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

Desired outcome 3.1.1: Defines resources for professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Develops, with staff, school and system leaders, and participants, a systemwide definition of professional learning resources, including staff, materials, technology, funding, and time to allocate, track, monitor, and evaluate resource use. • Identifies professional learning resources within the system and across schools according to established definition. • Establishes, with staff, school and system leaders, and participants, systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs.	• Develops, with staff and participants, a systemwide definition of professional learning resources, including staff, materials, technology, funding, and time to allocate, track, monitor, and evaluate resource use. • Identifies professional learning resources within the system and across schools according to established definition. • Establishes, with staff and participants, systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs.	• Develops, with staff or participants, a systemwide definition of professional learning resources, including staff, materials, technology, funding, and time to allocate, track, monitor, and evaluate resource use. • Identifies professional learning resources within the system and across schools according to established definition. • Establishes, with staff or participants, systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs.	• Defines professional learning resources, including staff, materials, technology, funding, and time to allocate, track, monitor, and evaluate resource use. • Identifies professional learning resources within the system and across schools according to established definition. • Establishes systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs.	• Defines funding as the only resource for professional learning. • Recommends systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs.	• Fails to define resources for professional learning.

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

Desired outcome 3.1.2: Allocates human and fiscal resources for professional learning to align with high-priority student and educator learning needs.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Develops a budget that allocates a minimum of 10% of program funds to professional learning.	• Develops a budget that allocates a portion of program funds to professional learning.	• Develops a budget that allocates a portion of program funds to professional learning.	• Develops a budget that allocates a portion of program funds to professional learning.	• Develops a budget that allocates a portion of program funds to professional learning.	• Fails to allocate resources for professional learning.
• Allocates resources for professional learning according to established resource plan for achieving program goals.	• Allocates resources for professional learning according to established resource plan for achieving program goals.	• Allocates resources for professional learning according to established resource plan for achieving program goals.	• Allocates resources for professional learning according to established resource plan for achieving program goals.		
• Advocates and recommends a minimum of 10% investment of LEA operating budget to defined professional learning resources.	• Recommends a minimum of 10% investment of LEA operating budget to defined professional learning resources.	• Recommends a minimum of 10% investment of LEA operating budget to defined professional learning resources.			
• Advocates and recommends a coach-staff allocation of 1 coach for 200 students.	• Recommends a coach-staff allocation of 1 coach for 200 students.				
• Advocates and recommends 30% of investments in instructional technology be allocated for professional learning.	• Recommends 30% of investments in instructional technology be allocated for professional learning.				
• Explains decisions about resource allocation using evidence.	• Explains decisions about resource allocation using evidence.				

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

Desired outcome 3.1.3: Finds time for collaborative professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Advocates and supports the development of school-day schedules for collaborative, job-embedded professional learning. • Provides models and processes to create school-day schedules for collaborative, job-embedded professional learning several times per week. • Facilitates, with staff, school and system leaders, participants, and community members, the development of an annual calendar to support effective professional learning. • Provides evidence to support time for collaborative, job-embedded professional learning as a priority investment.	• Recommends and supports the development of school-day schedules for collaborative, job-embedded professional learning. • Provides models and processes to create school-day schedules for collaborative, job-embedded professional learning several times per week. • Facilitates, with staff, school and system leaders, and participants, the development of an annual calendar to support effective professional learning. • Provides evidence to support time for collaborative, job-embedded professional learning as a priority investment.	• Supports the development of school-day schedules for collaborative, job-embedded professional learning. • Provides models and processes to create school-day schedules for collaborative, job-embedded professional learning several times per week. • Provides an annual calendar to support effective professional learning.	• Provides school-day schedules for collaborative, job-embedded professional learning. • Provides an annual calendar to support effective professional learning.	• Provides school-day schedules for collaborative, job-embedded professional learning.	• Fails to address allocating time for professional learning.

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

Desired outcome 3.1.4: Allocates sufficient resources to support implementation of professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Advocates and provides evidence for sufficient resources over multiple years to support full implementation of professional learning. • Develops, with staff, school and system leaders, and participants, a multi-year professional learning resource plan that differentiates support for full implementation.	• Recommends and provides evidence for sufficient resources over multiple years to support full implementation of professional learning. • Develops, with staff and participants, a multiyear professional learning resource plan that differentiates support for full implementation.	• Recommends sufficient resources over multiple years to support full implementation of professional learning. • Develops a multiyear professional learning resource plan to support full implementation.	• Explains the need for long-term investment of resources for full implementation of professional learning.	• Fails to allocate resources to support implementation of professional learning.	

3.2 Monitor resources

Desired outcome 3.2.1: Monitors professional learning resource use.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Establishes, with staff, school and system leaders, and participants, a comprehensive system to track and monitor resources for professional learning to ensure equitable distribution of all resources. • Tracks and monitors funding, time, materials, staff, and technology for professional learning. • Analyzes, with staff, school and system leaders, and participants, data from tracking and monitoring to assess the effectiveness, efficiency, and equity of resource use and makes needed adjustments. • Reports annually on the effectiveness, efficiency, and equity of the resource investment in professional learning. • Questions decisions to divert resources for professional learning to other areas.	• Establishes, with staff and participants, a comprehensive system to track and monitor resources for professional learning to ensure equitable distribution of all resources. • Tracks and monitors funding, time, materials, staff, and technology for professional learning. • Analyzes, with staff and participants, data from tracking and monitoring to assess the effectiveness, efficiency, and equity of resource use and makes needed adjustments. • Reports annually on the effectiveness, efficiency, and equity of the resource investment in professional learning.	• Establishes, with staff, a comprehensive system to track and monitor resources for professional learning to ensure equitable distribution of all resources. • Tracks and monitors funding, time, materials, staff, and technology for professional learning. • Analyzes, with staff, data from tracking and monitoring to assess the effectiveness, efficiency, and equity of resource use. • Reports annually on the effectiveness, efficiency, and equity of the resource investment in professional learning.	• Tracks funding, time, materials, staff, and technology for professional learning. • Reports annually on resources for professional learning.	• Tracks funding and time for professional learning.	• Fails to track or monitor resources for professional learning.

3.3 Coordinate resources

Desired outcome 3.3.1: Leverages resources to achieve professional learning goals

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Supports staff and system and school leaders to analyze programs, initiatives, and improvement efforts to identify existing resources for high-priority professional learning needs.	• Supports staff and system or school leaders to analyze programs, initiatives, and improvement efforts to identify existing resources for high-priority professional learning needs.	• Analyzes programs, initiatives, and improvement efforts to identify existing resources for high-priority professional learning needs.	• Analyzes programs, initiatives, and improvement efforts to identify existing resources for high-priority professional learning needs.	• Seeks external resources to support high-priority student and educator learning needs.	• Fails to leverage resources for professional learning.
• Realigns, with staff and system and school leaders, existing resources to address high-priority student and educator learning needs.	• Realigns, with staff and system or school leaders, existing resources to address high-priority student and educator learning needs.	• Realigns existing resources to address high-priority student and educator learning needs.	• Seeks external resources to support high-priority student and educator learning needs.		
• Seeks external resources to support high-priority student and educator learning needs.	• Seeks external resources to support high-priority student and educator learning needs.	• Seeks external resources to support high-priority student and educator learning needs.			
• Implements learning management system that increases access to professional learning resources.	• Implements a learning management system that increases access to professional learning resources.	• Implements a learning management system that increases access to professional learning resources.			
• Establishes and employs, with staff, school and system leaders, and participants, a process to approve third-party and other resources for professional learning.	• Establishes and employs, with staff and participants, a process to review third-party and other resources for professional learning.	• Establishes, with staff, a process to review third-party and other resources for professional learning.			