK-2nd grade students end the year on/above grade level in Reading (80%) | Language (80%) | Math (90%)
- Year 2 Campuses: 90% of 2nd grade students end the year on/above grade level in Reading
- 50% | 60% of students in CSI achieve 2 years growth in Reading | Math

Participants
Required: New teacher managers
Optional: N/A

Pipeline Connection
GET Certification is required of all leaders who manage teachers and is therefore needed before continuing on the pathway to leadership roles.

Dates/Time Commitment

GET Certification is self-paced so that participants can schedule time to complete courses when it is convenient for them. All courses should be completed, and certification achieved by December 3, 2021.

Delivery Model

- Asynchronous courses (Roadmap)
- Live Webinars (Teams) and 1:1 coaching for remediation.

Training Designers

- Lead: Liz Khirallah-Jackson, Director of Instructional Leadership Programs
  elizabeth.khirallahj@ideapublicschools.org

Sessions

- See next page

Sessions

Session Title	Rubric Connection	Duration	Objective	Impact on Adult Behaviors *(so that…)*	Intended Impact on Students *(which will…)*	In-Field Coaching *(How will we observe this in action and what will we do if we don't?)*
Introduction to GET Certification	GET Rubric	15 min	Leaders will prepare to engage in the GET Certification process by: • Identifying the structural components of the GET rubric. • Internalizing the importance of the GET certification process. • Explaining the GET certification process.	As a result of this course, participants will understand the structure of the GET rubric, how it should be used, and expectations for GET Certification.	Students will have teachers who understand how they are being evaluated and what they need to focus on in order to improve their skills.	Support participant in creating time in their schedule to complete GET Certification courses.
GET Certification Course – 3D: Planning for the Lesson Cycle	GET 3D	30-45 minutes	Participant will: • Analyze GET Row 3D and identify key words and phrases to listen for as well as low inference data to collect. • Practice rating a teacher on GET 3D and compare their ratings to district normed ratings. • Apply understanding of GET 3D by collecting low inference data and assigning ratings	As a result of this course, participants will be normed on rating teachers on GET 3D. This will position them to effectively coach and provide feedback to teachers aligned to the indicators in GET 3D.	Students will have teachers in the classroom who are effectively planning for the lesson cycle as a direct result of the feedback and coaching they receive from their manager.	Participants should join lead team in instructional rounds.
GET Certification Course – 5B: Tracking	GET 5B	30-45 minutes	Participant will: • Analyze GET Row 5B and identify key words and phrases to listen for as well as low inference data to collect. • Practice rating a teacher on GET 5B and compare their	As a result of this course, participants will be normed on rating teachers on GET 5B. This will position them to effectively coach and provide feedback to teachers aligned to the indicators in GET 5B.	Students will have teachers in the classroom who are effectively tracking student data and supporting students to track their own data as a direct result of the feedback and coaching	Participants should join lead team in instructional rounds.

			ratings to district normed ratings. • Apply understanding of GET 5B by collecting low inference data and assigning ratings		they receive from their manager.	
GET Certification Course – 2C: Culture of Achievement	GET 2C	30-45 minutes	Participant will: • Analyze GET Row 3D and identify key words and phrases to listen for as well as low inference data to collect. • Practice rating a teacher on GET 3D and compare their ratings to district normed ratings. Apply understanding of GET 3D by collecting low inference data and assigning ratings	As a result of this course, participants will be normed on rating teachers on GET 2C. This will position them to effectively coach and provide feedback to teachers aligned to the indicators in GET 2C.	Students will have teachers in the classroom who are effectively creating cultures of high achievement as a direct result of the feedback and coaching they receive from their manager.	Participants should join lead team in instructional rounds.
GET Certification Course – 4A: Instructional Clarity	GET 4A	30-45 minutes	Participant will: • Analyze GET Row 4A and identify key words and phrases to listen for as well as low inference data to collect. • Practice rating a teacher on GET 4A and compare their ratings to district normed ratings. • Apply understanding of GET 4A by collecting low inference data and assigning ratings	As a result of this course, participants will be normed on rating teachers on GET 4A. This will position them to effectively coach and provide feedback to teachers aligned to the indicators in GET 4A.	Students will have teachers in the classroom who are effectively select from a range of tools to present concepts clearly as a direct result of the feedback and coaching they receive from their manager.	Participants should join lead team in instructional rounds.
GET Certification Course – 4B: Student Practice	GET 4B	30-45 minutes	Participant will: • Analyze GET Row 4B and identify key words and phrases to listen for as well as low inference data to collect.	As a result of this course, participants will be normed on rating teachers on GET 4B. This will position them to effectively coach and provide feedback to	Students will have teachers in the classroom who engage them in meaningful practice of objectives to master skills and concepts as a direct	Participants should join lead team in instructional rounds.

			Practice rating a teacher on GET 4B and compare their ratings to district normed ratings. • Apply understanding of GET 4B by collecting low inference data and assigning ratings	teachers aligned to the indicators in GET 4B.	result of the feedback and coaching they receive from their manager.	
GET Certification Course – 4C: Monitors Student Learning	GET 4C	30-45 minutes	Participant will: • Analyze GET Row 4C and identify key words and phrases to listen for as well as low inference data to collect. • Practice rating a teacher on GET 4C and compare their ratings to district normed ratings. • Apply understanding of GET 4C by collecting low inference data and assigning ratings	As a result of this course, participants will be normed on rating teachers on GET 4C. This will position them to effectively coach and provide feedback to teachers aligned to the indicators in GET 4C.	Students will have teachers in the classroom who are effectively monitoring student learning and adjusting instruction as needed as a direct result of the feedback and coaching they receive from their manager.	Participants should join lead team in instructional rounds.

PIR QUARTERLY COLLABORATION DAYS

Program Purpose

PIRs are in a unique role which provides them the space to build the skills they will need to be successful principals, oftentimes building these skills in schools where they have not worked before or where they will not continue to be after completing the program. The PIR Quarterly Development sessions provide the leaders in this unique role with the space to look inward, becoming deeply reflective leaders that own their learning through this very critical, yet challenging year. At the same time, it provides them the necessary space to look outward and lean on their colleagues as lifelines, knowing that we cannot do this hard and important work alone.

Program Outcomes

1. To continue to **build strong collaborative relationships** with our PIR cohort community.
2. To continue to practice and master the operating mechanisms and protocols that inherently teach the skills of **thoughtful purposeful collaboration**.
3. To build the **knowledge and skills** necessary to positively impact our staff actions and student outcomes.

Participants

Required:
- Principals in Residence

Support:
- Directors of Leader Development (DLDs), Acting DLDs (i.e. VP, ED from founding region)

Optional:
- VPs of Schools, Executive Directors

Pipeline Connection

Leaders will leverage the lifelines built through this training program, as well as the knowledge and skills aimed at improving their impact on the students and staff they serve, thereby making it more likely that they will be successful over multiple years in the Principal role.

Dates

PIR QCD 1: September 30, 2021
PIR QCD 2: January 6, 2022
PIR QCD 3: March 3, 2022
PIR QCD 4: June 2, 2022

Delivery Model

- Hybrid of in person, virtual and Roadmap sessions

Training Designers

- National Director of Leadership Coaching
- Managing Director of Principal Preparation
- Directors of Leadership Development

Sessions *****Note, some sessions may be substituted or added based on need.*

Session Title	Rubric Connection	Duration	Objective	Impact on Adult Behaviors *(so that…)*	Intended Impact on Students *(which will…)*	In-Field Coaching *(How will we observe this in action and what will we do if we don't?)*
				PIR QCD 1		
Owning your Development		60	PWBAT: 1. Identify the CFS for owning their development. 2. Apply the CFS for owning their development to a current area of development	PIRs will have the knowledge and skills needed to successfully own their learning.	Students will engage in lessons that give them the access to mastery of the curriculum they need, as a result of the proficiency their teachers are building through their coaching cycle.	When LCs or MPs join PIRs in the field, PIRs will reflect evidence of mastery of key CFS.
Backwards Planning for Action		90	PWBAT: 1. Identify the steps necessary for successful backwards planning towards mastery of a skill 2. Use the steps for backwards planning to action plan for a target skill.	PIRs will be able to prioritize the highest leverage actions needed to achieve mastery of a skill.	Students will have access to an instructional and cultural experience that honors their academic and developmental needs.	Regardless of when they are observed, PIRS will be able to show mastery of the target skill.
Principal Moments		90	PWBAT: 1. Identify the CFS for success before, during and after a key principal moment. 2. Use CFS to engage successfully in role play of principal moment.	PIRs will identify areas of strength and potential development when faced with a principal moment.	Students will have access to an instructional and cultural experience that honors their academic and developmental needs.	PIRs will have the knowledge and skills necessary to successfully own and engage in a Principal Moment. There will be evidence of PIRs reflecting on what they did before, during and after the principal moment.
TBD		60	Additional Session to be determined based on need	TBD	TBD	TBD

PIR QCD 2					
Session Title	Rubric Connection	Duration	Objective	Impact on Adult Behaviors *(so that…)*	Intended Impact on Students *(which will…)*	In-Field Coaching *(How will we observe this in action and what will we do if we don't?)*

Session Title	Rubric Connection	Duration	Objective	Impact on Adult Behaviors *(so that…)*	Intended Impact on Students *(which will…)*	In-Field Coaching *(How will we observe this in action and what will we do if we don't?)*
Aligning your Calendar to your Priorities	SLL 8B	90	PWBAT: 1. Identify the criteria for success for aligning their calendars to their priorities from SE Data Conversation and PTGs. 2. Adjust their calendars in response to their priorities for Q3.	PIR calendars will reflect the data driven prioritization they should.	Students will have access to an instructional and cultural experience that honors their academic and developmental needs as a result of the support their teachers and campus staff receive from PIR.	Coaches and Managers can review calendars to verify that the way the time is being spent is aligned to priorities. **Possible probing questions:** *What are your current priorities according to your data?* *How does your calendar reflect that?* *How does the way you are spending your time reflect that?*
Preparing for a Successful 2x2	SLL 5C	60	PWBAT: 1. Leverage 2x2 resource to plan for effective 2x2 meetings 2. Role play the "hard part" of the 2x2 that you're most nervous about leading	PIRs will have the knowledge and skills they need to confidently and successfully prepare for, lead and follow up from their 2x2s.	Students will have access to an instructional and cultural experience that honors their academic and developmental needs as a result of the support their teachers and campus staff receive from PIR.	Coaches and Managers can observe leaders in the field using the following CFS. Feedback can be grounded in one of these criteria. 2x2 Sample Agenda, CFS and Talking Points.docx
Consultancy Protocol: Coaching Priority Teachers	SLL 2A-2C	60	PWBAT: 1. Ask questions and provide feedback on another PIR's coaching of a priority teacher 2. Receive feedback on their coaching of a priority teacher	PIRs will have access to the feedback necessary to inform their current support of a priority teacher.	Students will engage in lessons that give them the access to mastery of the curriculum they need, as a result of the proficiency their teachers are building	Coaches and Managers should see evidence of leader applying what they learned to their coaching of a priority teacher. **Possible probing questions:**

Session Title	Rubric Connection	Duration	Objective	Impact on Adult Behaviors (so that…)	Intended Impact on Students (which will…)	In-Field Coaching
					through their coaching cycle.	*What was your takeaway from the feedback during the consultancy?* *How have your coaching moves shifted? What has been the impact?*
ILP Reflection		60	PWBAT: 1. Identify areas of strength and opportunity within their ILP and action plan to address them. 2. Effectively unpack the SLL rubric for an upcoming target row 3. Update ILPs to reflect high leverage action plans for target rows	ILPs will reflect alignment to the CFS provided.	Students will have access to an instructional and cultural experience that honors their academic and developmental needs as a result of the support their teachers and campus staff receive from PIR.	**Possible Questions:** *How does your ILP reflect your takeaways from our QCD session? What was the biggest area for improvement? What led to that gap? What will you do about it? How can I hold you accountable?*

PIR QCD 3						
Session Title	**Rubric Connection**	**Duration**	**Objective**	**Impact on Adult Behaviors** *(so that…)*	**Intended Impact on Students** *(which will…)*	**In-Field Coaching** *(How will we observe this in action and what will we do if we don't?)*
The Staffing Process	SLL 5C	60	PWBAT: 1. Identify the criteria for success for effective staffing from hiring to promotions. 2. Plan for a crucial staffing conversation that honors what the person needs to know and feel	PIRs will have the understanding necessary to hire and retain transformational teachers through intentional planning and support.	Students will consistently be led by transformational teachers who continuously seek to improve their craft in order to best serve their students.	Coaches and Managers should see PIRs being more intentional with their moves. Ideally, they use the following CFS to guide their staffing process. SLL 5D Staffing Decisions Criteria for Success.docx **Possible questions:** *What part of the staffing process did you find challenging? How have your moves shifted as a result of it? What are some components you anticipate*

						will be hard to honor? What can we do to prevent that, now?
Tight Loop Coaching	SLL 2C	90	PWBAT: 1. Name the CFS for tight loop coaching 2. Plan for tight loop coaching their teacher/s	PIRs will have the knowledge and skills they need to effectively shorten their feedback loop and coach their teachers to mastery, quickly	Students will consistently improve their performance as a result of the consistent and swift improvements in their teachers' planning and instructional skills.	Coaches and Managers should see leaders replicating a coaching cycle (2A-2C) within one day, sometimes within a half day. CFS from training should be used to guide real time coaching and feedback.
Principal Moments		60	PWBAT: 1. Practice planning for and executing a principal moment. 2. Reflect on what they need to continue building the skill to respond to situations that they may have never encountered before	PIRs will be able to experience authentic leadership moments that will provide them a safe space for development and reflection.	Students will have access to an instructional and cultural experience that honors their academic and developmental needs as a result of the support their teachers and campus staff receive from PIR.	Coaches and Managers should debrief principal moments with their direct reports and plan strategically for the kind of principal moments PIRs will need to continue to address gaps.
ILP Reflection		60	PWBAT: 1. Reflect on the CFS for effective ILP components 2. Identify ILP sections that are strengths and opportunities 3. Name the highest leverage next step they can take to close gaps in ILPs between now and EOY. **Y2 PIRs for 2021-2022:** • Name how they will shift their approach to	PIRs will have a deeper understanding of the role the ILP has played in their development, as well as what modifications, if any need to be made.	Students will have access to an instructional and cultural experience that honors their academic and developmental needs as a result of the support their teachers and campus staff receive from PIR.	**Possible Questions:** *How does your ILP reflect your takeaways from our QCD session? What was the biggest area for improvement? What led to that gap? What will you do about it? How can I hold you accountable?*

| | | | ILP to meet CFS next year.
PIRs in new role for 2021-2022:
• Name how they will leverage components of the ILP to drive their work and development. | | | |

**PIR QCD 4**
Session Title	**Rubric Connection**	**Duration**	**Objective**	**Impact on Adult Behaviors** *(so that…)*	**Intended Impact on Students** *(which will…)*	**In-Field Coaching** *(How will we observe this in action and what will we do if we don't?)*
Learning from the Past to prepare for the Future	SLL 1A	90	PWBAT: 1. Identify the highest leverage root causes for successes and gaps in their PTG. 2. Identify the highest leverage next steps they will take over the summer in preparation for a successful 2020-2021 school year. 3. Identify the highest leverage way in which they can be held accountable by their coach in order to honor that action.	PIRs will be able to approach the following school year with the right takeaways regarding their areas of strength and root causes for gaps in data.	Students will have access to an instructional and cultural experience that honors their academic and developmental needs as a result of the support their teachers and campus staff receive from PIR.	Coaches and Managers should see evidence of a PIRs PTG (specifically, their solutions) in their goal setting and strategic planning. Calendars should reflect their priorities and their OCS reflection. **Possible questions:** *What were some solutions you identified in your last OCS? How are those reflected in your calendar? In your goal setting? In your strategies? How will you make sure you honor them and avoid the same mistakes or missteps?*
Preparing for Impactful APRs		90	PWBAT: 1. Name what success looks like leading up	PIRs will have the knowledge and skills they need to	Students will have access to an instructional and	Coaches and Managers can observe leaders in the field using the following CFS.

			to, executing on and following up from an Annual Performance Review. 2. Prepare for at least one APR meeting using the named CFS. 3. Receive feedback on what makes their APR preparation strong and one change they can make to make it stronger.	confidently and successfully prepare for, lead and follow up from their APRs	cultural experience that honors their academic and developmental needs as a result of the support their teachers and campus staff receive from PIR.	Feedback can be grounded in one of these criteria. 2020-21_APR Conversation_ Success Criteria Agenda and Talking Points.docx
ILP Reflection		60	PWBAT: 1. Identify areas of strength and opportunity within their ILP and action plan to address them. 2. Effectively unpack the SLL rubric for an upcoming target row 3. Update ILPs to reflect high leverage action plans for target rows	ILPs will reflect alignment to the CFS provided.	Students will have access to an instructional and cultural experience that honors their academic and developmental needs as a result of the support their teachers and campus staff receive from PIR.	**Possible Questions:** *How does your ILP reflect your takeaways from our QCD session? What was the biggest area for improvement? What led to that gap? What will you do about it? How can I hold you accountable?*

COLLEGE COUNSELOR TRAINING

Program Purpose

To become the largest producer of low-income college graduates, college counselors participate in professional development that fosters their knowledge, skills, and beliefs. Purposeful training requires specialized training tracks based on the grade levels supported and goals set by the College Success Team. Each training track builds upon previous knowledge and skills developed from the previous year. At the completion of each training track, counselors should be able to successfully execute initiatives/goals addressed and be considered the go-to person on their campus for items related to college readiness and matriculation.

Intended Outcomes for Leaders

- At the end of Track 1, our counselors will have a strong college going culture established on their campus with strong relationships with campus staff, families, and students.
- At the end of Track 2, our counselors will begin setting up the foundation for programming/opportunities for our students to develop their passion, interests, and goals that lead to college graduation.
- At the end of Track 3, our counselors will collaborate with multiple stakeholders to start the college and financial aid process with our students to make them competitive applicants.
- At the end of Track 4, counselors are supporting and coaching students and families to apply and matriculate into their best college option that will lead towards college graduation in 4-6 years.
- When counselors complete Track 1-4, they will join Track 5 to focus on strategy, data analysis, collaboration, and sharing best practices.

Alignment to Driving Goals

This program will support leaders to achieve the following goals:
- 100% Graduates Matriculate to a College or University
- 25% Matriculation to Tier I/II College or University
- 100% Seniors Accepted to a College or University

Participants
- Track 1: Counselors with 9th grade for first time
- Track 2: Counselors with 10th grade for first time
- Track 3: Counselors with 11th grade for first time
- Track 4: Counselors with 12th grade for first time
- Track 5: All other counselors

Dates
- See table below

Delivery Model
- Live Webinars (Teams)

Training Point of Contact
- Erin Hearn

Track 1: 9th Grade

Description	Leadership Competencies	Topics	Dates
The college journey starts on day one for ninth graders in IDEA High Schools. The role of the college counselor and the college counseling teams is to drive the vision for a college going culture on campus. This course is designed for first year college counselors who support emerging campuses. Counselors will develop foundational knowledge and skills promotes college going culture and college going identity.	• Sets Vision & Goals: Leader sets inspiring vision and motivates others to follow. • Collaborates with Partners: Collaborates effectively with partners within and outside the organization. • Demonstrates program knowledge: Understands the what, why, and how of their core work and leverage that understanding to drive outcomes directly and indirectly. • Strategic Planning: Creates clear priorities, action steps, and timelines for achieving their goals.	• Graduation Plans • PowerSchool • Naviance • On Track to Graduate • MS RTTC • Community Service • Field Lessons • Celebrations, Traditions, and Ceremonies	• July 13: Beginning of Year Step Back - Full Day • July 14, 15 & 16: High School at IDEA - Full Day • July 19-20: El Paso and Louisiana New Leaders Institute - Full Day • July 26-27: Austin, San Antonio, RGV New Leaders Institute - Full Day • September 3: MS RTTC – Webinar • October 8: Collaboration Day - Full Day • November 5: 96% OTG Revisited - Half Day • December 10: Progress Towards Goal Prep - Webinar • January 3: Middle of Year Counselor Step Back - Full Day • February 18: Community Service, Extra Curriculars, Celebrations and Traditions - Half Day • March 11: RTTC Course Collaboration and Counselor PD – Full Day

Track 2: 10th Grade

Description	Leadership Competencies	Topics	Dates
In 10th grade, counselor focus is on developing the strongest candidates. The role of the college counselor is to challenge every student to become the best applicant through ensuring that grades are strong, students participate in extracurricular activities and community service, and students are prepared for college tests. This course is designed for all college counselors who support 10th grade campuses. Counselors will develop knowledge and skills to build strong college applicants.	• Sets Vision & Goals: Leader sets inspiring vision and motivates others to follow. • Collaborates with Partners: Collaborates effectively with partners within and outside the organization. • Demonstrates program knowledge: Understands the what, why, and how of their core work and leverage that understanding to drive outcomes directly and indirectly. • Strategic Planning: Creates clear priorities, action steps, and timelines for achieving their goals.	• OTG • College Tests - TSI, ACT, etc. • Field Lessons • Community Service and Extracurricular Activities • Engaging Families	• July 13: Beginning of Year Step Back - Full Day • July 14, 15 & 16: High School at IDEA - Full Day • July 19-20: El Paso and Louisiana - New Leaders Institute - Full Day • July 26-27: Austin, San Antonio, RGV New Leaders Institute - Full Day • September 17: TSI and College Tests – Webinar • October 8: Collaboration Day - Full Day • November 5: 96% OTG Revisited - Half Day • December 10: Progress Towards Goal Prep - Webinar • January 3: Middle of Year Counselor Step Back - Full Day • February 18: Engaging Families and College Knowledge - Half Day • March 15: RTTC Course Collaboration and Counselor PD – Full Day

Track 3: 11th Grade

Description	Leadership Competencies	Topics	Dates
In 11th grade, counselors focus is on providing the most choice for students as they pursue a college-going future. Counselors create the path for students to become competitive college applicants by researching, refining documents, and applying to college opportunities that will prepare them for the college application process so that every student produces a high-quality application to college. This will ensure that students get accepted to the best fit colleges for the individual student and will be more likely to matriculate, persist and graduate college.	• Problem Solving: Uses qualitative and quantitative data to monitor progress and course correct. • Manages Others to Deliver Results: Selects strong talent to fill the needs of the team. Assigns tasks, responsibilities, and roles to maximize individuals' skills and team performance. • Sets and Maintains Expectations: Sets clear expectations and holds others accountable to them. • Demonstrates program knowledge: Understands the variables that develop a strong college applicant and creates systems and check points to lead students, families, and staff towards achieving desired outcomes.	• Building College Knowledge in Families • College Summer Away Programs • Quality Application Campaigns • Letters of Rec (Teacher and Counselor) • College Lists • Financial Aid Strategies • College Test • Graduation Plans	• July 13: Beginning of Year Step Back - Full Day • July 14, 15 & 16: College Application Bootcamp - Full Day • July 19-20: El Paso and Louisiana New Leaders Institute - Full Day • July 26-27: Austin, San Antonio, RGV New Leaders Institute - Full Day • September 10: College Ready Grad Plans and College Tests – Half Day • October 8: Collaboration Day - Full Day • November 12: CSAP and Family Engagement - Half Day • December 10: Progress Towards Goal Prep - Webinar • January 3: Middle of Year Counselor Step Back - Full Day • January 14: Quality Application Campaign and T1/T2 Approach - Half Day • February 18: Match and Fit & Financial Aid Approach - Half Day • March 15: RTTC Course Collaboration and Counselor PD – Full Day

Track 4: 12th Grade for First Time

Description	Leadership Competencies	Topics	Dates
12th grade campuses focus on the execution of the key initiatives that lead to 100% matriculation. Knowing how to build relationships, create systems, track data, and collaborate with others is instrumental in reaching our goals. This training program develops our new counselors' understanding of the importance of a strong college fit, the aspects of the college application, the process of the college application, and the process of financial aid. The program also builds counselors' capacity to coach students and families to matriculate to the best college that they can afford.	• Sets Vision & Goals: Leader sets inspiring vision and motivates others to follow. • Manages Others to Deliver Results: Selects strong talent to fill the needs of the team. Assigns tasks, responsibilities, and roles to maximize individuals' skills and team performance. • Decision-Making Judgment: Prioritizes students' best interests while also ensuring the well-being of adults when making decisions. • Demonstrates program knowledge: Understands the yearlong approach that will lead towards 100% college matriculation and coaches students, families, and staff towards collaborative efforts to reach desired outcomes.	• Refining college applications and college list • Tier 1 and Tier 2 approach • Financial Aid approach • Decision Conversations • Supporting matriculation	• July 13: Beginning of Year Step Back - Full Day • July 14, 15 & 16: College Application Bootcamp - Full Day • July 19-20: El Paso and Louisiana New Leaders Institute - Full Day • July 26-27: Austin, San Antonio, RGV New Leaders Institute - Full Day • September 17: Prepping for Application Review and Financial Aid - Full Day • October 8: Counselor Collaboration Day - Full Day • December 10: Progress Towards Goal Prep - Webinar • January 3: Middle of Year Counselor Step Back - Full Day • January 21: Financial Aid and Decision Conversations – Full Day • February 18: Senior Counselor Collaboration Day - Full Day • March 4: Matriculation and Beyond – Full Day • March 11: RTTC Course Collaboration and Counselor PD – Full Day

Track 5: 12th Grade for Years 2+

Description	Framework	Topics	Dates
College Counselors who have completed Tracks 1-4 need continuous development to enhance their knowledge and skills. Track 5 is required for all counselors with a 12th grade class. It is time set aside for strategy, data analysis, collaboration, and sharing best practices. The guiding questions for this track are: • How do we drive action through data analysis and reflection? • How do we innovate on our campus? • How do leverage our collective power through collaboration?	• *Strategy: During this time, the CST member who is leading the work sets the vision and strategy around the topic. For example, a DCS explains why Tier 1 matriculation matters, defines how we determine Tier 1 fit, describes the best practices in ensuring Tier 1 acceptance, and outlines how we analyze college lists for Tier 1 viability. Lastly, a few campuses who have demonstrated success showcase their best practices and plans.* • *Data: Campuses are provided with a protocol to analyze data. They are giving framing questions to drive their analysis. For example, each campus reviews their class of 2021 Tier 1 acceptances and matriculation and notices trends. Then each campus evaluated the class of 2022 to identify tier 1 students and potential tier 1 students. They then rate their own college lists.* • *Collaboration: Once campuses have a handle on their data, they go through a consultancy protocol with a group of peer campuses.* • *Action: Lastly, campuses come together to plan how to implement what they have learned.*	• Financial Aid: Undocumented Students, Merit Aid, etc • TSI and College Tests • Tier 1 and Tier 2 Matriculation Strategy • College Summer Away Programs • Field Lessons • On Track to Graduate Plan	• July 13: Beginning of Year Step Back - Full Day • October 8: Senior Counselor Collaboration Day - Full Day • January 3: Middle of Year Counselor Step Back - Full Day • February 18: Senior Counselor Collaboration Day - Full Day • March 11: Senior Counselor Collaboration Day - Full Day

SSA/SC AND SW TRAINING

Program Purpose
Develop leaders' capacity to meet students' social and emotional needs and ensure their wellbeing and success at school.

Intended Outcomes for Leaders
Leaders are able to lead/support:
- Move This World
- Parent Partnerships
- New Family Onboarding
- Monthly observances for Black History Month, Suicide Prevention Month, etc.

Alignment to Driving Goals
This program will support leaders to achieve the following goals:
- Student persistence
- Average daily attendance

Participants
- Track 1: Student Success Advisors / School Counselors
- Track 2: Social Workers

Dates/Time Commitment
- 25 August – full day
- 1 September – 90 min webinar
- 6 October – full day
- 3 November – 90 min webinar
- 1 December – 90 min webinar
- 12 January – full day
- 2 February – 90 min webinar
- 2 March – full day
- 6 April – 90 min webinar
- 4 May – 90 min webinar

Delivery Model
- Live Webinars (Teams)

Training Designers
- Rob Wagner & Jade Miller

POINT PERSON TRAINING

Program	Alignment to Driving Goals	Dates	Delivery Model	Training Point Person
504 Point Person	100% annual 504 meetings are completed by due date. 100% of 504 students receive correct accommodations.	FL Webinar dates: • TBD LA Webinar dates: • 9/17 • 10/15 • 11/12 • 1/21 • 2/25 • 4/8 TX Webinar Dates (choose one of the two options each month): • 9/20 or 9/22 • 10/25 or 10/27 • 11/8 or 11/10 • 1/25 or 1/26 • 2/21 or 2/23 • 3/28 or 3/30 • 4/11 or 4/13	Live Webinar	Belinda Garcia
CSI Point Person	CSI students meet goals for 2.0+ years' growth in reading and math	Dates TBD	Live Webinar	Angie Williams

| EL Point Person | 42% of students show at least 1 level of composite growth on the TELPAS Assessment (TX); similar goals for FL and LA being determined.

100% of BOY, MOY, & EOY LPACS are completed by the due date. | FL Webinar dates:
• TBD

LA Webinar dates:
• 9/24
• 10/29
• 12/3
• 1/14
• 2/18
• 4/1

TX Webinar dates (choose one of the two options each month):
• 9/13 or 9/15
• 10/18 or 10/30
• 11/15 or 11/17
• 2/14 or 2/16
• 3/21 or 3/23 | Live Webinar | Destiny Jones |
| RTI Point Person | Student Persistence
Student Enrollment
Campus A | 5 sessions, dates TBD | Live Webinar | Mara Wenzel |

2021 New Teacher Institute

Richel Raich Cantu
Director of Teacher Leadership Programs

GOALS

By October 1st, all Welcome to IDEA teachers & co-teachers are proficient or higher on Guideposts for Excellent Teaching (GET):

- 2C: Climate & Culture
- 3C: Planning Lesson Vision

90% of New Teacher Institute participants agree or strongly agree:

"I feel prepared to begin using the resources/information provided in this training."

AGENDA

Culture Days*

Time	Session	Time	Session
Culture Day 1 **July 19th** SOLA, El Paso, & Permian Basin **July 26th** Austin, Greater Houston, Rio Grande Valley, San Antonio, Tampa Bay, & Tarrant County		**Culture Day 2** **July 20th** SOLA, El Paso, & Permian Basin **July 27th** Austin, Greater Houston, Rio Grande Valley, San Antonio, Tampa Bay, & Tarrant County	

8:00 – 10:00	Welcome to New Teacher Institute *Region-Led Webinar*	8:00 - 9:00	Welcome & Opening *Webinar OR In-Person Session*
10:00 - 12:00	- Culture at IDEA - Teaching at IDEA - Building Relationships *Roadmap Courses*	10:00 - 12:00	<u>Campus Choice Sessions:</u> - Building Relationships - Exiting the Classroom Procedure Webinar OR In-Person Sessions
12:00 - 12:45	Lunch		
12:45 - 4:00	- Setting Goals & Expectations - Systems & Procedures - Monitoring & Responding to Behavior *Roadmap Courses*	12:00 - 12:45	Lunch
		12:45 - 4:00	<u>Campus Choice Sessions:</u> - Responding to Behavior Practice - Setting Expectations Rehearsal - Lesson Planning *Webinar OR In-Person Sessions*
4:00 – 4:45	End of Day Campus Debrief *Webinar OR In-Person Session*	4:00 – 4:45	End of Day Campus Debrief *Webinar OR In-Person Session*

*Agenda may vary slightly by region. Please reach out to your NTI Regional Coordinator (contact info at the bottom of this page) to confirm.

Roadmap Courses & Submissions*

Topic	Objectives: TWBAT	Submission
Culture at IDEA PPT Deck	Explain how they can incorporate IDEA Culture in their classroom.	N/A
Welcome to Teaching at IDEA PPT Deck	Explain the Road To Master Teacher at IDEA and the resources available to support them on that journey.	Reflection on Teaching at IDEA
Setting Goals & Expectations PPT Deck	Plan and practice setting clear expectations.	N/A
Building Relationships PPT Deck	Explain the importance of building relationships with students. Plan & rehearse 'early wins' for building strong relationships with students.	Introduction Script for First Day of School
Systems & Procedures PPT Deck	Explain the purpose of planning classroom procedures with a minute-by-minute guide. Identify the components of a successful First 5 Minutes.	N/A
Monitoring & Responding to Behavior PPT Deck	Explain the mindsets of an effective classroom manager. Describe how to monitor & respond to behavior using the least invasive interventions.	N/A

Content Days	*Be prepared to teach a unit and a lesson for the first days of schools.*	*Submission varies by content*

Roadmap Culture Days Courses are available for Leaders to complete <u>via this Path.</u>

AGENDA

Content Days*

Time	Session	Time	Session	Time
Content Day 1 **July 21st** SOLA, El Paso, & Permian Basin **July 28th** Austin, Greater Houston, Rio Grande Valley, San Antonio, Tampa Bay, & Tarrant County		**Content Day 2** **July 22nd** SOLA, El Paso, & Permian Basin **July 29th** Austin, Greater Houston, Rio Grande Valley, San Antonio, Tampa Bay, & Tarrant County		SC Austi Valle
8:00	Welcome to Your *Content Webinar*	8:00 - 12:00	Varies depending on content *Webinars or Roadmap Courses*	8:00 -
8:30 – 12:00	Varies depending on content *Webinars or Roadmap Courses*			
12:00 - 12:45	Lunch	12:00 - 12:45	Lunch	12:00 -
1:00 - 4:00	Varies depending on content *Webinars or Roadmap Courses*	1:00 - 4:00	Varies depending on content *Webinars or Roadmap Courses*	1:00 -

4:00 - 4:45	End of Day Campus Debrief *Webinar OR In-Person Session*	4:00 - 4:45	End of Day Campus Debrief Webinar OR In-Person Session	4:00 -

Content Track & Roadmap Links	Agendas
Registered participants with IDEA email will be able to access utilizing links below **NTI Texas tracks are for Austin, Houston, the Rio Grande Valley, San Antonio, and Tarrant County**	*Anyone with OR without IDEA email will be able to access utilizing links below.*
2021 NTI 9-10 SpringBoard Texas	Agenda
2021 NTI 9-10 SpringBoard El Paso	Agenda
2021 NTI Grade 9 Springboard Louisiana	Agenda
2021 NTI AP English Language Texas	Agenda
2021 NTI AP English Literature Texas	Agenda
2021 NTI AP Human Geography Louisiana	Agenda
2021 NTI AR Zone Texas	Agenda
2021 NTI AR Zone Louisiana, El Paso, & Permian Basin	Agenda
2021 NTI Art	Agenda

2021 NTI Being A Writer Texas	Agenda
2021 NTI Being A Writer El Paso	Agenda
2021 NTI Computer Science	Agenda
2021 NTI El Paso 9th Grade Mathematics	Agenda
2021 NTI Florida ELA	Agenda
2021 NTI Florida 1st and 2nd Math	Agenda
2021 NTI Florida 6th Math	Agenda
2021 NTI Florida 6th Social Studies	Agenda
2021 NTI Florida AR, Hotspot, & Physical Education	Agenda
2021 NTI Florida K Eureka Math & Amplify Science	Agenda
2021 NTI iLearning HotSpot Louisiana, El Paso, & Permian Basin	Agenda
2021 NTI iLearning HotSpot Texas	Agenda
2021 NTI International Baccalaureate (IB) English Spanish History Biology Mathematics Arts Theory of Knowledge	Agenda

2021 NTI K-2 Amplify Science Louisiana, El Paso, & Permian Basin	Agenda
2021 NTI K-2 Amplify Science Texas	Agenda
2021 NTI K-2 Amplify Science Florida	Agenda
2021 NTI K-8 Wit & Wisdom Louisiana	Agenda
2021 NTI K-8 Wit & Wisdom Texas	Agenda
2021 NTI K-8 Wit & Wisdom El Paso	Agenda
2021 NTI Louisiana Eureka Math K-5	K-2 Agenda 3-5 Agenda
2021 NTI Louisiana 3-8 Amplify Science	Agenda
2021 NTI Louisiana 3-8 Social Studies	Agenda
2021 NTI Louisiana 6-9 Mathematics	Agenda
2021 NTI Louisiana, El Paso, & Permian Basin Physical Education	Agenda
2021 Texas Physical Education	Agenda
2021 NTI Louisiana, El Paso, & Permian Basin Spanish	Agenda
2021 NTI Texas Spanish	Agenda
2021 NTI Technology	Agenda: coming soon!
2021 NTI El Paso & Louisiana Road to and Through College	Agenda
2021 NTI Texas Road to and Through College	Agenda
2021 NTI Texas 3-5 Social Studies	Agenda

2021 NTI El Paso & Permian Basin 5th Grade Science	Agenda
2021 NTI Texas 5th Grade Science	Agenda
2021 NTI El Paso 6-8 Math	Agenda
2021 NTI Texas 6-8 Math	Agenda
2021 NTI Texas 6-8 Social Studies	Agenda
2021 NTI El Paso 6-8 Social Studies	Agenda
2021 NTI Texas 9-12 Mathematics	Agenda
2021 NTI El Paso 9-12 Social Studies	Agenda
2021 NTI Texas 9-12 Social Studies	Agenda
2021 NTI Texas College Prep (6-12) Science	Agenda
2021 NTI El Paso Eureka Math K-5	Agenda
2021 NTI Texas Eureka Math K-5	K-2 Agenda 3-5 Agenda

Leader Involvement

Regional Leaders	Designate leaders to facilitate each regional webinar Regional Webinar Session Materials (download to edit)	June 1st
Principals	Communicate with teachers about campus-specific	Starting

	logistics	June 1st
Principals	Designate leaders to facilitate each campus-led webinar/session Campus-Led Session Materials (download to edit)	June 1st
Principals	Designate leaders to facilitate each EOD Debrief EOD Debrief Materials (download to edit)	June 1st
Campus Leaders	Attend Facilitation Academy *Email richel.raichcantu@ideapublicschools.org* *for the invite*	June 4th June 18th or July 16th
Campus Leaders	Finish customizing campus-led webinars and ensure leaders are ready to facilitate. Deadline to send NTI details email with agendas to teachers	**SOLA, EP, PB:** July 16th **Texas & Florida:** July 23rd
Campus Leaders	Facilitate campus-led webinars & end-of-day debriefs	**SOLA, EP, & PB** July 19th – 23rd

	Monday, Wednesday, Thursday, & Friday – 4:00 – 4:45 Tuesday – 8:00-4:45PM	**Texas & Florida** July 26th – 30th
Teacher Managers	Provide feedback for teachers on submissions	1st Day of School
Teacher Managers	Observe teachers who attended NTI & complete GET Row ratings in TeachBoost	October 1st

In-Person* or Virtual?

	Culture: Day 1	**Culture: Day 2**	**Content: Days 3-5**
Rationale	All of Day 1 of NTI will be facilitated virtually because: -We cannot safely gather all NTI teachers across a region in-person. -By introducing new material in Roadmap, we free up campuses to prepare to facilitate live practice all day on Day 2.	All of Day 2 of NTI will be facilitated by campuses. Campus will be able to: -Choose which sessions to facilitate -Decide if they will facilitate them virtually or in-person.	All of Days 3-5 of NTI will be facilitated virtually because: -We lack highly skilled facilitators to facilitate the over 40 content tracks required for NTI and -We cannot safely gather large content groups across multiple regions.
Option 1 Teacher	Teacher participates in Welcome Webinar & EOD Debrief	Teacher joins all Campus-Based sessions virtually.	Teacher participates in Welcome Webinar & EOD Debrief

	virtually. Teacher completes Roadmap courses asynchronously.		virtually. Teacher completes Roadmap courses asynchronously.
is home			
Option 2 Teacher is on-campus (When approved by Regional VP)	Teacher participates in Welcome Webinar virtually, completes Roadmap courses asynchronously, and joins an in-person EOD Debrief with other NTI participants.	Teacher participates in all Campus-Based sessions in-person.	Teacher participates in Welcome Webinar virtually, completes Roadmap courses asynchronously, and joins an in-person EOD Debrief with other NTI participants.

Please review the [2021 Summer PD In-Person Policy Guidance](#) document if you're planning to host in-person.

NTI Regional Coordinators