

These pages are the full set of IC maps for teachers from the book *Standards into practice: School-based roles. Innovation Configuration maps for Standards for Professional Learning* (Learning Forward, 2012).

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Innovation Configuration Maps

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TEACHER

- **LEARNING COMMUNITIES**
- **LEADERSHIP**
- **RESOURCES**
- **DATA**
- **LEARNING DESIGNS**
- **IMPLEMENTATION**
- **OUTCOMES**

1.1 Engage in continuous improvement

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 1.1.1: Develops capacity to apply the seven-step cycle of continuous improvement. *					
<ul style="list-style-type: none"> Develops knowledge and skills about the seven steps of the cycle of continuous improvement. 	<ul style="list-style-type: none"> Develops understanding of six of the seven steps of the cycle of continuous improvement. 	<ul style="list-style-type: none"> Develops understanding of five of the seven steps of the cycle of continuous improvement. 	<ul style="list-style-type: none"> Develops understanding of four or fewer steps of the cycle of continuous improvement. 	<ul style="list-style-type: none"> Fails to develop knowledge and skills about the cycle of continuous improvement. 	
Desired outcome 1.1.2: Applies the cycle of continuous improvement with fidelity in professional learning.					
<ul style="list-style-type: none"> Employs the seven-step cycle of continuous improvement in individual, team, and schoolwide professional learning. Maintains commitment to employ the cycle of continuous improvement in individual and team learning. Supports colleagues in employing the cycle in individual and team learning. 	<ul style="list-style-type: none"> Employs six steps of the seven-step cycle of continuous improvement in individual, team, and schoolwide professional learning. Maintains commitment to employ the cycle in individual and team learning. 	<ul style="list-style-type: none"> Employs five steps of the seven-step cycle of continuous improvement in individual and team professional learning. 	<ul style="list-style-type: none"> Employs four or fewer steps of the seven-step cycle of continuous improvement in individual and team professional learning. 	<ul style="list-style-type: none"> Employs four or fewer steps of the seven-step cycle of continuous improvement in individual professional learning. 	<ul style="list-style-type: none"> Fails to use the cycle of continuous improvement in professional learning.

*See the Appendix (p. 262) for an explanation of this concept.

1.2 Develop collective responsibility					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 1.2.1: Advances collective responsibility.					
<ul style="list-style-type: none"> Contributes, with colleagues, to the development of shared assumptions about and a shared definition of collective responsibility. Shares evidence of collective responsibility. Challenges, with principal and colleagues, practices and assumptions that create barriers to collective responsibility. Takes action, with principal and colleagues, to overcome barriers to collective responsibility. 	<ul style="list-style-type: none"> Contributes to the development of shared assumptions about and a shared definition of collective responsibility. Contributes to efforts to identify and overcome barriers to collective responsibility. 	<ul style="list-style-type: none"> Contributes to shared assumptions about and a definition of collective responsibility. 	<ul style="list-style-type: none"> States personal assumptions about and a definition of collective responsibility. 	<ul style="list-style-type: none"> Fails to address collective responsibility. 	
Desired outcome 1.2.2: Engages with colleagues to meet the needs of all students.					
<ul style="list-style-type: none"> Engages with colleagues in conversations about the impact of individual and collective professional learning on student achievement. Engages in individual, team, and schoolwide professional learning to address the learning needs of all students. 	<ul style="list-style-type: none"> Engages with colleagues in conversations about the impact of individual and collective professional learning on student achievement. Engages in individual, team, or schoolwide professional learning to address the learning needs of all students. 	<ul style="list-style-type: none"> Studies data with colleagues about the needs of students outside their individual classrooms. Engages with colleagues in individual professional learning to address the learning needs of all students. 	<ul style="list-style-type: none"> Invites colleagues to participate in professional learning to address the needs of students outside their individual classrooms. 	<ul style="list-style-type: none"> Focuses attention only on learning needs of students in individual classrooms. 	

1.2 Develop collective responsibility					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 1.2.3: Models collective responsibility by participating in learning communities.					
<ul style="list-style-type: none"> Participates routinely in one or more ongoing learning communities within and beyond the school. Shares with colleagues own learning as a member of learning communities. 	<ul style="list-style-type: none"> Participates routinely in one or more school-based learning communities. Shares with colleagues own learning as a member of learning communities. 	<ul style="list-style-type: none"> Participates routinely in one school-based learning community. 	<ul style="list-style-type: none"> Participates occasionally in a school-based learning community. 	<ul style="list-style-type: none"> Fails to participate in a learning community. 	
1.3 Create alignment and accountability					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 1.3.1: Aligns professional learning with school goals.					
<ul style="list-style-type: none"> Engages in discussion with colleagues to develop understanding of school and system goals and strategies to align individual, team, and school goals and plans for professional learning. Aligns individual and team professional learning goals with school goals. 	<ul style="list-style-type: none"> Engages in discussion with colleagues to develop understanding of school and system goals and strategies to align individual, team, and school goals and plans for professional learning. Aligns individual professional learning goals with school goals. 	<ul style="list-style-type: none"> Establishes individual professional learning goals and strategies that align with school goals and strategies. 	<ul style="list-style-type: none"> Adopts school professional learning goals as own goals. 	<ul style="list-style-type: none"> Contributes to development of school professional learning goals and strategies without consideration of system goals and strategies. 	<ul style="list-style-type: none"> Fails to align individual professional learning goals with school goals.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 2.1.1: Commits to continuous professional learning.</p>					
<ul style="list-style-type: none"> Assesses current leadership knowledge, skills, and dispositions and identifies strengths and needs. Adopts ambitious improvement goals in curriculum, instruction, assessment, and leadership practices. Adopts a disposition of curiosity and problem solving when confronted with student learning challenges. Adopts collaborative learning as the primary approach to solving individual, team, and schoolwide challenges related to student learning. Engages in a variety of professional learning throughout career. Reflects on experiences with professional learning to identify effective practices, designs, and outcomes. 	<ul style="list-style-type: none"> Assesses current leadership knowledge, skills, and dispositions and identifies strengths and needs. Adopts ambitious improvement goals in curriculum, instruction, assessment, and leadership practices. Adopts collaborative learning as the primary approach to solving individual, team, and schoolwide challenges related to student learning. Engages in a variety of professional learning throughout career. Reflects on experiences with professional learning to identify effective practices, designs, and outcomes. 	<ul style="list-style-type: none"> Adopts ambitious improvement goals in curriculum, instruction, assessment, and leadership practices. Adopts collaborative learning as the primary approach to solving individual and team challenges related to student learning. Engages in professional learning throughout career. Identifies effective practices, designs, and outcomes related to student learning. 	<ul style="list-style-type: none"> Accepts improvements in curriculum, instruction, assessment, and leadership practices. Engages in professional learning related to specific improvement efforts. 	<ul style="list-style-type: none"> Disregards improvements in curriculum, instruction, assessment, and leadership practices. Attends professional learning when required. 	

2.1 Develop capacity for learning and leading

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 2.1.2: Develops capacity for leadership of professional learning.					
<ul style="list-style-type: none"> Analyzes own strengths and needs related to leadership. Participates in an ongoing leadership development experience. Establishes professional learning goal to develop and implement leadership knowledge, skills, and practices. Practices leadership skills in multiple settings within the school and teams. 	<ul style="list-style-type: none"> Participates in an ongoing leadership development experience. Establishes professional learning goal to develop and implement leadership knowledge, skills, and practices. Practices leadership skills in multiple settings within the school and teams. 	<ul style="list-style-type: none"> Participates in an ongoing leadership development experience. 	<ul style="list-style-type: none"> Participates in discrete leadership development experiences. 	<ul style="list-style-type: none"> Fails to participate in ongoing leadership development experiences. 	
Desired outcome 2.1.3: Understands and uses the Standards for Professional Learning in decisions about professional learning.					
<ul style="list-style-type: none"> Studies, with colleagues, the Standards for Professional Learning to apply key ideas. Accesses and uses new research and information about effective professional learning on an ongoing basis. Applies the seven Standards for Professional Learning in individual, team, and schoolwide professional learning. 	<ul style="list-style-type: none"> Studies, with colleagues, the Standards for Professional Learning to apply key ideas. Applies the seven Standards for Professional Learning in individual and team professional learning. 	<ul style="list-style-type: none"> Studies the Standards for Professional Learning to understand their ideas. Applies five of the Standards for Professional Learning in individual or team professional learning. 	<ul style="list-style-type: none"> Names the Standards for Professional Learning. 	<ul style="list-style-type: none"> Makes decisions about professional learning without reference to the Standards for Professional Learning. 	

2.1 Develop capacity for learning and leading					
Level 1	Level 2	Level 3	Level 4	Level 5	
Desired outcome 2.1.4: Serves as a leader in professional learning.					
<ul style="list-style-type: none"> • Takes an active role in planning, implementing, and evaluating individual, team, and schoolwide professional learning. • Applies leadership knowledge and skills in at least two learning teams within and beyond the school. • Participates in coaching related to leadership development. • Seeks opportunities and serves as a formal or informal leader of professional learning within and beyond the school (e.g., mentor, facilitator of learning team, schoolwide learning facilitator, resource provider, member of school or district professional learning team or other task force, member of SLT, etc.). • Participates in a learning community focused on leadership development. • Reflects on leadership experiences to refine and expand knowledge, skills, dispositions, and practices. • Helps develop guidelines that support formal or informal teacher leadership within the school and district. 	<ul style="list-style-type: none"> • Takes an active role in planning, implementing, and evaluating individual and team professional learning. • Identifies practices, experiences, and designs of ineffective professional learning. • Applies leadership knowledge and skills in one or more learning teams within and beyond the school. • Seeks opportunities and serves as a formal or informal leader of professional learning within the school (e.g., mentor, facilitator of learning team, schoolwide learning facilitator, resource provider, member of school or district professional learning team or other task force, member of SLT, etc.). • Reflects on leadership experiences to refine and expand knowledge, skills, dispositions, and practices. • Helps develop guidelines that support formal or informal teacher leadership within the school and district. 	<ul style="list-style-type: none"> • Takes an active role in planning, implementing, and evaluating individual and team professional learning. • Applies leadership knowledge and skills within a learning team in the school. • Seeks opportunities and serves as a formal or informal leader of professional learning within the school (e.g., mentor, facilitator of learning team, schoolwide learning facilitator, resource provider, member of school or district professional learning team or other task force, member of SLT, etc.). 	<ul style="list-style-type: none"> • Recognizes responsibility for the results of individual professional learning. • Applies leadership knowledge and skills in a learning team within the school. 	<ul style="list-style-type: none"> • Serves as a member of a school or district committee. 	<ul style="list-style-type: none"> • Fails to serve as a formal or informal teacher leader within or beyond the school.

2.2 Advocate for professional learning

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 2.2.1: Articulates the link between student learning and professional learning.</p>					
<ul style="list-style-type: none"> Explains the indelible connection between professional learning and student achievement to staff, students, parents, system leaders, public officials, and community members and partners. Provides multiple examples of the link between individual, team, and schoolwide professional learning and student learning. 	<ul style="list-style-type: none"> Explains the indelible connection between professional learning and student achievement to staff, students, and parents. Provides multiple examples of the link between individual, team, and schoolwide professional learning and student learning. 	<ul style="list-style-type: none"> Explains the indelible connection between professional learning and student achievement to staff and students. Provides multiple examples of the link between link between individual, team, and schoolwide professional learning and student learning. 	<ul style="list-style-type: none"> Describes the connection between professional learning and student learning. 	<ul style="list-style-type: none"> Fails to explain the connection between professional learning and student learning. 	

2.2 Advocate for professional learning

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 2.2.2: Advocates high-quality professional learning.</p>					
<ul style="list-style-type: none"> Promotes high-quality professional learning with colleagues, students, parents, system leaders, colleagues, public officials, and community members and partners. Advocates district- and school-based conditions and procedures to support effective individual, team, and schoolwide professional learning. Develops and shares succinct messages about the role of professional learning in student learning with colleagues, students, parents, system leaders, colleagues, public officials, and community members and partners. Supports collaborative professional learning when challenged by peers, students, parents, or community members. Reports positive experiences and results from professional learning in internal and external communication vehicles. Challenges practices, experiences, and designs of ineffective professional learning and advocates improvements. 	<ul style="list-style-type: none"> Promotes high-quality professional learning with colleagues, students, parents, system leaders, and colleagues. Advocates school-based conditions and procedures to support effective individual and team professional learning. Develops and shares succinct messages about the role of professional learning in student learning with colleagues, parents, and students. Supports collaborative professional learning when challenged by peers and parents. Reports positive experiences and results from professional learning in internal communication vehicles. 	<ul style="list-style-type: none"> Promotes high-quality professional learning with colleagues and system leaders. Advocates school-based conditions and procedures to support effective individual and team professional learning. Supports collaborative professional learning when challenged by peers. Reports positive experiences and results from professional learning in internal communication vehicles. 	<ul style="list-style-type: none"> Promotes high-quality professional learning with colleagues. 	<ul style="list-style-type: none"> Fails to promote high-quality professional learning for staff. 	

2.3 Create support systems and structures

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 2.3.1: Contributes to systems and structures for effective professional learning.</p>					
<ul style="list-style-type: none"> Establishes, with colleagues and principal, school-based conditions for effective individual, team, and schoolwide professional learning (e.g., resources, policies, annual calendars, schedules, procedures, and structures). Supports colleagues in understanding and establishing conditions for effective schoolwide professional learning. Creates, with colleagues, conditions to support effective schoolwide and team professional learning. Solves problems, with principal and colleagues, related to implementing conditions for effective professional learning. 	<ul style="list-style-type: none"> Collaborates with principal to establish school conditions for effective professional learning (e.g., resources, policies, annual calendars, schedules, procedures, and structures). Creates, with colleagues, conditions to support effective team learning. Solves problems, with principal, related to establishing conditions for effective professional learning. 	<ul style="list-style-type: none"> Advocates school conditions for effective professional learning (e.g., resources, policies, annual calendars, schedules, procedures, and structures). Creates, with colleagues, conditions to support effective team learning. 	<ul style="list-style-type: none"> Fails to contribute to establishing conditions for effective team and schoolwide professional learning. 		

2.3 Create support systems and structures

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 2.3.2: Develops capacity for skillful collaboration.</p>					
<ul style="list-style-type: none"> • Develops, with colleagues, the knowledge and skills to learn and work collaboratively. • Encourages colleagues to use collaboration to achieve individual, team, and schoolwide professional learning goals. • Develops, with colleagues, the capacity to resolve conflict. • Confronts assumptions and practices that create barriers to collective responsibility. • Practices skillful collaboration within schoolwide and team professional learning. • Seeks from and provides to colleagues feedback on collaboration skills. 	<ul style="list-style-type: none"> • Develops, with colleagues, the knowledge and skills to learn and work collaboratively. • Encourages colleagues to use collaboration to achieve individual, team, and schoolwide professional learning goals. • Develops, with colleagues, the capacity to resolve conflict. • Practices skillful collaboration within schoolwide and team professional learning. 	<ul style="list-style-type: none"> • Develops, with colleagues, the knowledge and skills to learn and work collaboratively. • Encourages colleagues to use collaboration to achieve individual, team, and schoolwide professional learning goals. • Practices skillful collaboration within team professional learning. 	<ul style="list-style-type: none"> • Encourages colleagues to use collaboration to achieve individual, team, and schoolwide professional learning goals. 	<ul style="list-style-type: none"> • Presumes staff uses collaboration to achieve individual, team, and schoolwide professional learning goals. 	

2.3 Create support systems and structures

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 2.3.3: Contributes to the development and maintenance of a collaborative culture.</p>					
<ul style="list-style-type: none"> • Develops and applies research-based knowledge and skills about collaborative cultures to support schoolwide and team learning and collaborative work. • Models collaboration in interactions with colleagues, students, parents, community members, and system leaders. • Assesses, with principal and colleagues, the current culture to make improvements. • Contributes to the development of the social architecture of a collaborative culture that includes norms for individual, team, and schoolwide interactions; high expectations; collective responsibility for high levels of learning for all students; mutual respect; and relational trust. • Works with colleagues to sustain a collaborative culture within learning teams. • Confronts assumptions and practices that inhibit collaboration. • Identifies and addresses, with principal and colleagues, barriers to collaboration. 	<ul style="list-style-type: none"> • Develops and applies research-based knowledge and skills about collaborative cultures to support team learning and collaborative work. • Models collaboration in interactions with colleagues, principal, and other school leaders. • Assesses, with principal, the current culture to make improvements. • Contributes to the development of the social architecture of a collaborative culture that includes norms for individual, team, and schoolwide interactions; high expectations; and mutual respect. • Works with colleagues to sustain a collaborative culture within learning teams. 	<ul style="list-style-type: none"> • Models collaboration in interactions with colleagues, principal, and other school leaders. • Assesses, with principal, the current culture to make improvements. • Contributes to the development of the social architecture of a collaborative culture that includes norms for individual, team, and schoolwide interactions; high expectations; and mutual respect. • Works with colleagues to sustain a collaborative culture within learning teams. 	<ul style="list-style-type: none"> • Models collaboration in interactions with colleagues, principal, and other school leaders. • Assesses, with principal, the current culture to make improvements. 	<ul style="list-style-type: none"> • Accepts the current school culture without making efforts to improve it. 	

3.1 Prioritize human, fiscal, material, technology, and time resources

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 3.1.1: Contributes to definition of resources for professional learning.</p>					
<ul style="list-style-type: none"> • Works, with principal and colleagues, to develop a shared definition of resources for professional learning. • Suggests resources for professional learning that include staff, materials, technology, funding, and time. 	<ul style="list-style-type: none"> • Works, with principal, to develop a shared definition of resources for professional learning. • Suggests resources for professional learning that include staff, materials, technology, funding, and time. 	<ul style="list-style-type: none"> • Suggests resources for professional learning that include materials, technology, funding, and time. 	<ul style="list-style-type: none"> • Suggests resources for professional learning that include funding and time. 	<ul style="list-style-type: none"> • Suggests funding as the only resource for professional learning. 	<ul style="list-style-type: none"> • Fails to define resources for professional learning.
<p>Desired outcome 3.1.2: Recommends resources to align professional learning with high-priority student and educator learning needs.</p>					
<ul style="list-style-type: none"> • Contributes to the criteria for resource allocation for professional learning based on high-priority student learning needs and individual, team, and schoolwide educator learning needs. • Recommends resources for individual, team, and schoolwide professional learning to achieve high-priority student and educator learning goals. 	<ul style="list-style-type: none"> • Contributes to the criteria for resource allocation for professional learning based on high-priority student learning needs and individual and team educator learning needs. • Recommends resources for individual and team professional learning to achieve high-priority student and educator learning goals. 	<ul style="list-style-type: none"> • Participates in decision making about prioritized learning needs. • Recommends resources for individual and team professional learning to achieve high-priority student and educator learning goals. 	<ul style="list-style-type: none"> • Recommends distribution of available resources for professional learning based on individual educator requests. 	<ul style="list-style-type: none"> • Fails to recommend resources for professional learning. 	

3.1 Prioritize human, fiscal, material, technology, and time resources

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 3.1.3: Selects appropriate resources for professional learning.</p>					
<ul style="list-style-type: none"> • Develops capacity to discriminate among available resources to select, access, use, and share resources. • Identifies available internal and external resources to meet high-priority student and educator learning needs. • Selects and uses appropriate professional learning resources that align with high-priority educator learning needs. • Uses data and research to explain the resources selected for individual and team professional learning. 	<ul style="list-style-type: none"> • Develops capacity to discriminate among available resources to select, access, use, and share resources. • Identifies available internal resources to meet high-priority student and educator learning needs. • Selects and uses appropriate professional learning resources that align with high-priority educator learning needs. • Explains the resources selected for individual and team professional learning. 	<ul style="list-style-type: none"> • Identifies available internal resources to meet high-priority student and educator learning needs. • Selects and uses appropriate professional learning resources that align with high-priority educator learning needs. • Explains the resources selected for individual and team professional learning. 	<ul style="list-style-type: none"> • Identifies available internal resources to meet high-priority student and educator learning needs. • Selects professional learning resources without analysis. 	<ul style="list-style-type: none"> • Selects professional learning resources without analysis. 	<ul style="list-style-type: none"> • Fails to select appropriate resources for professional learning.

3.2 Monitor resources					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 3.2.1: Monitors effectiveness of the use of resources for professional learning.</p>					
<ul style="list-style-type: none"> Establishes criteria for effective individual and team professional learning resources. Tracks and monitors use of professional learning resources. Uses the data to analyze the effectiveness of selected professional learning resources. Provides feedback on the effectiveness of individual, team, and schoolwide professional learning resources. Recommends changes to increase the effectiveness of professional learning resources. 	<ul style="list-style-type: none"> Establishes criteria for effective individual and team professional learning resources. Tracks and monitors use of professional learning resources. Uses the data to analyze the effectiveness of selected professional learning resources. Provides feedback on the effectiveness of individual and team professional learning resources. 	<ul style="list-style-type: none"> Tracks and monitors use of professional learning resources. Uses the data to analyze the effectiveness of selected professional learning resources. Provides feedback on the effectiveness of individual and team professional learning resources. 	<ul style="list-style-type: none"> Provides feedback on the effectiveness of individual and team professional learning resources. 	<ul style="list-style-type: none"> Fails to monitor the effectiveness of professional learning resources. 	

3.3 Coordinate resources

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 3.3.1: Implements a comprehensive resource plan for professional learning.</p>					
<ul style="list-style-type: none"> • Supports the implementation of the professional learning resource plan to achieve high-priority student and educator learning goals. • Shares resources with colleagues to increase their effectiveness. 	<ul style="list-style-type: none"> • Reads the professional learning resource plan to achieve high-priority student and educator learning goals. • Shares resources with colleagues to increase their effectiveness. 	<ul style="list-style-type: none"> • Shares resources with colleagues to increase their effectiveness. 	<ul style="list-style-type: none"> • Fails to implement the resource plan. 		

4.1 Analyze student, educator, and system data

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.1.1: Develops capacity to analyze and interpret data.					
<ul style="list-style-type: none"> Develops, with colleagues, knowledge and skills to access, organize, and display data. Develops, with colleagues, knowledge and skills to analyze and interpret data from multiple sources (e.g., norm-referenced tests, student work samples, school system-designed tests) to make team, grade-level, department, and individual decisions about professional learning. 	<ul style="list-style-type: none"> Develops knowledge and skills to access, organize, and display data. Develops knowledge and skills to analyze and interpret data from multiple sources (e.g., norm-referenced tests, student work samples, school system-designed tests) to make team, grade-level, department, and individual decisions about professional learning. 	<ul style="list-style-type: none"> Develops knowledge and skills to access, organize, and display data. Develops knowledge and skills to analyze and interpret data from multiple sources (e.g., norm-referenced tests, student work samples, school system-designed tests) to make individual decisions about professional learning. 	<ul style="list-style-type: none"> Develops knowledge and skills to access, organize, and display data to make individual decisions about professional learning. 	<ul style="list-style-type: none"> Fails to develop knowledge and skills to analyze and interpret data. 	

4.1 Analyze student, educator, and system data

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 4.1.2: Analyzes and interprets multiple sources of student data to determine professional learning needs.</p>					
<ul style="list-style-type: none"> Analyzes, with colleagues, qualitative and quantitative student data from four or more sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative student data from four or more sources to decipher trends, patterns, outliers, and root causes within the data. Supports colleagues to independently identify findings, trends, patterns, outliers, and root causes from four or more sources of student data. 	<ul style="list-style-type: none"> Analyzes, with staff and SLT, qualitative and quantitative student data from 3 sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative student data from three sources to decipher trends, patterns, outliers, and root causes within the data. 	<ul style="list-style-type: none"> Analyzes, with staff and SLT, qualitative and quantitative student data from two sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative student data from two sources to decipher trends, patterns, outliers, and root causes within the data. 	<ul style="list-style-type: none"> Analyzes one source of student data. 	<ul style="list-style-type: none"> Accepts results of student data analysis from principal, coach, SLT, or others. 	<ul style="list-style-type: none"> Fails to analyze student data to determine professional learning needs.

4.1 Analyze student, educator, and system data

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 4.1.3: Analyzes and interprets educator data to determine professional learning needs.</p>					
<ul style="list-style-type: none"> Analyzes, with colleagues, qualitative and quantitative educator data from four or more sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative educator data from four or more sources to decipher trends, patterns, outliers, and root causes within the data. Supports colleagues to independently identify findings, trends, patterns, outliers, and root causes from four or more sources of educator data. 	<ul style="list-style-type: none"> Analyzes, with staff and SLT, qualitative and quantitative educator data from three sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative educator data from three sources to decipher trends, patterns, outliers, and root causes within the data. 	<ul style="list-style-type: none"> Analyzes, with staff and SLT, qualitative and quantitative educator data from two sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative educator data from two sources to decipher trends, patterns, outliers, and root causes within the data. 	<ul style="list-style-type: none"> Analyzes one source of educator data. 	<ul style="list-style-type: none"> Accepts results of educator data analysis from principal, coach, SLT, or others. 	<ul style="list-style-type: none"> Fails to engage in analyzing educator data.

4.1 Analyze student, educator, and system data

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.1.4: Analyzes and interprets school data to determine professional learning needs.					
<ul style="list-style-type: none"> Analyzes, with colleagues, qualitative and quantitative school data from four or more sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative school data from four or more sources to decipher trends, patterns, outliers, and root causes within the data. Supports colleagues to independently identify findings, trends, patterns, outliers, and root causes from four or more sources of school data. 	<ul style="list-style-type: none"> Analyzes, with staff and SLT, qualitative and quantitative school data from three sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative school data from three sources to decipher trends, patterns, outliers, and root causes within the data. 	<ul style="list-style-type: none"> Analyzes, with staff and SLT, qualitative and quantitative school data from two sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative school data from two sources to decipher trends, patterns, outliers, and root causes within the data. 	<ul style="list-style-type: none"> Analyzes one source of school data. 	<ul style="list-style-type: none"> Accepts results of school data analysis from principal, coach, SLT, or others. 	<ul style="list-style-type: none"> Fails to engage in analyzing school data.
Desired outcome 4.1.5: Uses analyzed data to determine professional learning needs.					
<ul style="list-style-type: none"> Uses, with colleagues, analyzed data to identify needs for individual and team professional learning. 	<ul style="list-style-type: none"> Uses, with colleagues, analyzed data to identify needs for individual or team professional learning. 	<ul style="list-style-type: none"> Uses analyzed data to identify needs for individual or team professional learning. 	<ul style="list-style-type: none"> Identifies needs for individual and team professional learning. 	<ul style="list-style-type: none"> Fails to use student, educator, or school data to identify needs for individual and team professional learning. 	

4.2 Assess progress

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 4.2.1: Determines formative data to assess progress toward professional learning benchmarks and goals.</p>					
<ul style="list-style-type: none"> Establishes, with principal and colleagues, benchmarks to assess progress toward individual, team, and schoolwide professional learning goals. Establishes monthly, with principal and colleagues, qualitative and quantitative formative data to assess progress toward individual, team, and schoolwide professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Establishes, with principal and colleagues, benchmarks to assess progress toward individual and team professional learning goals. Establishes quarterly, with principal and colleagues, qualitative and quantitative formative data to assess progress toward individual and team professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Establishes, with principal and colleagues, benchmarks to assess progress toward individual and team professional learning goals. Establishes semiannually, with principal and colleagues, qualitative and quantitative formative data to assess progress toward individual and team professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Identifies annually either qualitative or quantitative data to assess progress toward individual professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Fails to identify data to assess progress toward individual or team professional learning benchmarks and goals. 	

4.2 Assess progress

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.2.2: Collects, analyzes, and uses data to continuously assess progress toward professional learning benchmarks and goals.					
<ul style="list-style-type: none"> • Uses, with colleagues, analyzed data to identify enhancers of and barriers to progress. • Engages with colleagues in problem solving to address identified barriers to achieving professional learning benchmarks and goals. • Makes, with colleagues, data-based, in-process adjustments in individual and team professional learning (i.e., learning designs, coaching activities, and timeframes). • Celebrates with colleagues progress toward professional learning benchmarks and goals. 	<ul style="list-style-type: none"> • Uses, with colleagues, analyzed data to identify enhancers of and barriers to progress. • Engages with colleagues in problem solving to address identified barriers to achieving professional learning benchmarks and goals. • Makes, with colleagues, data-based, in-process adjustments in individual and team professional learning (i.e., learning designs, coaching activities, and timeframes). 	<ul style="list-style-type: none"> • Uses analyzed data to identify enhancers of and barriers to progress. • Solves problems that create barriers to achieving professional learning benchmarks and goals. • Makes data-based, in-process adjustments in individual professional learning (i.e., learning designs, coaching activities, and timeframes). 	<ul style="list-style-type: none"> • Uses analyzed data to identify enhancers of and barriers to progress. 	<ul style="list-style-type: none"> • Fails to use data to assess progress toward professional learning benchmarks and goals. 	
Desired outcome 4.2.3: Uses analysis of progress to make adjustments in professional learning.					
<ul style="list-style-type: none"> • Uses analyzed data related to student learning and changes in classroom practice to adjust and refine schoolwide, team, and individual professional learning. 	<ul style="list-style-type: none"> • Uses analyzed data related to student learning and changes in classroom practice to adjust and refine schoolwide and team professional learning. 	<ul style="list-style-type: none"> • Uses analyzed data related to student learning and changes in classroom practice to adjust and refine schoolwide professional learning. 	<ul style="list-style-type: none"> • Uses analyzed data related to student learning and changes in classroom practice to adjust and refine schoolwide professional learning. 	<ul style="list-style-type: none"> • Disregards any data to adjust or refine professional learning. 	<ul style="list-style-type: none"> • Fails to use analysis of progress to adjust and refine professional learning.

4.3 Evaluate professional learning

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.3.1: Contributes to the development of an evaluation plan for professional learning.					
<ul style="list-style-type: none"> Contributes to the development of a theory of change, logic model, and evaluation framework to evaluate schoolwide and team professional learning. 	<ul style="list-style-type: none"> Contributes to the development of a theory of change and evaluation framework to evaluate team professional learning. 	<ul style="list-style-type: none"> Contributes to the development of an evaluation framework to evaluate team professional learning. 	<ul style="list-style-type: none"> Contributes to the identification of data sources and data collection methods to evaluate individual professional learning. 	<ul style="list-style-type: none"> Identifies data collection methods to evaluate individual and team professional learning. 	<ul style="list-style-type: none"> Fails to contribute to the evaluation of professional learning.
Desired outcome 4.3.2: Uses a variety of formative and summative data to evaluate the effectiveness and results of professional learning.					
<ul style="list-style-type: none"> Collects, with colleagues, student data (e.g., test scores, benchmark results, student surveys, interviews, etc.) and classroom observations to measure changes in student learning and behaviors associated with professional learning. Collects, with colleagues, data about changes in teacher knowledge, skills, and dispositions associated with professional learning. Collects, with colleagues, educator data (e.g., staff surveys, interviews, self-reports, and observations) to assess changes in classroom practices associated with professional learning. Collects, with colleagues, data to assess changes in school culture and organizational structures, policies, and processes associated with professional learning. 	<ul style="list-style-type: none"> Collects, with colleagues, student data (e.g., test scores, benchmark results, student surveys, interviews, etc.) and classroom observations to determine changes in student learning associated with professional learning. Collects, with colleagues, data about changes in teacher knowledge, skills, and dispositions associated with professional learning. Collects with colleagues educator data (e.g., staff surveys, interviews, self-reports, and observations) to identify changes in classroom practices associate with professional learning. 	<ul style="list-style-type: none"> Collects, with colleagues, student data (e.g., test scores, benchmark results, student surveys, interviews, etc.) and classroom observations to determine changes in student learning associated with professional learning. Collects, with colleagues, data about changes in teacher knowledge, skills, and dispositions associated with professional learning. 	<ul style="list-style-type: none"> Collects, with colleagues, student data (e.g., test scores, benchmark results, student surveys, interviews, etc.) and classroom observations to determine changes in student learning associated with professional learning. 	<ul style="list-style-type: none"> Fails to contribute to the evaluation of the effectiveness and results of professional learning. 	

4.3 Evaluate professional learning

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 4.3.3: Uses data to evaluate the effectiveness of professional learning designs, content, and duration.</p>					
<ul style="list-style-type: none"> Identifies, with colleagues, data to evaluate the effectiveness of learning designs to develop knowledge, skills, dispositions, and practices. Engages in individual and team reflection about attainment of professional learning goals. Analyzes and interprets, with colleagues, data about collaboration, learning, and results. Forms conclusions, with colleagues, about the design, content, and duration of professional learning. 	<ul style="list-style-type: none"> Identifies, with colleagues, data to evaluate the effectiveness of learning designs to develop knowledge, skills, dispositions, and practices. Analyzes and interprets, with colleagues, data about collaboration, learning, and results. Forms conclusions, with colleagues, about the design, content, and duration of professional learning. 	<ul style="list-style-type: none"> Identifies, with colleagues, data to evaluate the effectiveness of learning designs to develop knowledge, skills, and practices. Analyzes and interprets data about collaboration, learning, and results. Forms conclusions about the design, content, and duration of professional learning. 	<ul style="list-style-type: none"> Identifies data to evaluate the effectiveness of individual professional learning designs, content, and duration. 	<ul style="list-style-type: none"> Fails to evaluate the effectiveness of individual and team professional learning designs, content, and duration. 	

5.1 Apply learning theories, research, and models

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 5.1.1: Develops a knowledge base about theories, research, and models of adult learning.</p>					
<ul style="list-style-type: none"> Studies, with colleagues, research, theories, and models of adult learning. Discusses, with colleagues, how the theories, models, and research apply to individual, team, and schoolwide professional learning. Contributes to a collection of resources on educator learning for personal individual, team, and whole staff use. Accesses school resources on educator professional learning for individual and team use. 	<ul style="list-style-type: none"> Studies, with SLT, research, theories, and models of adult learning. Discusses, with colleagues, how the theories, models, and research apply to individual, team, and schoolwide professional learning. Accesses the school's resources on educator professional learning for individual and team use. 	<ul style="list-style-type: none"> Studies research, theories, and models of adult learning. Explains how the research, theories, and models apply to own professional learning. 	<ul style="list-style-type: none"> Reads periodically resources about research, theories, and models related to educator learning. 	<ul style="list-style-type: none"> Accesses resources about educator learning. 	<ul style="list-style-type: none"> Fails to add to knowledge base about learning theories, research, and models.

5.1 Apply learning theories, research, and models

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 5.1.2: Develops a knowledge base about multiple designs for professional learning. *</p>					
<ul style="list-style-type: none"> • Develops, with colleagues and principal, knowledge about, skills to facilitate, and expertise to implement 10 or more learning designs. • Identifies and discusses essential features of high-quality learning designs (e.g., active engagement, reflection, metacognition, ongoing support, formative assessment). • Discusses with colleagues the appropriateness of 8 to 10 learning designs for team-based learning. 	<ul style="list-style-type: none"> • Develops, with principal, knowledge about, skills to facilitate, and expertise to implement six to nine learning designs. • Identifies and discusses essential features of high-quality learning designs (e.g., active engagement, reflection, metacognition, ongoing support, formative assessment). • Discusses with colleagues the appropriateness of six to nine learning designs for team-based learning. 	<ul style="list-style-type: none"> • Develops knowledge about, skills to facilitate, and expertise to implement five learning designs. • Identifies and discusses essential features of high-quality learning designs (e.g., active engagement, reflection, metacognition, ongoing support, formative assessment). • Discusses with colleagues the appropriateness of five learning designs for team-based learning. 	<ul style="list-style-type: none"> • Develops knowledge about, skills to facilitate, and expertise to implement three to four learning designs. 	<ul style="list-style-type: none"> • Develops knowledge about, skills to facilitate, and expertise to implement fewer than three learning designs. 	<ul style="list-style-type: none"> • Fails to develop knowledge about multiple designs for professional learning.

*See the Appendix (p. 262) for an explanation of this concept.

TEACHER / Learning Designs

5.2 Select learning designs

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 5.2.1: Acquires and shares knowledge about the multiple factors influencing the selection of learning designs. *</p>					
<ul style="list-style-type: none"> Develops knowledge about factors that influence how adults learn. Contributes to identification of factors influencing individual, team, and schoolwide professional learning. Identifies factors that influence individual and team professional learning. 	<ul style="list-style-type: none"> Develops knowledge about factors that influence how adults learn. Contributes to identification of factors influencing schoolwide professional learning. Identifies factors that influence individual and team professional learning. 	<ul style="list-style-type: none"> Develops knowledge about factors that influence how adults learn. Identifies factors that influence individual and team professional learning. 	<ul style="list-style-type: none"> Acquires knowledge about factors that influence how adults learn. 	<ul style="list-style-type: none"> Fails to acquire knowledge about multiple factors influencing the selection of learning designs. 	
<p>Desired outcome 5.2.2: Applies knowledge to the selection of appropriate learning designs.</p>					
<ul style="list-style-type: none"> Identifies essential features in high-quality professional learning to achieve individual and team learning goals (e.g., active engagement, reflection, metacognition, ongoing support, etc.). Reviews multiple in-person, blended, and online learning designs to select the ones most appropriate to achieve individual and team learning goals. Supports colleagues to select appropriate individual and team learning designs. 	<ul style="list-style-type: none"> Identifies essential features in high-quality professional learning to achieve individual and team learning goals (e.g., active engagement, reflection, metacognition, ongoing support, etc.). Reviews multiple in-person, blended, and online learning designs to select the ones most appropriate to achieve individual and team learning goals. 	<ul style="list-style-type: none"> Reviews in-person, blended, and online learning designs to select the ones most appropriate to achieve individual and team learning goals. 	<ul style="list-style-type: none"> Reviews in-person, blended, and online learning designs to select the one most appropriate to achieve individual and team learning goals. 	<ul style="list-style-type: none"> Fails to select appropriate learning designs for individual and team professional learning. 	

*See the Appendix (p. 262) for an explanation of this concept.

5.2 Select learning designs

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 5.2.3: Uses appropriate technology to enhance and extend professional learning.					
<ul style="list-style-type: none"> • Uses technology to personalize professional learning. • Employs technology to deepen and expand opportunities for professional learning (e.g., subject-area networks, online coursework, action research studies, or sharing lesson plans). • Uses technology to participate in international, national, regional, and local collegial learning networks. 	<ul style="list-style-type: none"> • Uses technology to personalize professional learning. • Employs technology to deepen and expand opportunities for professional learning (e.g., subject-area networks, online coursework, action research studies, or sharing lesson plans). • Uses technology to participate in national, regional, and local collegial learning networks. 	<ul style="list-style-type: none"> • Uses technology to personalize professional learning. • Uses technology to participate in national, regional, and local collegial learning networks. 	<ul style="list-style-type: none"> • Uses technology to personalize professional learning. 	<ul style="list-style-type: none"> • Fails to use technology for professional learning. 	

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 5.2.4: Implements appropriate learning designs.</p>					
<ul style="list-style-type: none"> Engages in a variety of in-person, blended, and online learning designs to address all phases of the learning process (i.e., build knowledge; develop skills; address dispositions; and support implementation, reflection, and refinement). Uses appropriate in-person, blended, and online learning designs during individual and team professional learning. Recommends to and supports colleagues to implement appropriate in-person, blended, and online learning designs. Analyzes, with principal and other learning facilitators, the interaction between learning designs used and the results achieved. 	<ul style="list-style-type: none"> Engages in a variety of in-person, blended, and online learning designs to address all phases of the learning process (i.e., build knowledge; develop skills; address dispositions; and support implementation, reflection, and refinement). Uses appropriate in-person, blended, and online learning designs during individual and team professional learning. Supports colleagues to implement appropriate in-person, blended, and online learning designs. Recommends to and supports learning teams to use appropriate learning designs. 	<ul style="list-style-type: none"> Engages in a variety of in-person, blended, and online learning designs to address all phases of the learning process (i.e., build knowledge; develop skills; address dispositions; and support implementation, reflection, and refinement). Uses appropriate in-person, blended, and online learning designs during individual and team professional learning. 	<ul style="list-style-type: none"> Engages in a variety of in-person, blended, and online learning designs to address all phases of the learning process (i.e., build knowledge; develop skills; address dispositions; and support implementation, reflection, and refinement). 	<ul style="list-style-type: none"> Identifies in-person, blended, and online learning designs that address building-knowledge and developing-skills phases of the learning process. 	<ul style="list-style-type: none"> Fails to implement appropriate in-person, blended, and online learning designs for individual and team professional learning.

5.2 Select learning designs

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 5.2.5: Aligns professional learning designs with desired changes in classroom instruction.</p>					
<ul style="list-style-type: none"> Identifies, with colleagues and principal, the changes in classroom instruction required to achieve professional learning goals. Selects designs for individual and team professional learning that model and align with desired changes in instructional practice. Implements the learning designs with fidelity. Analyzes, with colleagues and coach, the effectiveness of the selected learning designs to produce changes in classroom practice. 	<ul style="list-style-type: none"> Identifies, with colleagues and principal, the changes in classroom instruction desired to achieve professional learning goals. Selects designs for individual and team professional learning that model and align with the desired changes in instructional practice. Implements the learning designs with fidelity. 	<ul style="list-style-type: none"> Identifies changes in classroom instruction desired to achieve professional learning goals. Selects designs for individual and team professional learning that model and align with the desired changes in instructional practice. Implements the learning designs with fidelity. 	<ul style="list-style-type: none"> Selects designs for individual professional learning that align with the desired changes in instructional practice. 	<ul style="list-style-type: none"> Fails to align professional learning designs with desired changes in classroom instruction. 	

5.3 Promote active engagement				
Level 1	Level 2	Level 3	Level 4	Level 5
Desired outcome 5.3.1: Engages with colleagues during professional learning.				
<ul style="list-style-type: none"> Engages actively in individual, team, and schoolwide professional learning. Elicits colleagues' participation in and contribution to discussions in team and schoolwide professional learning. Models and shares strategies and protocols for active engagement in team and schoolwide professional learning. Uses, with principal and colleagues, assessment results to improve opportunities for and effectiveness of active engagement. 	<ul style="list-style-type: none"> Engages actively in individual, team, and schoolwide professional learning. Elicits colleagues' participation in and contribution to discussions in team and schoolwide professional learning. Models and shares strategies and protocols for active engagement in team professional learning. 	<ul style="list-style-type: none"> Engages actively in individual and team professional learning. Elicits colleagues' participation in and contribution to discussions in team professional learning. 	<ul style="list-style-type: none"> Engages actively in individual and team professional learning. 	<ul style="list-style-type: none"> Fails to model and promote active engagement in team and schoolwide professional learning.

5.3 Promote active engagement

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 5.3.2: Supports colleagues to engage actively in professional learning.</p>					
<ul style="list-style-type: none"> Establishes, with principal and colleagues, an expectation that schoolwide professional learning integrates active engagement strategies and protocols. Recommends to and supports colleagues to use active engagement strategies and protocols. Commits to using strategies for active engagement in professional learning. Supports colleagues in holding each other accountable for active participation in team and schoolwide learning. 	<ul style="list-style-type: none"> Establishes, with principal and colleagues, an expectation that schoolwide professional learning integrates active engagement strategies and protocols. Recommends to and supports colleagues to use active engagement strategies and protocols. Supports colleagues in holding each other accountable for active participation in team and schoolwide learning. 	<ul style="list-style-type: none"> Recommends that schoolwide professional learning integrates active engagement strategies and protocols. Recommends to colleagues strategies and protocols for active engagement. Supports colleagues in holding each other accountable for active participation in team and schoolwide learning. 	<ul style="list-style-type: none"> Recommends that schoolwide professional learning integrates active engagement strategies and protocols. 	<ul style="list-style-type: none"> Fails to support active engagement in professional learning. 	

6.1 Apply change research

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 6.1.1: Develops capacity to apply research on change to support implementation of professional learning.*</p>					
<ul style="list-style-type: none"> Reviews, with colleagues, research studies and examples of exemplary change practices (IC maps, SoC, LoU, RPLIM, PDSA, etc.) to develop own understanding of and skills needed to facilitate the change process. Participates in additional professional learning about the change process to address opportunities and problems of practice. Develops and applies, with principal and colleagues, knowledge and skills needed to participate in the change process. 	<ul style="list-style-type: none"> Reviews, with colleagues, research studies and examples of exemplary change practices (IC maps, SoC, LoU, RPLIM, PDSA, etc.) to develop own understanding of and skills needed to facilitate the change process. Participates in additional professional learning about the change process to address opportunities and problems of practice. Discusses, with colleagues, information to increase understanding of the change process. 	<ul style="list-style-type: none"> Reviews research studies and examples of exemplary practice (IC maps, SoC, LoU, RPLIM, PDSA, etc.) to develop own understanding of and skills needed to facilitate the change process. Participates in additional professional learning about the change process to address opportunities and problems of practice. 	<ul style="list-style-type: none"> Reads articles, papers, and reports about the change process. 	<ul style="list-style-type: none"> Fails to engage in ongoing professional learning about the change process. 	

*See the Appendix (p. 262) for an explanation of this concept.

6.1 Apply change research

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 6.1.2: Applies research on change when making decisions about professional learning.</p>					
<ul style="list-style-type: none"> • Uses, with principal and colleagues, change research to inform decisions related to individual and team professional learning. • Adopts patience and perseverance to support colleagues throughout the change process. • Interacts with colleagues frequently to respond to concerns related to implementation. • Recognizes privately and publicly colleagues' implementation efforts and accomplishments. 	<ul style="list-style-type: none"> • Uses, with principal, change research to inform decisions related to individual and team professional learning. • Adopts patience and perseverance to support others throughout the change process. • Interacts occasionally with colleagues to respond to concerns related to implementation. • Recognizes privately colleagues' implementation efforts and accomplishments. 	<ul style="list-style-type: none"> • Uses change research to inform individual and team decisions related to implementation. • Recognizes privately individual and team implementation efforts and accomplishments. 	<ul style="list-style-type: none"> • Uses change research to make decisions about individual implementation. 	<ul style="list-style-type: none"> • Fails to apply change research to plans and actions to support implementation of professional learning. 	
<p>Desired outcome 6.1.3: Monitors implementation of professional learning.</p>					
<ul style="list-style-type: none"> • Develops, with principal and colleagues, guides/tools (e.g., IC maps) to clarify expectations for implementation. • Uses guides/tools to support team implementation of professional learning. • Meets with principal and colleagues to use guides/tools to assess and refine individual and team implementation. 	<ul style="list-style-type: none"> • Uses guides/tools to support team implementation of professional learning. • Meets with principal to use guides/tools to assess and refine individual and team implementation. 	<ul style="list-style-type: none"> • Identifies individual progress using implementation guides/tools. 	<ul style="list-style-type: none"> • States intention to implement professional learning. 	<ul style="list-style-type: none"> • Fails to monitor implementation of individual professional learning. 	

6.2 Sustain implementation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 6.2.1: Participates in differentiated support for implementation of professional learning.</p> <ul style="list-style-type: none"> • Demonstrates efficacy related to implementation of professional learning. • Selects opportunities for professional learning that are consistent with own needs to support and improve implementation. • Requests support for own personal needs for supporting and improving implementation. • Uses in-person, blended, and technology-enhanced support for implementation. • Determines, with colleagues, how to support and improve each other's implementation. 	<ul style="list-style-type: none"> • Selects opportunities for professional learning that are consistent with own needs to support and improve implementation. • Requests support for own personal needs for supporting and improving implementation. • Uses in-person, blended, or technology-enhanced support for implementation. • Determines, with colleagues, how to support and improve each other's implementation. 	<ul style="list-style-type: none"> • Selects opportunities for professional learning that are consistent with own needs to support and improve implementation. • Requests support for own personal needs for supporting and improving implementation. • Uses in-person, blended, or technology-enhanced support for implementation. 	<ul style="list-style-type: none"> • Fails to participate in differentiated support for implementation. 			

6.2 Sustain implementation

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 6.2.2: Continues support to reach high-fidelity implementation of professional learning.</p>					
<ul style="list-style-type: none"> Contributes to a plan for continuous support for three to five years for implementation of professional learning. Advocates support for implementation of professional learning that adjusts with the maturity and fidelity of implementation. Provides colleagues with continued support to facilitate their implementation. Recommends that colleagues seek continued support to refine and improve implementation. 	<ul style="list-style-type: none"> Contributes to a plan for continuous support for over two years for implementation of professional learning. Advocates support for implementation of professional learning that adjusts with the maturity and fidelity of implementation. Recommends that colleagues seek continued support at least biweekly to refine and improve implementation. 	<ul style="list-style-type: none"> Contributes to a plan for ongoing support over one year for implementation of professional learning. Recommends that colleagues seek continued support at least monthly to refine and improve implementation. 	<ul style="list-style-type: none"> Contributes to a plan for occasional support for implementation of professional learning. 	<ul style="list-style-type: none"> Fails to access support to reach high-fidelity implementation of professional learning. 	

6.3 Provide constructive feedback

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 6.3.1: Develops capacity to give and receive constructive feedback.</p>					
<ul style="list-style-type: none"> • Develops, with colleagues, research-based knowledge and skills to give and receive constructive feedback. • Supports colleagues' knowledge and skills to give and receive constructive feedback. • Contributes to risk-free opportunities for individuals and teams to practice giving and receiving feedback. • Models giving and receiving constructive feedback. • Provides to and seeks from individuals and teams feedback on use of constructive feedback. 	<ul style="list-style-type: none"> • Develops, with colleagues, research-based knowledge and skills to give and receive constructive feedback. • Contributes to risk-free opportunities for individuals and teams to practice giving and receiving feedback. • Models giving and receiving constructive feedback. • Provides to and seeks from individuals and teams feedback on use of constructive feedback. 	<ul style="list-style-type: none"> • Develops knowledge and skills to give and receive constructive feedback. • Models giving and receiving constructive feedback. 	<ul style="list-style-type: none"> • Develops knowledge and skills to give and receive constructive feedback. 	<ul style="list-style-type: none"> • Fails to develop knowledge and skills to give and receive constructive feedback. 	

6.3 Provide constructive feedback

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 6.3.2: Gives and receives constructive feedback to accelerate and refine implementation of professional learning.					
<ul style="list-style-type: none"> • Reflects daily individually on implementation of professional learning. • Provides to and seeks from individuals and teams constructive feedback on implementation weekly using varied tools and strategies. • Analyzes and shares with colleagues feedback data monthly about implementation to improve individual, team, and schoolwide support. 	<ul style="list-style-type: none"> • Reflects weekly individually on implementation of professional learning. • Provides to and seeks from individuals and teams constructive feedback on implementation monthly using varied tools and strategies. • Analyzes and shares with colleagues feedback data quarterly about implementation to improve individual, team, and schoolwide support. 	<ul style="list-style-type: none"> • Reflects monthly individually on implementation of professional learning. • Provides to and seeks from colleagues constructive feedback on implementation quarterly using varied tools and strategies. • Analyzes and shares with colleagues feedback data quarterly about implementation to improve team and schoolwide support. 	<ul style="list-style-type: none"> • Reflects semiannually individually on implementation of professional learning. • Analyzes and shares with colleagues feedback data semiannually about implementation to improve team and schoolwide support. 	<ul style="list-style-type: none"> • Reflects annually individually on implementation of professional learning. • Analyzes and shares with colleagues feedback data annually about implementation to improve team and schoolwide support. 	<ul style="list-style-type: none"> • Fails to seek and provide input on implementation of professional learning.

7.1 Meet performance standards				
Level 1	Level 2	Level 3	Level 4	Level 5
Desired outcome 7.1.1: Uses educator performance standards to identify professional learning needs.				
<ul style="list-style-type: none"> Analyzes performance standards with colleagues to create shared meaning. Engages in public and private reflection to assess current practices in relationship to educator performance standards to identify strengths and areas for growth. Reviews formative and summative performance data to identify strengths and areas for growth. Uses assessment results to develop personal professional learning goals. Develops, with team members, team professional learning goals that integrate personal learning goals. 	<ul style="list-style-type: none"> Engages in public and private reflection to assess current practices in relationship to educator performance standards to identify strengths and areas for growth. Reviews formative and summative performance data to identify strengths and areas for growth. Uses assessment results to develop personal professional learning goals. Develops, with team members, team professional learning goals that integrate personal learning goals. 	<ul style="list-style-type: none"> Assesses current practices in relationship to educator performance standards to identify strengths and areas for growth. Reviews formative and summative performance data to identify strengths and areas for growth. Uses assessment results to develop personal professional learning goals. 	<ul style="list-style-type: none"> Assesses current practices in relationship to educator performance standards to identify strengths and areas for growth. 	<ul style="list-style-type: none"> Assesses current practices in relationship to educator performance standards to identify strengths.
				<ul style="list-style-type: none"> Fails to identify needs for professional learning.

7.1 Meet performance standards

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 7.1.2: Uses educator performance standards to make decisions about the content of professional learning.</p>					
<ul style="list-style-type: none"> Links areas for growth to educator performance standards to identify knowledge, skills, dispositions, and practices needed to attain individual, team, and schoolwide goals for professional learning. Uses educator performance standards to identify the content of individual and team professional learning. Supports colleagues in using educator performance standards to identify the content of professional learning. Monitors the content of professional learning for alignment with educator performance standards. 	<ul style="list-style-type: none"> Links areas for growth to educator performance standards to identify knowledge, skills, and practices needed to attain individual and team goals for professional learning. Uses educator performance standards to identify the content of individual and team professional learning. Supports colleagues in using educator performance standards to identify the content of professional learning. 	<ul style="list-style-type: none"> Links areas for growth to educator performance standards to identify knowledge and skills needed to attain individual and team goals for professional learning. Uses educator performance standards to identify the content of individual and team professional learning. 	<ul style="list-style-type: none"> Uses educator performance standards to identify the content of individual professional learning. 	<ul style="list-style-type: none"> Uses personal preference to identify content for professional learning. 	<ul style="list-style-type: none"> Identifies content for professional learning without analysis of educator performance standards.

7.1 Meet performance standards

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 7.1.3: Engages in professional learning to meet teacher performance standards.</p>					
<ul style="list-style-type: none"> • Develops research-based knowledge about teacher role expectations, responsibilities, and performance standards. • Engages, with colleagues, in professional learning to develop teaching skills reflected in performance standards. • Practices teaching skills until mastery is achieved. • Engages in coaching, feedback, and reflection on own performance. 	<ul style="list-style-type: none"> • Develops knowledge about teacher performance standards. • Engages, with colleagues, in professional learning to develop teaching skills reflected in performance standards. • Practices teaching skills until mastery is achieved. • Engages in coaching, feedback, and reflection on own performance. 	<ul style="list-style-type: none"> • Studies teacher performance standards. • Engages in professional learning to develop teaching skills reflected in performance standards. • Practices teaching skills until mastery is achieved. 	<ul style="list-style-type: none"> • Reads teacher performance standards. 	<ul style="list-style-type: none"> • Fails to engage in professional learning related to performance standards. 	

7.2 Address learning outcomes

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 7.2.1: Uses student learning outcomes to identify professional learning needs.</p>					
<ul style="list-style-type: none"> Analyzes student learning outcomes with colleagues to create shared meaning. Engages in public and private reflection to assess current practices in relationship to student learning outcomes to identify strengths and areas for growth. Reviews formative and summative student learning assessments to identify strengths and areas for growth. Uses assessment results to develop individual professional learning goals. Develops, with team members, team professional learning goals that integrate personal learning goals. 	<ul style="list-style-type: none"> Engages in public and private reflection to assess current practices in relationship to student learning outcomes to identify strengths and areas for growth. Reviews formative and summative student learning assessments to identify strengths and areas for growth. Uses assessment results to develop individual professional learning goals. Develops, with team members, team professional learning goals that integrate personal learning goals. 	<ul style="list-style-type: none"> Assesses current practices in relationship to student learning outcomes to identify strengths and areas for growth. Reviews formative and summative student learning assessments to identify strengths and areas for growth. Uses assessment results to develop individual professional learning goals. 	<ul style="list-style-type: none"> Assesses current practices in relationship to student learning outcomes to identify strengths and areas for growth. 	<ul style="list-style-type: none"> Assesses current practices in relationship to student learning outcomes to identify strengths. 	<ul style="list-style-type: none"> Fails to use student learning outcomes to identify needs for professional learning.

7.2 Address learning outcomes				
Level 1	Level 2	Level 3	Level 4	Level 5
Desired outcome 7.2.2: Uses student learning outcomes to make decisions about the content of professional learning.				
<ul style="list-style-type: none"> Links areas for growth to student learning outcomes to identify knowledge, skills, dispositions, and practices needed to attain individual and team professional learning goals. Uses student learning outcomes to select the content of individual and team professional learning. Supports colleagues to use student learning outcomes to identify the content of their professional learning. Reviews the content of professional learning for alignment with student learning outcomes. 	<ul style="list-style-type: none"> Reviews student learning outcomes to identify knowledge, skills, and practices needed to attain schoolwide goals for professional learning. Uses student learning outcomes to select the content of individual and team professional learning. Supports teams in using student learning outcomes to identify the content of individual and team professional learning. 	<ul style="list-style-type: none"> Reviews student learning outcomes to identify knowledge and skills needed to attain schoolwide goals for professional learning. Selects student learning outcomes that become the content of individual professional learning. 	<ul style="list-style-type: none"> Selects student learning outcomes that become the content of schoolwide professional learning. 	<ul style="list-style-type: none"> Uses personal preference to select content for professional learning. Identifies content for professional learning without reference to student learning outcomes.
Desired outcome 7.2.3: Engages in professional learning to increase student results.				
<ul style="list-style-type: none"> Engages in professional learning with colleagues to develop content, pedagogy, and pedagogical content related to student learning outcomes. Engages in coaching, feedback, and reflection on the effects of own performance on student learning. 	<ul style="list-style-type: none"> Engages in professional learning with colleagues to develop content, pedagogy, and pedagogical content related to student learning outcomes. Reflects on the effects of own performance on student learning. 	<ul style="list-style-type: none"> Studies student learning outcomes. Engages in professional learning to develop content and pedagogy to achieve student learning outcomes. 	<ul style="list-style-type: none"> Reads about student learning outcomes. Engages in professional learning on instruction. 	<ul style="list-style-type: none"> Fails to engage in professional learning related to student learning outcomes.

7.3 Build coherence

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 7.3.1: Develops an understanding of the congruence between professional learning and other school and school system initiatives.</p>					
<ul style="list-style-type: none"> Participates, with colleagues, in conversations to develop understanding of the relationships among school and school system processes and initiatives; the school improvement goals; individual, team, and schoolwide professional learning goals; and professional learning. Transfers learning among multiple initiatives. Communicates with colleagues about the application of professional learning to support multiple school processes and initiatives. Aligns, with principal and colleagues, professional learning with school improvement goals and other school processes and initiatives. 	<ul style="list-style-type: none"> Participates, with colleagues, in conversations to develop understanding of the relationships among school and school system processes and initiatives; the school improvement goals; individual, team, and schoolwide professional learning goals; and professional learning. Transfers learning among multiple initiatives. Communicates with colleagues about the application of professional learning to support multiple school processes and initiatives. 	<ul style="list-style-type: none"> Participates, with colleagues, in conversations to develop understanding of the relationships among the school improvement goals, schoolwide professional learning goals, and professional learning. 	<ul style="list-style-type: none"> Seeks to understand the relationships among the school improvement goals, schoolwide professional learning goals, and professional learning. 	<ul style="list-style-type: none"> Fails to develop an understanding of the relationships among the school and school system processes and initiatives, the school improvement goals, schoolwide professional learning goals, and professional learning. 	