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PARTNER GUIDE

# Professional Learning Partner Guide Renewal Rubric 4.0

## Gateway 2

## Adoption

## Initial Implementation

## Ongoing Implementation Support for Teachers

## Ongoing Implementation Support for Leaders

- PLPG 4.0 Gateway 2 renewals executive summary

## Gateway 3

- G3 Renewal Template

**Directions for submission:** Submit both a Gateway 2 Renewals Executive Summary for each type of professional learning that you are renewing for and submit the Gateway 3 Renewal template for indicator 3.1.

**Scoring Notes:**

1. In order to pass a professional learning type, applicants must achieve a score equivalent to at least 70% on both overarching indicators and type-specific indicators.
2. Each item is scored on a 3-point scale. Scores are determined as follows (the OR varies by indicator):
    - Score of 2: The evidence provided meets the indicator and is high quality.
    - Score of 1: All full-point criteria are present but quality is low, OR only one of the full-point criteria is present and quality is low.
    - Score of 0: None of the criteria are present, OR ALL examples that are present are not high quality.
    - (2) indicates that all criteria have been met with high quality; (1) indicates that criteria are fully met but with mediocre quality, OR criteria are partially met but with high quality; and (0)—the lowest score—indicates that criteria are partially met with mediocre quality.

## Adoption

| Total Indicators: 3<br>Minimum Passing Score: 5 out of 6 points | | |
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| 2A.2 | Professional learning prioritizes equity by helping educators **examine how assumptions and practices** can impact instruction, and professional learning builds or reinforces educators' **beliefs that *each and every student*** should have **access** to rigorous, grade-level instruction. | 0<br>1<br>2 |
| 2A.5 | Professional learning supports school and/or district leaders in **defining or refining a shared, content-specific vision** for excellent and equitable instruction, **communicating that vision**, and understanding the role HQIM plays in achieving that vision. | 0<br>1<br>2 |
| 2A.6 | Professional learning supports school and/or district leaders in **developing and executing an adoption plan** that results in the **selection of HQIM** aligned to a vision for excellent, equitable instruction. | 0<br>1<br>2 |

## Initial Implementation

| Total Indicators: 5<br>Minimum Passing Score: 7 out of 10 points | | |
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| 2I.2 | Professional learning prioritizes equity by helping educators **examine how their assumptions and practices** can impact instruction, and professional learning builds or reinforces educators' **beliefs that *each and every student*** should have **access** to rigorous, grade-level instruction. | 0<br>1<br>2 |
| 2I.3 | **Professional learning provides opportunities to examine sample student work for alignment to the district vision for excellent and equitable instruction.** | 0<br>1<br>2 |
| 2I.6 | Professional learning **builds teachers' and leaders' understanding** of what it means to **implement their HQIM skillfully**, including design principles and the arc of learning, and connects it back to a content-specific vision for excellent and equitable grade-level instruction. | 0<br>1<br>2 |

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| 2I.7 | Professional learning **provides time for teachers and leaders to understand best practices** for preparing to teach and internalize lessons and units in the HQIM. | 0<br>1<br>2 |
| 2I.9 | Professional learning **equips teachers and leaders to understand** the essential resources and time necessary for strong HQIM implementation. | 0<br>1<br>2 |

## Ongoing Implementation Support for Teachers

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| Total Indicators: 6<br>Minimum Passing Score: 9 out of 12 points | | |
| 2T.2 | Professional learning prioritizes equity by helping educators **examine assumptions and practices**, focuses on specific actions that impact instruction, and reinforces that ***each and every student*** should have **access** to rigorous, grade-level instruction. | 0<br>1<br>2 |
| 2T.3 | Professional learning provides opportunities to support teachers to reflect on and analyze student work from the HQIM. | 0<br>1<br>2 |
| 2T.5 | Professional learning supports teachers with **internalizing and rehearsing units and lessons** with colleagues who teach the same content and HQIM, focusing on anticipating student thinking and responses and using **HQIM-embedded supports** to help *each* student access grade-level-appropriate content. | 0<br>1<br>2 |
| 2T.6 | Professional learning equips teachers to **address the needs of students** with diverse and/or individualized learning needs by leveraging **HQIM-embedded supports**. | 0<br>1<br>2 |
| 2T.7 | Professional learning **reinforces teachers' understanding of what skillful implementation** of their HQIM looks like and connects it back to a content-specific vision for excellent and equitable grade-level instruction. | 0<br>1<br>2 |
| 2T.8 | Professional learning **delivers a coaching model** embedded in the | 0 |

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| | larger professional learning plan that provides teachers and leaders with coaching grounded in the HQIM and **builds the capacity of district and school building leaders** to maintain the coaching model over time. | 1<br>2 |

### Ongoing Implementation Support for Leaders

| Total Indicators: 4<br>Minimum Passing Score: 6 out of 8 points | | |
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| 2L.5 | Professional learning supports leadership to define and refine a **vision for strong implementation** of the HQIM that aligns with a broader vision for excellent and equitable grade-level instruction. | 0<br>1<br>2 |
| 2L.6 | Professional learning prepares leaders to **build coherence across their systems** by examining and adjusting systems-level procedures, policies, and processes to **monitor and support the implementation** of the HQIM. | 0<br>1<br>2 |
| 2L.7 | Professional learning develops leaders' **abilities to provide and support a comprehensive professional learning plan** anchored in the HQIM. | 0<br>1<br>2 |
| 2L.9 | Professional learning supports district and school leaders to use **relevant data** to **monitor and identify trends**. | 0<br>1<br>2 |

## Gateway 3: Using Data to Plan and Improve

| Total Indicators: 1<br>Minimum Passing Score: 2 out of 2 points | | |
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| 3.1 | Professional learning provider evaluates the **impact** of its professional learning services on **three or more Guskey levels.** | 0<br>1<br>2 |

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# Gateway 2 Adoption:

Total Indicators: 3

Minimum Passing Score: 5 of 6 points

**Indicator 2A.2:** Professional learning prioritizes equity by helping educators **examine how assumptions and practices** can impact instruction, and professional learning builds or reinforces educators' **beliefs that *each and every student*** should have access to rigorous, grade-level instruction.

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| *2 points*:<br>• Professional learning supports educators with building awareness of their own assumptions and how those assumptions can impact instruction, ***and***<br>• Professional learning builds and/or reinforces educators' beliefs that *every* student can be successful with rigorous, grade-level-appropriate work.<br><br>*1 point*:<br>Provider has only **one** of the following<br>• Professional learning builds and/or reinforces educators' beliefs that *every* student can be successful with rigorous, grade-level-appropriate work, ***or***<br>• Professional learning supports educators with building awareness of their own assumptions and how those assumptions can impact instruction.<br><br>*0 points*:<br>Provider has **none** of the following<br>• Professional learning does *not* build and/or reinforce educators' beliefs that *every* student can be successful with rigorous, grade-level-appropriate work, ***and***<br>• Professional learning does *not* support educators with building awareness of their own assumptions and how those assumptions can impact instruction. |
| **Evidence must include or demonstrate that:**<br><br>• Professional learning builds understanding that assumptions can impact students' achievement and academic identity.<br>• Professional learning supports educators in examining their own beliefs and assumptions about student achievement and the roles instructional materials play in combating assumptions, including opportunities for reflection and discussion.<br>• Instances in which professional learning addresses common misconceptions about students with diverse and/or individualized learning needs, including the misconception that students who don't meet grade-level expectations cannot access grade-level content and/or the misconception that English Learners operate from a deficit. |

**Indicator 2A.5:** Professional learning supports school and/or district leaders in **defining or refining a shared, content-specific vision** for excellent and equitable instruction, **communicating that vision**, and understanding the role HQIM plays in achieving that vision.

*2 points*:

- Professional learning supports school and/or district leaders in defining or refining and communicating a shared content-specific vision for excellent, equitable instruction if one doesn't exist, ***and***
- Professional learning supports participants in understanding the role HQIM plays in achieving that vision.

*1 point*:

- Professional learning supports school and/or district leaders in defining or refining and communicating a shared content-specific vision for excellent, equitable instruction if one doesn't exist, ***but***
- Professional learning minimally supports leaders in understanding the role HQIM plays in achieving that vision.

*0 points*:

- Professional learning does not support school and/or district leaders in refining, defining, and communicating a content specific vision for excellent, equitable instruction, ***and***
- Professional learning does not support leaders in understanding the role HQIM plays in achieving that vision.

**Evidence must include or demonstrate that:**

- Instances in which a provider has supported a district with defining a vision or refining existing vision.
- Instances in which the professional learning supports leaders with communicating a content-specific vision for instruction
- Instances in which the professional learning **synthesizes** a vision for excellent instruction with a vision for equity and clarifies the role HQIM plays in both to provide additional context for investment in the adoption process. Examples may include:
  - Highlighting within the HQIM inclusivity of cultures.
  - Amplifying diverse voices, perspectives, and experiences.
  - Sharing relevant research on the impact on student outcomes of adopting HQIM.
- Instances in which the professional learning builds participants' understanding of what constitutes HQIM by subject and grade level and provides opportunities to examine a variety of HQIM for standards alignment, cultural relevance, usability, and accessibility (e.g., examining resources that review HQIM, allowing participants to prioritize curricula).

**Indicator 2A.6:** Professional learning supports school and/or district leaders in **developing and executing an adoption plan** that results in the **selection of HQIM** aligned to a vision for excellent, equitable instruction.

*2 points*:

- Professional learning prepares school and/or district leaders for a comprehensive adoption process with goals, delineated steps and timelines, and a communication plan, ***and***
- Professional learning equips school and/or district leaders to lead a clear process for reviewing, piloting, and selecting an HQIM that has an emphasis on stakeholder engagement and aligns with a vision for excellent, equitable instruction.

*1 point*:

- Professional learning prepares school and/or district leaders for a comprehensive adoption process with goals, delineated steps and timelines, and a communication plan, ***or***
- Professional learning equips school and/or district leaders to lead the reviewing, piloting, and selecting of an HQIM

*0 points*:

- Professional learning does *not* prepare school and/or district leaders for a comprehensive adoption process with goals, delineated steps and timelines, and a communication plan **and/or**
- Professional learning does *not* equip school and/or district leaders in leading a clear process for reviewing, piloting, and selecting an HQIM.

**Evidence must include or demonstrate that:**

- The professional learning provides strategies, processes, and/or templates for developing a thorough communications plan. This may include:
  - Strategies for investing a diverse set of stakeholders, including parents and caregivers and community members, in the adoption process.
  - Strategies for building investment among educators.
  - Communicating the instructional vision and highlighting the role HQIM plays in achieving the vision to all stakeholders.
  - Sharing the final selection decision and rationale to all stakeholders.
- Evidence that the professional learning supports leaders to develop the selection criteria. This may include:
  - Developing rubrics to evaluate potential HQIM.
  - Identifying vetted lists of instructional materials that meet the definition of high quality.
  - Soliciting stakeholder input on criteria the materials must meet.
  - Alignment with any district or state adoption requirements.

- Instances in which the professional learning guides leaders through all required steps for a thorough adoption process which may include:
  - Developing a timeline with key milestones, ensuring enough time for materials selection and ordering before the school year begins.
  - Conducting reviews and gathering feedback.
  - Pilot materials if permitted by state/district rules.
  - Securing funding for professional learning and the required instructional materials for teachers and students.
- Evidence that the professional learning supports leaders to form an adoption team that includes:
  - Processes for including all relevant stakeholders.
  - Clear roles and responsibilities of the team.
  - Training on all selection criteria.

# Gateway 2 Initial Implementation:

Total Indicators: 5

Minimum Passing Score: 7 out of 8 points

**Indicator 2I.2:** Professional learning prioritizes equity by helping educators **examine how assumptions and practices** can impact instruction and builds or reinforces educators' **beliefs that *each and every student*** should have **access** to rigorous, grade-level instruction.

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| *2 points*:<br>• Professional learning builds and/or reinforces educators' beliefs that *all* students can be successful with rigorous, grade-level-appropriate work, ***and***<br>• Professional learning supports educators with building awareness of their own assumptions and how those assumptions can impact instruction.<br><br>*1 point*:<br>• Professional learning builds and/or reinforces educators' beliefs that *all* students can be successful with rigorous, grade-level-appropriate work,<br>***but***<br>• Professional learning does *not* support educators with building awareness of their own assumptions and how those assumptions can impact instruction.<br><br>*0 points*:<br>• Professional learning does *not* build and/or reinforce educators' beliefs that *all* students can be successful with rigorous, grade-level-appropriate work, ***and/or***<br>• Professional learning does *no*t support educators with building awareness of their own assumptions and how those assumptions can impact instruction. |
| **Evidence must include or demonstrate that:**<br><br>• Professional learning builds an understanding that assumptions can impact the delivery of instruction and student academic identity and achievement.<br>• Instances in which the professional learning addresses common misconceptions about students with diverse and/or individualized learning needs, including the misconception that students who are academically behind cannot access grade-level content and/or the misconception that English Learners operate from a deficit perspective.<br>• Evidence that professional learning supports teachers and leaders in examining their own beliefs and assumptions about the HQIM and the impact it can have on instruction and implementation.<br>• Instances in which the professional learning identifies how ineffective delivery can negatively impact and disadvantage some students. For example:<br>  ○ Using texts that are inconsistent with grade level.<br>  ○ Focusing on skills in isolation. |

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| ○ Adapting lessons and tasks from student-centered to teacher-centered. |

**Indicator 2I.3:** Professional learning provides opportunities to examine sample student work for alignment to the district vision for excellent and equitable instruction.

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| *2 points*:<br>● Professional learning incorporates examination of samples of types of work from students interacting with the HQIM, ***and***<br>● Professional learning provides opportunities to examine how students will interact with tasks, texts, or other key components of an HQIM, ***and***<br>● Professional learning connects both of these to the district vision for instruction.<br>*1 point*:<br>● Professional learning incorporates examination of samples of types of work from students interacting with the HQIM, **but**<br>○ Professional learning provides limited opportunities to examine how students will interact with tasks, texts, or other key components of an HQIM, ***and***<br>○ Professional learning does *not* connect to the district vision for instruction.<br>*0 points*:<br>● Professional learning does *not* incorporate examinations of student work, ***and/or***<br>● Professional learning does *not* provide opportunities to examine how students will interact with tasks, text, or other key components of an HQIM. |
| **Evidence must include or demonstrate that:**<br><br>● Instances in which the professional learning provides opportunities to examine sample student work and connect it to the district vision for excellent, equitable instruction.<br>● Opportunities for educators to participate in a lesson- or content-specific instructional approach by wearing a "student hat." |

**Indicator 2I.6:** Professional learning **builds teachers' and leaders' understanding** of what it means to **implement their HQIM skillfully**, including design principles and the arc of learning[4], and connects it back to a content-specific vision for excellent and equitable grade-level instruction.

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| *2 points*:<br>● Professional learning includes multiple activities to build teachers' and leaders' comprehensive understanding of what skillful implementation of their HQIM looks like, including design principles and arc of learning, ***and***<br>● Professional learning connects district plans for skillful implementation back to a content-specific vision for excellent and equitable grade-level instruction. |

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| *1 point*:<br>• Professional learning includes few activities to build teachers' and leaders' cursory understanding of what skillful implementation of their HQIM looks like, ***or***<br>• Professional learning does *not* connect the plans for strong implementation back to a content-specific vision for excellent and equitable grade-level instruction.<br>*0 points*:<br>• Professional learning does *not* include any activities focused on building teachers' and leaders' understanding of what skillful implementation of their HQIM looks like. |
| **Evidence must include or demonstrate that:**<br>• Evidence that the professional learning builds educators' understanding of the design *and* arc of learning of the HQIM (e.g., the progression of units, the rationale for why the materials are organized in that way, the typical or most common progression of learning within lessons, how the arc of learning connects to other content areas and grade levels).<br>• Evidence that the professional learning addresses the design principles of the HQIM, such as:<br>  ○ Structure and components of units and lessons.<br>  ○ Routine instructional practices embedded throughout the HQIM.<br>  ○ Instructional time required to implement a full lesson and breakdown of instructional time during a lesson.<br>• Activities that help participants understand what skillful implementation of the HQIM looks like. For example:<br>  ○ Dispelling common myths (i.e., it's a script that must be followed).<br>  ○ Modeling a lesson.<br>  ○ Reflecting on a video of a strong lesson.<br>  ○ Deepening knowledge of the essential content and content pedagogy that informs strong implementation decisions as well as addressing the cultural relevance of a student's learning.<br>  ○ Discussing common implementation pitfalls at both the classroom- and school-based level.<br>  ○ Understanding that implementing skillfully happens over time.<br>• Evidence that the professional learning helps participants, both teachers and leaders, make a connection between strong implementation of the HQIM and achieving a content-specific vision for excellent and equitable grade-level instruction. |

**Indicator 2I.7:** Professional learning **provides time for teachers and leaders to understand best practices** for preparing to teach and internalize lessons and units in the HQIM.

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| *2 points*<br>• Professional learning includes opportunities for teachers and leaders to examine best |

practices for preparing to teach lessons and units using protocols and processes aligned to the HQIM, ***and***
- Professional learning includes time for teachers to internalize and rehearse first units and lessons with colleagues who teach the same content and HQIM.

*1 point*:
- Professional learning includes opportunities for teachers and leaders to examine best practices for preparing to teach lessons and units using protocols and processes aligned to the HQIM, ***or***
- Professional learning includes time for teachers to internalize and rehearse first units and lessons with colleagues who teach the same content and HQIM.

*0 points*:
- Professional learning includes opportunities for teachers and leaders to examine best practices for preparing to teach lessons and units using protocols and processes aligned to the HQIM, ***and***
- Professional learning includes time for teachers to internalize and rehearse first units and lessons with colleagues who teach the same content and HQIM.

**Evidence must include or demonstrate that:**

- Evidence of planning protocols aligned to the HQIM.
- Opportunities for teachers to internalize lessons and units in preparation for the first weeks of school.
- Opportunities for teachers to plan and rehearse lessons or portions of lessons with colleagues who teach the same content and HQIM.
- Evidence that the professional learning addresses best practices for preparing to teach lessons and units throughout the school year.

**Indicator 2I.9:** Professional learning **equips teachers and leaders to understand** the essential resources and time necessary for strong HQIM implementation.

*2 points*:
- Professional learning includes multiple activities (at least two) to build teachers' and leaders' comprehensive understanding of the essential resources and time needed for strong implementation

*1 point*:
- Professional learning includes minimal activities (one) to build teachers' and leaders' cursory understanding of the essential resources and time needed for strong implementation.

*0 points*:

- Professional learning does *not* include activities to build teachers' and leaders' cursory understanding of the essential resources and time needed for strong implementation.

Sample Evidence Collection
Reviewers look for and record:

- Instances in which the professional learning addresses the resources required for implementing the HQIM (e.g., texts, technology needs, student and teacher print materials, manipulatives, etc.).
- Activities that help participants understand what skillful implementation of the HQIM looks like:
  - Creating an implementation plan
  - Discussing common pitfalls and implementation challenges
  - Analyzing examples of strong and weak HQIM implementation
  - Identifying the instructional routines, materials, resources, and time needed for successful implementation.
  - Examining pacing guides or schedules to plan for implementation.
  - Anticipating barriers to implementation and developing strategies to address them. (e.g., timelines needed for delivery and distribution of materials to schools and/or classrooms, adjusting instruction time in schedules, and rostering users on digital platforms, etc.).
- Evidence of supporting leaders with addressing common logistical challenges with time and resource allocation when launching the HQIM (e.g., timelines needed for delivery and distribution of materials to schools and/or classrooms, adjusting instruction time in schedules, and rostering users on digital platforms, etc.).
- Professional learning provides time for analysis of sample schedules and time requirements of the HQIM and allows time for:
  - Leaders to reflect on and update their schools' class schedules to match the instructional time required by a particular HQIM.
  - Leaders to adjust school and class schedules to support collaboration with parents, colleagues, and community members as related to the implementation and use of the HQIM.

# Gateway 2 Ongoing Implementation Support for Teachers:

Total Indicators: 6

Minimum Passing Score: 9 out of 12 points

**Indicator 2T.2:** Professional learning prioritizes equity by helping educators **examine assumptions and practices**, focuses on specific actions that impact instruction, and reinforces that each and every student should have **access** to rigorous, grade-level instruction.

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| *2 points*:<br>• Professional learning supports teachers to build an awareness of their assumptions and how those assumptions and practices can impact instruction, ***and***<br>• Professional learning reinforces teachers' beliefs that *each and every* student can be successful with rigorous, grade-level-appropriate work, ***and***<br>• Professional learning builds educators' skill sets in taking actions that demonstrate a commitment to equity.<br>*1 point*:<br>• Professional learning minimally builds and/or reinforces teachers' beliefs that *each and every* student can be successful with rigorous, grade-level-appropriate work, ***and***<br>• Professional learning supports teachers to build an awareness of their assumptions and how those assumptions and practices can impact instruction, ***but***<br>• Professional learning does *not* build educators' skill sets in taking actions that demonstrate a commitment to equity<br>•<br>*0 points*:<br>• Professional learning does *not* build and/or reinforce teachers' beliefs that *each and every* student can be successful with rigorous, grade-level-appropriate work, ***or***<br>• Professional learning does *not* support teachers to build an awareness of their own assumptions and how those assumptions and practices can negatively impact instruction, ***and***<br>• Professional learning does not present specific educator actions that demonstrate a commitment to equity. |
| **Evidence must include or demonstrate that:**<br><br>• Instances in which the professional learning supports teachers and leaders in continued examination of their own beliefs about the HQIM and the impact it can have on instruction and implementation. |

- Instances in which the professional learning addresses common misconceptions about students with diverse and/or individualized learning needs, including the misconception that students who are academically behind cannot access grade-level content and/or the misconception that English Learners operate from a deficit perspective.
- Instances in which the professional learning identifies how ineffective delivery can negatively impact and disadvantage some students.
- Instances in which the professional learning focuses on educators' specific actions to demonstrate their commitment to equity (e.g., using culturally relevant practices and incorporating student voice and actions to make the HQIM accessible to a wide variety of learners).

**Indicator 2T.3:** Professional learning provides opportunities for teachers to reflect on and analyze student work from the HQIM.

*2 points*:

- Professional learning incorporates evidence of student learning and supports teachers to reflect on and analyze student work from the HQIM.

*1 point*:

- Professional learning incorporates evidence of student learning but does not support teachers to reflect on and analyze student work from the HQIM.

*0 points*:

- Professional learning does *not* incorporate evidence of student learning.

**Evidence must include or demonstrate that:**

- Activities that prompt participants to continuously examine student learning rooted in the HQIM (e.g., formative and summative data collected from assessments embedded in the HQIM) to identify misconceptions and areas of student growth to support lesson planning and skillful adaptation of the HQIM.
- The use of multiple data sources to determine how improvements can be made in implementation through the use of protocols, templates, and tools (e.g., student work, student data rooted in the HQIM, and student surveys).
- Instances in which participants can reflect on student work and use evidence of student learning to determine the next steps in instruction.

**Indicator 2T.5:** Professional learning supports teachers with **internalizing and rehearsing units and lessons** with colleagues who teach the same content and HQIM, focusing on anticipating student thinking and responses and using **HQIM-embedded supports** to help *each* student access grade-level-appropriate content.

*2 points*:

- Professional learning supports teachers to use consistent routines and protocols to internalize units and lessons from their HQIM, ***and***

- Professional learning focuses on anticipating student misconceptions and using HQIM-embedded supports to help *all* students access grade-level-appropriate content.

*1 point*:

- Professional learning includes minimal use of consistent routines and protocols to internalize units and lessons from the HQIM, ***but***
- Professional learning does *not* focus on anticipating student misconceptions and using HQIM-embedded supports to help *all* students access grade-level-appropriate content.

*0 points*:

- Professional learning does *not* use consistent routines and protocols to internalize units and lessons from the HQIM.

**Evidence must include or demonstrate that:**

- Discussion and activities that use consistent protocols and routines for unit and lesson preparation, applicable in either individual and/or collaborative planning time. Routines should focus on skillfully using HQIM-embedded supports that help all students access grade-level-appropriate content.
- Activities that prompt teachers to internalize lessons and units in the HQIM, including using the materials as if they were students. For example:
  - Creating or annotating exemplar student responses, including identifying the grade-level standards, which are met through each example and the knowledge and skill students must have to meet grade-level standards.
  - Creating and annotating other examples of student understandings, including identifying the grade-level standards that are met and areas of growth for students.
  - Creating a "road map" for units that identifies: (1) What knowledge and skills are built-in each lesson? (2) How do those knowledge and skills prepare students for success on the unit assessments? (3) How does the sequencing of units support students in accessing both content knowledge and language development?
  - Accessing, reading, and annotating texts from the HQIM.
  - Solving problems and conducting investigations from the lessons and assessments and using that experience to anticipate and plan for potential student mistakes.
  - Making notes in the provided lesson plan about pacing, revisions, or additions to the questions; specific things to watch for with individual students; and revisions or additions to the lesson handouts.
  - Practicing and role-playing with colleagues parts of the lesson that might be challenging for the teacher and/or the students.
  - Preparing any materials necessary for the lesson (e.g., anchor charts, manipulatives, computers for research, etc.).
- Activities that engage participants in collaborative inquiry to identify common problems (e.g., unpacking a lesson, anticipating student misconceptions, pacing, increasing engagement) related to the implementation of the HQIM and that provide opportunities to brainstorm possible solutions.

**Indicator 2T.6:** Professional learning equips teachers to **address the needs of students** with diverse and/or individualized learning needs by leveraging **HQIM-embedded supports.**

*2 points*:

- Professional learning equips teachers to address the needs of students with diverse and/or individualized learning needs by leveraging HQIM-embedded supports.

*1 point*:

- Professional learning equips teachers to address the needs of students with diverse and/or individualized learning needs, ***but***
- Professional learning does *not* leverage HQIM-embedded supports.

*0 points*:

- Professional learning does *not* equip teachers to address the needs of students with diverse and/or individualized learning needs by leveraging HQIM-embedded supports

**Evidence must include or demonstrate that:**

- Instances in which the professional learning supports teachers to make skillful adaptations that maintain the integrity of the HQIM and support all learners.
- Instances in which the professional learning addresses common misconceptions about students with diverse and/or individualized learning needs or about strategies to accelerate their growth, including the misconception that students who are academically behind cannot access grade-level content and/or the misconception that English Learners operate from a deficit perspective.
- Instances in which the professional learning equips teachers to meet the needs of students with diverse and/or individualized learning needs by leveraging the HQIM-embedded supports. This could include helping teachers:
  - Use formative and summative assessment data, especially "in the moment" checks for understanding and scaffolding outlined in the HQIM.
  - Address more significant skill gaps through avenues such as intervention time.
  - Provide models for teachers on how to reflect on the effectiveness of the provided HQIM-embedded supports.
  - Engage students in understanding their learning and relying on HQIM supports and scaffolds to make adjustments.
  - Tailor the implementation of the HQIM while maintaining fidelity to meet the needs of individual students.
  - Examine scaffolds to support English Learners in a way that amplifies the HQIM by allowing access to content, texts, and tasks while not reducing complexity.

**Indicator 2T.7:** Professional learning **reinforces teachers' understanding of what skillful implementation** of their HQIM looks like and connects it back to a content-specific vision for excellent and equitable grade-level instruction.

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| *2 points*:<br>• Professional learning reinforces teachers' understanding of what skillful implementation of their HQIM looks like and how that connects back to a content-specific vision for excellent and equitable grade-level instruction.<br>*1 point*:<br>• Professional learning reinforces teachers' understanding of what skillful implementation of their HQIM looks like, ***but***<br>• Professional learning does *not* help them connect those learnings back to a content-specific vision for excellent and equitable grade-level instruction.<br>*0 points*:<br>• Professional learning for teachers does *not* reinforce teachers' understanding of what skillful implementation of their HQIM looks like. |
| **Evidence must include or demonstrate that:**<br>• Instances in which professional learning references the standards. *Note: Sample professional learning materials may refer to a specific state's standards or may address in more general terms a vision for excellent and equitable grade-level instruction in student standards.*<br>• Evidence that the professional learning helps educators understand why skillful or integral implementation is important.<br>• Evidence that the professional learning helps educators understand what skillful implementation of their HQIM looks like by including resources such as a model lesson (live or video) or HQIM-specific implementation guidance (e.g., observation tools, arc of units, and lessons across the year, addressing common implementation pitfalls, and opportunities to build an understanding of how the HQIM can meet the needs of *all* students and what adaptations may be needed). |

**Indicator 2T.8**: Professional learning **delivers a coaching model** embedded in the larger professional learning plan that provides teachers and leaders with coaching grounded in the HQIM and **builds the capacity of district and school building leaders** to maintain the coaching model over time.

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| *2 points*: |

- Professional learning provider has a coaching model for teachers and/or leaders that is embedded within a larger professional learning plan and is specific to their role, ***and***
- Professional learning provider builds capacity of district/school leaders to provide coaching to educators on the HQIM.

*1 point*:

- Professional learning provider has a coaching model for teachers and/or leaders that is embedded within a larger professional learning plan and is specific to their role, ***but***
- Professional learning provider does *not* build capacity of district/school leaders to provide coaching to educators on the HQIM.

*0 points*:

- Professional learning provider does *not* have a coaching model for teachers and/or leaders that is embedded within a larger professional learning plan and is specific to their role, ***and***
- Professional learning provider does *not* build capacity of district/school leaders to provide coaching to educators on the HQIM.

**Evidence must include or demonstrate that:**

- Evidence that the professional learning integrates with client's existing structures and systems.
- Instances in which the provider builds the capacity of leaders to coach teachers/teacher leaders on the HQIM, such as protocols or agendas that develop leaders' ability to coach teachers teacher leaders on implementing the HQIM.
- Evidence of facilitation of collaborative and individual planning conversations focused on data analysis (e.g., classroom video, observational notes, student work, etc.), goal-setting, and student/teacher outcomes, grounded in the HQIM.
    - If coaching leaders, evidence that this protocol is provided to leaders and that the provider demonstrates how to use it with teachers and teacher leaders.
- Evidence that the coaching adapts to support teachers and leaders through a variety of practices, such as:
    - Unit and lesson internalization.
    - Rehearsal of HQIM routines and/or lessons with coach and/or peers.
    - Instances of the use of data (e.g., walkthrough, student growth, etc.) within coaching to identify a common problem of practice or opportunities to elevate in HQIM implementation.
    - Empowering teachers to set their own goals.
    - Instances of revising or supporting leaders with revising goals based on a variety of data and teacher needs.
    - Analysis of student work specific to the HQIM.
    - Engagement in co-planning.
    - Instances in which the provider facilitates co-teaching and/or modeling.
    - Instances of conversations with teachers to discuss changes to lesson plans and instructional practice as needed.

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# Gateway 2 Ongoing Implementation Support for Leaders:

Total indicators: 4

Minimum Passing Score: 6 out of 8 points

**Indicator 2L.5:** Professional learning supports leadership to define and refine a **vision for strong implementation** of the HQIM that aligns with a broader vision for excellent and equitable grade-level instruction.

**Audience: District and School Leaders**

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| *2 points*:<br>• Professional learning supports leaders to define and refine a vision for strong implementation of the HQIM that connects back to the broader vision for excellent and equitable grade-level instruction.<br>*1 point*:<br>• Professional learning supports leaders to define and refine a vision for strong implementation of the HQIM, **but**<br>• Professional learning does *not* connect back to the broader vision for excellent and equitable grade-level instruction.<br>*0 points*:<br>• Professional learning does *not* support leaders to define and refine a vision for strong implementation of the HQIM that connects back to the broader vision for excellent and equitable grade-level instruction. |
| **Evidence must include or demonstrate that:**<br>• Activities that build and/or reinforce a vision for strong implementation of the HQIM by including resources such as a model lesson (live or video) or HQIM-specific implementation guidance (e.g., observation tool and arc of units and lessons across the year), and for an understanding of how the HQIM can meet the needs of all students, including necessary adaptations.<br>• Instances in which the professional learning helps leaders make a connection between the strong implementation of the HQIM and the broader vision for excellent and equitable grade-level instruction.<br>• Instances in which the professional learning supports leaders' development of clear expectations for equity that are connected to a broader vision for excellent and equitable instruction rooted in the HQIM. Activities could support leaders with:<br>  ○ Interrupting inequitable practices<br>  ○ Examining biases<br>  ○ Creating inclusive school environments for teachers and students<br>  ○ Setting high expectations for students and teachers |

**Indicator 2L.6:** Professional learning prepares leaders to **build coherence across their systems** by examining and adjusting systems-level procedures, policies, and processes to **monitor and support the implementation** of the HQIM.

**Audience: District and School Leaders**

*2 points*:

- Professional learning comprehensively prepares leaders to examine and adjust systems-level structures, policies, and processes to support the implementation of the HQIM.

*1 point*:

- Professional learning prepares leaders to examine *but not* adjust systems-level structures, policies, and processes that support the implementation of the HQIM.

*0 points*:

- Professional learning does *not* prepare leaders to examine or adjust any systems-level structures, policies, and processes to support the implementation of the HQIM.

**Evidence must include or demonstrate that:**

- Activities that prepare leaders to adjust those systems-level structures, policies, and processes to ensure that they can support smooth implementation of the HQIM. For example:
  - Leaders evaluate current grading policies for discrepancies in alignment to HQIM and brainstorm solutions.
  - Leaders assess staffing capacity to identify various levels of support available to teachers during implementation and develop plans to build internal capacity among teacher leaders, coaches, and/or school leaders to support implementation over time.
- Leaders have opportunities to share and address the challenges of HQIM implementation with each other.
- Evidence of addressing common logistical challenges and considerations when allocating resources (e.g., the time needed for material delivery, resource distribution planning, rostering users on digital platforms, etc.).
- Instances in which the professional learning addresses how the support for implementation will change over the years of implementation (e.g., what consumables need to be ordered each year, planning multiple years of professional learning, supporting teachers new to the HQIM after the first year, etc.).

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**Indicator 2L.7:** Professional learning develops leaders' **abilities to provide and support professional learning plan**, anchored in the HQIM.

**Audience: District and School Leaders**

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| *2 points*:<br>• Professional learning equips leaders to provide and support professional learning (workshops, collaborative planning, coaching) that is anchored in the HQIM, ***and***<br>• Professional learning develops leaders' ability to provide feedback to teachers on the quality of implementation in a way that is connected and aligned to the HQIM.<br>*1 point*:<br>• Professional learning equips leaders to provide and support professional learning, ***but***<br>•<br>• Professional learning does *not* develop leaders' ability to provide feedback to teachers on the quality of implementation in a way that is connected and aligned to the HQIM.<br>*0 points*:<br>• Professional learning does *not* equip leaders to provide and support professional learning that is anchored in the HQIM. |
| **Evidence must include or demonstrate that:**<br>• Instances in which the professional learning identifies ongoing professional learning systems and processes that leaders may need to support strong implementation of HQIM (e.g., observation protocols, collaborative planning time for teachers, professional learning calendars, meeting agendas, etc.).<br>• Professional learning supports a mindset of continuous development and feedback related to the implementation of the HQIM for all stakeholders (e.g., feedback is given in a variety of contexts, planning meetings, PLCs, co-teaching, and in a variety of formats).<br>• Evidence of how and to what end observational feedback is used with teachers.<br>  ○ For example, does the professional learning explicitly state that the primary purpose of implementation-focused observations is to support *rather* than to evaluate teachers?<br>  ○ Does the professional learning recommend that leaders do things like periodically participate in teachers' collaborative learning times to highlight trends the leader is seeing, provide coaching, and encourage collective problem-solving?<br>• Professional learning supports leaders' use of data and observational evidence to support ongoing professional learning plans Instances in which the professional learning supports leaders to use data to address the teachers' needs and challenges with continued professional learning.<br>• Instances in which the professional learning supports leaders to create a professional learning plan aligned with the HQIM and with a variety of structures and differentiation for level of skill and knowledge of the HQIM. |

**Indicator 2L.9:** Professional learning supports district and school leaders to use **relevant data** to **monitor and identify trends.**

*2 points*:

- Professional learning provider demonstrates an understanding of relevant data for monitoring and supporting HQIM implementation, ***and***
- Professional learning provider equips leaders to establish or refine a system and processes for using data to inform next steps to support HQIM implementation.

*1 point*:

- Professional provider demonstrates an understanding of relevant data for monitoring and supporting HQIM implementation, ***or***
- Professional learning provider equips leaders to establish or refine a system and processes for using data to inform next steps to support HQIM implementation,

*0 points*:

- Professional learning provider does *not* use data relevant to the HQIM, ***and***
- Professional learning provider does *not* equip leaders to establish or refine a system and processes for using data to inform next steps to support HQIM implementation.

**Evidence must include or demonstrate that:**

- Evidence the provider supports leaders with establishing routines for collecting and analyzing data aligned to the HQIM on a regular basis.
- Instances in which the provider supports leaders with understanding their next steps to support implementation as a result of data collected, aligned to the HQIM and specific supports it offers.
- Evidence that the provider supports leaders with using a variety of relevant data aligned to the HQIM to drive implementation improvement, such as:
  - HQIM usage.
  - Student work specific to the HQIM.
  - HQIM-embedded assessments.
  - Teacher feedback surveys.
  - Observational data.
- Instances in which leaders synthesize data to determine trends across classrooms or schools.

# Gateway 3

G3 Renewal Template

Total Indicators: 1

Minimum Passing Score: 2 out of 2 points

**Indicator 3.1:** Professional learning provider evaluates the **impact** of its professional learning services on **three or more Guskey levels**

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| *2 points*:<br>• Professional learning provider evaluates the impact of its professional learning services on three or more Guskey levels<br><br>*1 point*:<br>• Professional learning provider evaluates the impact of its professional learning services on two Guskey levels<br>*0 points*:<br>• Professional learning provider evaluates the impact of its professional learning services on fewer than two Guskey levels. |
| Sample Evidence Collection<br>Reviewers look for and record:<br>• Examples of collecting data on the impact of professional learning for one client on at least three Guskey levels of evaluation.<br>• Evidence that the professional learning provider engages participants to provide feedback on the quality of services and/or facilitation.<br>• Instances in which the provider measures the effectiveness of professional learning in a variety of formats, such as:<br>  ○ Evidence of pre- and post-professional learning meetings with the provider and the client.<br>  ○ Collection of self-reporting on quality of implementation as a result of professional learning.<br>  ○ Use of quantitative and/or qualitative data.<br>  ○ In-person and/or video observations.<br>  ○ Surveys.<br>  ○ Interviews.<br>  ○ Focus groups.<br>• Specific data demonstrating the impact of improvement on the quality of the professional learning (e.g., increase in net promoter scores, participant scoring of professional learning impact and effectiveness, and student data pulled from the HQIM). |