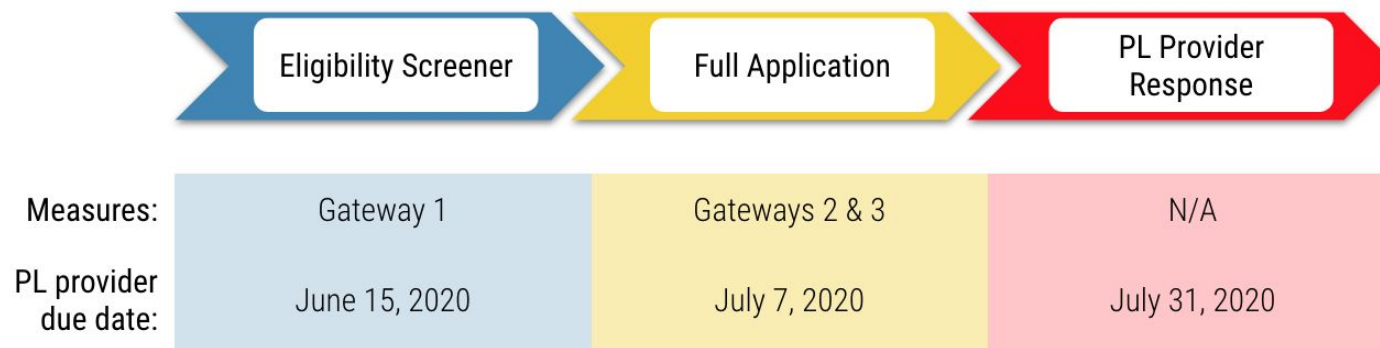# Scoring & Evidence Guide

Review Process at a Glance

Professional learning (PL) organizations that successfully pass the three gateways below will be featured in Rivet Education's Professional Learning Partner Guide (PLPG).

Gateway 1: Expertise in and Explicit Connection to High-Quality Instructional Materials
Gateway 2: Approach and Design of PL Services
Gateway 3: Measuring Results and Driving Improvement

Gateway 1 is evaluated at the level of the instructional material. Gateways 2 & 3 are evaluated at the level of the provider.

	Eligibility Screener	Full Application	PL Provider Response
Measures:	Gateway 1	Gateways 2 & 3	N/A
PL provider due date:	June 15, 2020	July 7, 2020	July 31, 2020

The tables below summarize the information that Rivet Education will collect from PL organizations, how the information will be collected, which elements will be evaluated, and which elements will be reported in the PLPG if the PL organization passes all three evaluative gateways.

Though Rivet will evaluate some aspects of PL organizations' approach and services, the PLPG will *not* display organizations' scores or reviews. Additionally, Rivet will *not* post the names of organizations that applied to be included in the PLPG but did not pass all three gateways.

Contact info@riveteducation.org with questions.

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Evaluated Criteria

Gateway[1]	Indicator		Evaluation Method
Gateway 1: Expertise in and Explicit Connection to HQIM	**Indicator 1a:** PL provider has expertise in one or more HQIM as evidenced by being the author or publisher of a curriculum that earns a "meets expectations" rating from EdReports.		Eligibility screener
	Indicator 1b.i: PL provider designs professional learning that helps teachers and school and/or district leaders by being tied to a specific HQIM.		
	Indicator 1b.ii: PL provider builds disciplinary-specific content knowledge, pedagogical knowledge, and pedagogical content knowledge using high-quality instructional materials as an anchor.		
Gateway 2: Approach and Design of PL Services	**Adoption PL**	**Indicator 2a.i:** Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.	Full application
		Indicator 2a.ii: Adoption PL equips school and/or district leaders to create a shared vision for excellent instruction aligned to the standards and either the shifts (ELA/math) or the 3 Dimensions (science).	
		Indicator 2a.iii: Adoption PL equips school and/or district leaders to describe the content-specific characteristics of HQIM, leverage reliable and nationally recognized resources to help them identify instructional materials that embody these characteristics, and articulate the ways in which adopting HQIM helps achieve the vision for excellent instruction in that content area.	
		Indicator 2a.iv: Adoption PL equips school and/or district leaders to design and lead a selection and adoption process that results in the selection of HQIM aligned to the vision for excellent instruction and invests stakeholders, including but not limited to teachers, in the vision for excellent instruction and selection process.	
		Indicator 2a.v: Adoption PL is delivered to a defined and narrow intended audience that aligns to the objectives/purpose of the training.	
	Launch PL	**Indicator 2b.i:** Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.	Full application
		Indicator 2b.ii: Launch PL equips teachers and/or leaders to articulate a rationale for the HQIM that reflects a shared vision for excellent instruction.	

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[1] Gateway 1 is evaluated at the level of the instructional material; Gateways 2 & 3 are evaluated at the level of the provider.

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		Indicator 2b.iii: Launch PL equips teachers and/or leaders to describe the approach and structure of their HQIM and how those connect back to the vision for excellent instruction.	
		Indicator 2b.iv: Launch PL equips teachers and/or leaders to account for tactical and logistical considerations such as the components of the materials, how they are organized, and how to access them (e.g. digital vs. print).	
		Indicator 2b.v: Launch PL equips teachers and/or leaders to begin building a vision for strong implementation, such as seeing a model lesson and the start of unit planning.	
		Indicator 2b.vi: Launch PL equips leaders to examine and, if necessary, amend current systems and processes to support a smooth launching of the HQIM (e.g. funding, budgeting, class schedules, PL calendars, etc.).	
		Indicator 2b.vii: Launch PL is delivered to a defined and narrow intended audience (e.g. grouping by role, new/veteran, subject, gradeband, etc.) that aligns to the objectives/purpose of the training.	
	Ongoing PL for *teachers*	**Indicator 2c.i:** Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.	Full application
		Indicator 2c.ii: Ongoing PL for teachers equips them to articulate a vision for strong implementation of their HQIM that connects back to the broader vision for instruction.	
		Indicator 2c.iii: Ongoing PL for teachers equips them to use individual and collaborative planning time (e.g. PLCs) to internalize and prepare to teach units and lessons from their HQIM, including using the materials with colleagues as if they were students.	
		Indicator 2c.iv: Ongoing PL for teachers equips them to use HQIM-embedded supports to address the needs of students with unfinished learning.	
		Indicator 2c.v: Ongoing PL for teachers is delivered to a defined and narrow intended audience that aligns to the objectives/purpose of the training.	
	Ongoing PL for *leaders*	**Indicator 2d.i:** Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.	Full application
		Indicator 2d.ii: Ongoing PL for leaders equips them to articulate a vision for strong implementation grounded in the broader vision for instruction.	
		Indicator 2d.iii: Ongoing PL for leaders equips them to examine and, if necessary, amend current systems and processes to support smooth implementation of the HQIM (e.g. funding, budgeting, class	

		schedules, lesson planning policies, grading policies, assessment policies, collaborative planning time for teachers, PL calendars, etc.).	
		Indicator 2d.iv: Ongoing PL for leaders equips them to monitor and provide feedback to teachers on the quality of implementation using an observation tool that is specific to the HQIM and/or aligned to the shifts (ELA/math) or the 3 Dimensions (science) (e.g. Instructional Practice Guides) and in a way that is primarily supportive (rather than evaluative), builds trust, and reinforces the vision for excellent instruction.	
		Indicator 2d.v: Ongoing PL for leaders is delivered to a defined and narrow intended audience that aligns to the objectives/purpose of the training.	
Gateway 3: Measuring Results and Driving Improvement	**Indicator 3a:** PL provider evaluates the impact of its PL services and uses those data to improve.		Full application
	Indicator 3b: PL provider evaluates facilitator effectiveness and uses those data to improve facilitator effectiveness.		

Reported Information

PL providers that pass Gateways 1–3 will have the information in the table below displayed on their page in the PLPG. This information will be collected via the full application but will *not* be evaluated, with the exception of the high-quality instructional materials (HQIM) in which the provider has expertise, which will be collected and evaluated via the eligibility screener as part of Gateway 1.

Reported via profile in the PLPG	Collection Method	Application Questions
HQIM in which PL provider has expertise	Eligibility screener (Gateway 1)	• In which of the following mathematics instructional materials does your organization have deep expertise? • In which of the following English language arts (ELA) instructional materials does your organization have deep expertise? • In which of the following science instructional materials does your organization have deep expertise?
Org description	Eligibility screener & Full application	• Organization name and URL • Sales contact email and phone • In what states do you currently provide PL services?

		• In what additional states are you willing and equipped to provide PL services? • Company logo • What does your organization specialize in? • Please provide a brief description of your organization, including your theory of action for helping clients adopt or use high-quality instructional materials, what your organization is best at, and what sets you apart from your competitors.
Phases of support	Eligibility screener & Full application	• Which phase(s) of professional learning do you support? *(adoption, launch, ongoing for teachers, ongoing for leaders)*
Org size and capacity	Full application	• How many field-facing coaches or facilitators does your organization have? *(Fewer than 10, 11–20, 21–50, Greater than 51)* • What percentage of your field-facing coaches or facilitators identify as people of color? *(Less than 10%, 11-25%, 26-50%, 51-75%, Greater than 76%)*
Sample short-term PL service	Full application	• In two sentences or less, please describe a short-term offering that will give users a sense of the types of workshops or one-day sessions that you provide as part of your longer-term partnerships. Examples include 1) single-day workshop for a specific audience, 2) repeated training of the same material with different audiences, or 3) a coaching session with school leaders. • Who is the target audience for this short-term service? • What is the maximum number of participants per coach or facilitator for this short-term service? • What is the preferred or default format for this short-term offering? *(Virtual: Synchronous, Virtual: Asynchronous, In-person, Blended)* • Can this short-term PL be offered entirely virtually? • Does this short-term PL focus on the learning needs of diverse students (English language learners and students with disabilities)?
Sample long-term PL service	Full application	• Do you provide long-term (multi-month or multi-year) services that help districts and schools create and execute a comprehensive academic strategy aligned with HQIM? • In two sentences or less, please describe a long-term offering that will help users get a sense of what a comprehensive partnership with your organization to adopt or implement HQIM would look like. • Who is the target audience for this long-term (multi-month or multi-year) service? • What is the method of delivery for this long-term (multi-month or multi-year) service? Please include the number and type of interactions over what period of time. • What is the preferred or default format for this long-term offering? • Can this long-term PL be offered entirely virtually?

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		• Does this long-term PL focus on the learning needs of diverse students (English language learners and students with disabilities)?

COVID-related services	Full application	• Do you offer PL focused on helping educators prioritize content within their HQIM or implement prioritization guidance from the authors and publishers of HQIM?
		  ○ Who is the target audience for this service about prioritization?
		  ○ What is the format for this service about prioritization?
		• Do you offer PL on strategies for teaching in remote, distance, and hybrid settings using HQIM?
		  ○ Who is the target audience for this service about teaching in different settings?
		  ○ What is the format for this service about teaching in different settings?
		• Do you offer PL on strategies for building community and culture among educators in remote, distance, and hybrid settings?
		  ○ Who is the target audience for this service about building community and culture among teachers?
		  ○ What is the format for this service about building community and culture among teachers?
		• Do you offer PL on strategies to build community with students and families in remote, distance, and hybrid settings?
		  ○ Who is the target audience for this service about building community with students and families?
		  ○ What is the format for this service about building community with students and families?

Cost	Full application	• What is the average cost for planning and facilitating one day of on-site support with one facilitator (e.g., facilitating a workshop with twenty-five teachers that lasts six to seven hours or offering in-school support such as a model lesson or classroom walkthroughs)? *($0-$2999, $3000-$4999, $5,000+)*
Approach to building racial equity	Full application	• How do your PL services help teachers and leaders understand the ways that racism operates in schools and build their agency to disrupt it?
Approach to supporting change management & sustainability	Full application	• How does your organization build clients' capacity to successfully support HQIM over time beyond the term of the contract?

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Approach to collaborating with other PL providers	Full application	- With which publishers and authors of HQIM or PL organizations, if any, does your organization have an established partnership in order to provide more comprehensive services to clients? - Provide an example of how your organization has worked with other PL organizations to ensure alignment and cohesion across related services when working with the same client.
Characteristics of ideal clients and sample client list	Full application	- What type of school systems is your organization best designed to serve? *(traditional district, charter, private, parochial, urban, rural, suburban, fewer than 2500 students, 2500-10,000 students, 10,000-50,000 students, greater than 50,000 students, greater than 60% economically disadvantaged, greater than 20% English language learners, greater than 20% students with disability, greater than 80% students of color)* - Three previous LEA clients (name, website, size)

Scoring & Evidence Collection for Gateway 1

Purpose

Although teachers and leaders can benefit from professional learning (PL) and support on a variety of topics, Rivet's Professional Learning Partner Guide (PLPG) identifies and profiles organizations that specialize in providing PL that supports the adoption of and implementation of high-quality instructional materials (HQIM) as defined as "meeting expectations" on EdReports.

Rivet has chosen to focus here because research suggests that although providing teachers with HQIM can be a more impactful, cost-effective, and scalable path to improving outcomes for students than many other interventions (Learning First, 2018), access to the materials alone is often not enough. In many cases, adopting and implementing HQIM requires a pronounced shift in approach and a daunting amount of work for educators at every level of the system. Teachers and leaders need training to launch a new HQIM, and they need ongoing support throughout the year that focuses on helping them use their HQIM to meet the learning needs of all students (Blazar et al., 2019).

Gateway 1 ensures PL providers:
- Have expertise in one or more HQIM as defined by earning a "meets expectations" rating from EdReports
- Design professional learning that focuses on helping teachers and school and district leaders successfully implement specific HQIM

Evaluation tool

Gateway 1 is evaluated through the eligibility screener. PL organizations that pass Gateway 1 will be invited to submit a full application.

Gateway 1 Scoring Summary

Minimum score for Gateway 1 required to qualify to complete full application for Gateways 2 and 3: **3 points**

Maximum score for Gateway 1: **4 points**

Indicator	Possible Points
1a. PL provider has expertise in one or more HQIM as evidenced by being the author or publisher of a curriculum that earns a "meets expectations" rating from EdReports.	0/4
1b.i. PL provider designs professional learning that helps teachers and school and/or district leaders by being tied to a specific HQIM.	0/1/2
1b.ii. PL builds disciplinary-specific content knowledge, pedagogical knowledge, and pedagogical content knowledge using high-quality instructional materials as an anchor.	0/1/2

Indicator 1a Application Questions
- In which English language arts (ELA) instructional materials currently rated "Meets Expectations" on EdReports does your organization have deep expertise?   - In which mathematics instructional materials currently rated "Meets Expectations" on EdReports does your organization have deep expertise?   - In which science instructional materials currently rated "Meets Expectations" on EdReports does your organization have deep expertise?   - Is your organization the original author or publisher of the instructional materials that you selected above?

Indicator 1a PL provider has expertise in one or more HQIM as evidenced by being the author or publisher of a curriculum that earns a "meets expectations" rating from EdReports.	
1a Scoring	**1a Evidence Collection**
4 points: PL provider is the author or publisher of the instructional materials rated "meets expectations" on EdReports in which they claim to have expertise. **0 points:** PL provider is *not* the author or publisher of the instructional materials rated "meets expectations" on EdReports in which they claim to have expertise.	**Look for:** - Whether the PL provider responded "yes" to the application question asking them if they are the author or publisher of the instructional materials in which they claim to have expertise. **Record:** - In which instructional material(s) the PL provider claims to have expertise - Whether the PL provider is the author or publisher of the instructional materials in which they claim to have expertise

Topics for Review Team Discussion	Process Considerations
- In which HQIM rated "meets expectations" rating on EdReports does the PL provider claim to have expertise? - Is the PL provider the original author or publisher of the instructional materials in which they claim to have expertise?	- Focus on the evidence present, not what is inferred. - Look for consensus on whether the indicator was met fully or partially. - Agree on final score.

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Indicators 1b.1 and 1.b2 Application Questions

If your organization is NOT the author/publisher of one or more of the instructional materials selected above, we ask that you demonstrate your expertise in providing professional learning services aligned to those materials by submitting:

- A letter of assurance from the author/publisher indicating your expertise, **OR**
- A complete set of presentation materials (slides with facilitation notes, handouts, etc.) for **ONE** learning experience that focuses on:
    - Describing the structure, approach, key components, and/or tactical and logistical considerations (e.g. how materials are organized and how to access them) of the HQIM; and/or
    - Helping educators internalize and prepare to teach a specific lesson, unit, domain, and/or module within the HQIM.
- **AND** an index or table of contents that identifies the lessons, units, domains, and/or modules within the specified HQIM on which you have conducted similar professional learning in the past. Rivet has provided a simple template that your organization can use to capture this information, but feel free to submit this information in another format if your organization already organizes and displays similar information in a different way.

Indicator 1b.i
PL provider designs professional learning that helps teachers and school and/or district leaders by being tied to a specific HQIM.

1b.i. Scoring	1b.i. Evidence Collection
2 points: PL provider has a letter of assurance from the author/publisher attesting to the PL provider's ability to provide high-quality PL on their materials *OR* the content of the PL materials is inextricably connected to the HQIM throughout and in multiple ways **1 point:** Content of the PL materials is connected to the HQIM in some portions or in some ways **0 points:** Content of the PL materials is not connected to the HQIM.	Look for: - A letter of assurance from the author/publisher attesting to the PL provider's ability to provide high-quality PL on their materials. - Evidence where the PL materials explicitly mention and pull samples/excerpts from the HQIM (e.g. information about the design and approach of the HQIM, references to specific units and lessons, screenshots of the system where educators access the HQIM, sample problems, texts, passages, and assessments from the HQIM) - Inclusion of enough content from the HQIM that participants can readily determine the sequence and flow of the lesson/domain/unit. Record: - Whether the PL provider has a letter from the author/publisher attesting to

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	the PL provider's ability to provide high-quality PL on their materials. ● Specific examples of the ways in which the PL leverages and is anchored in the HQIM

Indicator 1b.ii PL builds disciplinary-specific content knowledge, pedagogical knowledge, and pedagogical content knowledge using high-quality instructional materials as an anchor.	
1b.ii. Scoring	**1b.ii. Evidence Collection**
● **2 points:** PL provider has a letter of assurance from the author/publisher attesting to the PL provider's ability to provide high-quality PL on their materials *OR* PL builds disciplinary-specific content knowledge, pedagogical knowledge, and pedagogical content knowledge using the high-quality instructional materials as an anchor throughout. ● **1 point:** PL builds some disciplinary-specific content knowledge, pedagogical knowledge, or pedagogical content knowledge using a small number of examples from the high-quality instructional materials in a surface or cursory way. ● **0 points:** PL does not build disciplinary-specific content knowledge, pedagogical knowledge, and pedagogical content knowledge and/or does not use the high-quality instructional materials as an anchor for doing so.	Look for: ● A letter of assurance from the author/publisher attesting to the PL provider's ability to provide high-quality PL on their materials. ● Evidence that the disciplinary-specific content knowledge, pedagogical knowledge, and pedagogical content knowledge is relevant to the HQIM and explicitly connected to the HQIM ● Activities that require participants to reference and/or use portions of the HQIM to build disciplinary-specific content knowledge, pedagogical knowledge, and pedagogical content knowledge ● Multiple lessons, units, domains, and/or modules in the index or table of contents that indicates the PL provider has led PL connected to multiple parts of the HQIM's scope and sequence Record: ● Whether the PL provider has a letter from the author/publisher attesting to the PL provider's ability to provide high-quality PL on their materials. ● Specific examples of the types of content knowledge, pedagogical knowledge, and pedagogical content knowledge that the PL builds ● A summary of the degree to which the PL builds disciplinary-specific content knowledge, pedagogical knowledge, and pedagogical content knowledge anchored in the HQIM

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Topics for Review Team Discussion	Process Considerations
• Does the PL provider have a letter of assurance from the author/publisher attesting to the PL provider's ability to provide high-quality PL on their materials? • To what degree and frequency does the PL explicitly mention and pull samples/excerpts from the HQIM? • What types of disciplinary-specific content knowledge, pedagogical knowledge, and pedagogical content knowledge does the PL build? • Does it do so in a way that uses the HQIM as an anchor throughout, i.e. connecting that knowledge back to the approach and to examples from the HQIM? Does it do so in a way that is cursory— pulling a couple of examples from the HQIM but not deeply grounding the process of building knowledge in the HQIM? Or does it do it in a way that is entirely disconnected from the HQIM? • What's the breadth of the organization's PL offerings connected to the HQIM? Does the PL provider have experience leading PL connected to multiple parts of the HQIM's scope and sequence?	• Focus on the evidence present, not what is inferred. • Explain the strategy/reasoning used as you collected evidence for this indicator. • Share any generalizations that you noted as you looked at materials, with specific examples noted to support your generalizations. • Look for consensus on whether the indicator was met fully or partially. • Agree on final score.

Scoring & Evidence Collection for Gateway 2

Purpose
Gateway 2 focuses on PL organizations' abilities to design high-quality professional learning experiences for clients. Though there are myriad design factors that determine the quality of professional learning, Rivet has chosen to focus on a subset that research suggests are foundational to HQIM-specific PL.

Specifically, Gateway 2 ensures PL providers
- Design PL services with clear learning objectives/goals that connect to a broader set of objectives and/or scope and sequence.
- Help educators at all levels of the system create, deepen, and bring to life a vision for excellent instruction.
- Equip teachers to use their HQIM to ensure *all* students have the opportunity to engage in meaningful, grade-level work every day.
- Equip school and school system leaders to support the successful implementation of HQIM.

Evaluation tool
Gateway 2 is evaluated at the level of the provider through the full application. Gateway 2 is divided into four phases (adoption PL, launch PL, ongoing PL for teachers, and ongoing PL for leaders). PL providers can choose to apply for one or more of these phases. If successful on one or more phases in Gateway 2, PL providers will then be evaluated on Gateway 3.

Gateway 2 Scoring Summary

Adoption PL Minimum passing score: 11 points Total possible points: 14 points	
Indicator	**Possible Points**
2a.i: Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.	0/1/2
2a.ii: Adoption PL equips school and/or district leaders to create a shared vision for excellent instruction aligned to the standards and either the shifts (ELA/math) or the 3 Dimensions (science).	0/4
2a.iii: Adoption PL equips school and/or district leaders to describe the content-specific characteristics of HQIM, leverage reliable and nationally recognized resources to help them identify instructional materials that embody these characteristics, and articulate the ways in which adopting HQIM helps achieve the vision for excellent	0/2/4

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instruction in that content area.	
2a.iv: Adoption PL equips school and/or district leaders to design and lead a selection and adoption process that results in the selection of HQIM aligned to the vision for excellent instruction and invests stakeholders, including but not limited to teachers, in the vision for excellent instruction and selection process.	0/1/2
2a.v: Adoption PL is delivered to a defined and narrow intended audience that aligns to the objectives/purpose of the training.	0/2

Launch PL Minimum passing score: 11 points Total possible points: 14 points	
Indicator	**Possible Points**
2b.i: Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.	0/1/2
2b.ii: Launch PL equips teachers and/or leaders to articulate a rationale for the HQIM that reflects a shared vision for excellent instruction.	0/2
2b.iii: Launch PL equips teachers and/or leaders to describe the approach and structure of their HQIM and how those connect back to the vision for excellent instruction.	0/1/2
2b.iv: Launch PL equips teachers and/or leaders to account for tactical and logistical considerations such as the components of the materials, how they are organized, and how to access them (e.g. digital vs. print).	0/2
2b.v: Launch PL equips teachers and/or leaders to begin building a vision for strong implementation, such as seeing a model lesson and the start of unit planning.	0/1/2
2b.vi: Launch PL equips leaders to examine and, if necessary, amend current systems and processes to support a smooth launching of the HQIM (e.g. funding, budgeting, class schedules, PL calendars, etc.).	0/1/2
2b.vii: Launch PL is delivered to a defined and narrow intended audience (e.g. grouping by role, new/veteran, subject, gradeband, etc.) that aligns to the objectives/purpose of the training.	0/2

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Ongoing PL for Teachers Minimum passing score: 11 points Total possible points: 14 points	
Indicator	**Possible Points**
2c.i: Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.	0/1/2
2c.ii: Ongoing PL for teachers equips them to articulate a vision for strong implementation of their HQIM that connects back to the broader vision for excellent instruction.	0/2
2c.iii: Ongoing PL for teachers equips them to use individual and collaborative planning time (e.g. PLCs) to internalize and prepare to teach units and lessons from their HQIM, including using the materials with colleagues as if they were students.	0/2/4
2c.iv: Ongoing PL for teachers equips them to use HQIM-embedded supports to address the needs of students with unfinished learning.	0/2/4
2c.v: Ongoing PL for teachers is delivered to a defined and narrow intended audience (e.g. grouping by role, new/veteran, subject, gradeband, etc.) that aligns to the objectives/purpose of the training.	0/2
Ongoing PL for Leaders Minimum passing score: 11 points Total possible points: 14 points	
Indicator	**Possible Points**
2d.i: Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.	0/1/2
2d.ii: Ongoing PL for leaders equips them to articulate a vision for strong implementation grounded in the broader vision for excellent instruction.	0/2

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2d.iii: Ongoing PL for leaders equips them to examine and, if necessary, amend current systems and processes to support smooth implementation of the HQIM (e.g. funding, budgeting, class schedules, lesson planning policies, grading policies, assessment policies, collaborative planning time for teachers, PL calendars, etc.).	0/2/4
2d.iv: Ongoing PL for leaders equips them to monitor and provide feedback to teachers on the quality of implementation using an observation tool that is specific to the HQIM and/or aligned to the shifts (ELA/math) or the 3 Dimensions (science) (e.g. Instructional Practice Guides) and in a way that is primarily supportive (rather than evaluative), builds trust, and reinforces the vision for excellent instruction.	0/2/4
2d.v: Ongoing PL for leaders is delivered to a defined and narrow intended audience (e.g. grouping by role, new/veteran, subject, gradeband, etc.) that aligns to the objectives/purpose of the training.	0/2

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Adoption Professional Learning

Minimum passing score for Adoption PL: **11 points**
Total possible points for Adoption PL: **14 points**

Indicators
- **2a.i:** Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.
- **2a.ii:** Adoption PL equips school and/or district leaders to create a shared vision for excellent instruction aligned to the standards and either the shifts (ELA/math) or the 3 Dimensions (science).
- **2a.iii:** Adoption PL equips school and/or district leaders to describe the content-specific characteristics of HQIM, leverage reliable and nationally recognized resources to help them identify instructional materials that embody these characteristics, and articulate the ways in which adopting HQIM helps achieve the vision for excellent instruction in that content area.
- **2a.iv:** Adoption PL equips school and/or district leaders to design and lead a selection and adoption process that results in the selection of HQIM and invests stakeholders, including but not limited to teachers, in the vision for excellent instruction and selection process.
- **2a.v:** Adoption PL is delivered to a defined and narrow intended audience that aligns to the objectives/purpose of the training.

Adoption PL: Application Questions
- Submit a small sample of materials (recommendation: fewer than 8) that provides insight into the focus/objectives, approach, and design of this PL; may include sample presentations with facilitator guide/notes, handouts, guidebooks, course syllabi.   - Using the template provided, submit an executive summary that identifies specific evidence to support how your PL equips school and/or district leaders to achieve the following objectives: - Create a shared vision for excellent instruction aligned to the shifts (ELA/math) or the 3 Dimensions (science), and the standards   - Describe the content-specific characteristics of HQIM, leverage reliable and nationally recognized resources to help them identify instructional materials that embody these characteristics, and articulate the ways in which adopting HQIM helps achieve the vision for excellent instruction in that content area   - Design and lead a selection and adoption process that results in the selection of HQIM aligned to the vision for excellent instruction and invests stakeholders, including but not limited to teachers, in the vision for excellent instruction and selection process   - Explain how the learning objectives/goals for these materials reflect a broader set of objectives and/or scope and sequence of learning for participants

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- Who is the intended audience for this PL? Describe the way(s) in which participants are most commonly grouped when they engage in the PL (e.g. by role, new/veteran, subject, gradeband, etc.) and how that aligns to the objectives/purpose of the training.

Adoption Indicator 2a.i Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.	
2a.i Scoring	**2a.i Evidence Collection**
2 points: Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, *and* connect to a broader set of objectives and/or scope and sequence. **1 point:** Learning objectives/goals are clear and state what participants will do differently in their everyday work as a result of the PL but do *not* clearly connect to a broader set of objectives and/or scope and sequence. **0 points:** Learning objectives/goals are unclear, absent, or do not state what participants will do differently in their everyday work as a result of the PL.	**Look For:** - Look at the executive summary and all sample materials. - Is it clear what participants of this professional learning will know, believe, and be able to do as a result? - Does the PL provider make it clear how the knowledge, skills, and beliefs developed through this learning experience will impact participants' everyday work? - Look at the PL provider's explanation for how the learning objectives/goals for these materials reflect a broader set of objectives and/or scope and sequence of learning for participants. - Is there a clear and logical connection between the objectives of this learning experience and a broader set of objectives and/or scope and sequence of learning? **Record:** - A few examples of objectives that make it clear what participants will know, believe, and be able to do as a result of the PL. - An example of what the PL provider says participants will do differently in their everyday work as a result of the PL. - A brief description of how the objectives for this learning experience connect to a broader set of objectives and/or scope and sequence of learning.

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Adoption Indicator 2a.ii
PL equips school and/or district leaders to create a shared vision for excellent instruction aligned to the standards and either the shifts (ELA/math) or the 3 Dimensions (science).

2a.ii Scoring	2a.ii Evidence Collection
4 points: Adoption PL equips school and/or district leaders to create a shared vision for excellent instruction aligned to the shifts (ELA/math) or the 3 Dimensions (science), and the standards. **0 points:** Adoption PL does *not* equip school and/or district leaders to create a shared vision for excellent instruction aligned to the standards and either the shifts (ELA/math) or the 3 Dimensions (science).	**Look For:** - Look at the executive summary and all sample materials. - Does the PL reference the shifts (ELA/math) or the 3 Dimensions (science)? - Does the PL reference the standards? *Note:* Sample PL materials may refer to a specific state's standards or may talk in more general terms about grounding a vision for excellent instruction in student standards. - Does the PL help participants synthesize their understanding of the standards and either the shifts (ELA/math) or the 3 Dimensions (science) to create or refine their vision for excellent instruction? **Record:** - At least two examples of the PL referencing the shifts (ELA/math) or the 3 Dimensions (science). - At least one example of the PL referencing the standards. - At least one example of the PL leading participants to create or refine their vision for excellent instruction that incorporates their understanding of the standards and either the shifts (ELA/math) or the 3 Dimensions (science).

Adoption Indicator 2a.iii

PL equips school and/or district leaders to describe the content-specific characteristics of HQIM, leverage reliable and nationally recognized resources to help them identify instructional materials that embody these characteristics, and articulate the ways in which adopting HQIM helps achieve the vision for excellent instruction in that content area.

2a.iii Scoring	2a.iii Evidence Collection
4 points: Adoption PL equips school and/or district leaders to describe the content-specific characteristics of HQIM, leverage reliable and nationally recognized resources to help them identify instructional materials that embody these characteristics, *and* articulate the ways in which adopting HQIM helps achieve the vision for excellent instruction in that content area. **2 points:** Adoption PL equips school and/or district leaders to describe the content-specific characteristics of HQIM and leverage reliable and nationally recognized resources to help them identify instructional materials that embody these characteristics; however, the PL does *not* connect the adoption of HQIM back to the vision for excellent instruction in that content area. **0 points:** Adoption PL does *not* equip school and/or district leaders to describe the content-specific characteristics of HQIM or does *not* equip school and/or district leaders to leverage reliable and nationally recognized resources to help	**Look For:** - Look at the executive summary and all sample materials. - Does the PL describe the content-specific characteristics of HQIM? - ELA - Text Quality and Complexity; Alignment to Standards with Tasks Grounded in Evidence - Building Knowledge with Texts, Vocabulary, and Tasks - Instructional Supports and Usability - Math - Focus and Coherence - Rigor and Mathematical Practices - Instructional Supports and Usability - Science - Three-Dimensional Learning - Phenomena and Problems Drive Learning - Coherence and Full Scope of the Three Dimensions - Design to Facilitate Teacher Learning - Instructional Supports and Usability - Does the PL highlight one or more reliable and nationally recognized resources that participants can use to identify HQIM (e.g. EdReports, Louisiana Believes)? - Does the PL make the connection between adopting materials that embody these characteristics and achieving the vision for excellent instruction by, for example, citing research on how HQIM support strong instruction? **Record:**

them identify instructional materials that embody these characteristics.	- At least two examples of the PL describing the content-specific characteristics of HQIM. - The name(s) of the resource(s) that the PL recommends school and/or district leaders leverage to identify HQIM. - At least two examples of the PL making the connection between adopting materials that embody these characteristics and achieving the vision for excellent instruction.

Adoption Indicator 2a.iv
PL equips school and/or district leaders to design and lead a selection and adoption process that results in the selection of HQIM and invests stakeholders, including but not limited to teachers, in the vision for excellent instruction and selection process.

2a.iv Scoring	2a.iv Evidence Collection
2 points: Adoption PL equips school and/or district leaders to design and lead a selection and adoption process that results in the selection of HQIM *and* invests stakeholders, including but not limited to teachers, in the vision for excellent instruction and selection process **1 point:** Adoption PL equips school and/or district leaders to design and lead a selection and adoption process that results in the selection of HQIM but does *not* equip school and/or district leaders to invest stakeholders, including but not limited to teachers, in the vision for excellent instruction and selection process **0 points:** Adoption PL does *not* equip school and/or district leaders to design	**Look For:** - Look at the executive summary and all sample materials. - Does the PL describe the elements and steps/sequence of a strong selection and adoption process (e.g. convene and train a review/selection committee, establish a timeline, develop a vision for excellent instruction, adopt/develop/modify a rubric, review materials, pilot materials, procure materials, distribute materials, etc.)? - Does the PL emphasize the importance of investing stakeholders in the selection/adoption process? - Does the PL help participants identify key stakeholders (e.g. teachers, principals, school board members, parents, etc.)? - Does the PL provide strategies for investing those stakeholders (e.g. including teachers on the review/selection committee, developing a communications plan, etc.)? **Record:** - At least two examples of the PL describing the elements and

and lead a selection and adoption process that results in the selection of HQIM	steps/sequence of a strong selection and adoption process, including which elements and steps/sequence it describes. ● At least two examples of how the PL equips participants to invest stakeholders.

Adoption Indicator 2a.v PL is delivered to a defined and narrow intended audience that aligns to the objectives/purpose of the training.	
2a.v Scoring	**2a.v Evidence Collection**

● **2 points:** Adoption PL is designed for school and/or district employees who manage or influence the instructional materials selection/adoption process for a particular content area (e.g. CAO, director of curriculum & instruction, supervisor of elementary ELA, ELA instructional coach, school-based ELA selection committee members).
● **0 points:** The audience for the PL is not clearly defined or does not fit the purpose of the PL (e.g. teachers only)
	Look For:
	● Look at the PL provider's description of the intended audience, the way(s) in which participants are most commonly grouped when they engage in the PL, and how that aligns to the objectives/purpose of the training.
	   ○ Who (role type, content area) is the intended audience for the PL?
	   ○ Does the intended audience include people who typically manage or influence the instructional materials selection/adoption process for a school and/or school system for a particular content area?
	   ○ Does the way that participants are grouped match the intended outcomes of the PL (e.g. is the PL specific to a content area such as ELA)?
	
	Record:
	● The intended audience for the PL and the degree to which those people typically manage or influence the instructional materials selection/adoption process for a school and/or school system for a particular content area.
	● A brief explanation of how participants are grouped and the degree to which that matches the intended outcomes of the PL.

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For Review Teams	
Topics for Discussion	**Process Considerations**
- What will participants of this training know, believe, and be able to do by the end of this PL? - Who is the target audience for this PL, and does that audience make sense given that the purpose of this PL is to support schools and districts to adopt HQIM? - Does the PL help participants synthesize their understanding of the standards and either the shifts (ELA/math) or the 3 Dimensions (science) to create or refine their vision for excellent instruction? If so, how? - Does the PL equip participants to understand the defining characteristics of HQIM? - What resources does the PL recommend participants leverage to help them identify HQIM? Are they reliable and nationally recognized? - In what ways does the PL reground participants in and reinforce the vision for excellent instruction? - Does the PL help participants design and lead a selection and adoption process? If so, does it help participants invest stakeholders in that process?	- Focus on the evidence present, not what is inferred. - Explain the strategy/reasoning used as you collected evidence for this indicator. - Share any generalizations that you noted as you looked at materials, with specific examples noted to support your generalizations. - Look for consensus on whether the indicator was met fully or partially. - Agree on final score.

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Launch Professional Learning

Minimum passing score for Launch PL: 11 points
Total possible points for Launch PL: 14 points

Indicators
- **2b.i:** Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.
- **2b.ii:** Launch PL equips teachers and/or leaders to articulate a rationale for HQIM that reflects a shared vision for excellent instruction.
- **2b.iii:** Launch PL equips teachers and/or leaders to describe the approach and structure of their HQIM and how they connect back to the vision for excellent instruction.
- **2b.iv:** Launch PL equips teachers and/or leaders to account for tactical and logistical considerations such as the components of the materials, how they are organized, and how to access them (e.g. digital vs. print).
- **2b.v:** Launch PL equips teachers and/or leaders to begin building a vision for strong implementation, such as seeing a model lesson and the start of unit planning.
- **2b.vi:** Launch PL equips leaders to examine and, if necessary, amend current systems and processes to support a smooth launch of the HQIM (e.g. funding, budgeting, class schedules, PL calendars, etc.).
- **2b.vii:** PL is delivered to a defined and narrow intended audience (e.g. grouping by role, new/veteran, subject, gradeband, etc.) that aligns to the objectives/purpose of the training.

Launch PL: Application Questions
- Submit a small sample of materials (recommendation: fewer than 8) that provides insight into the focus/objectives, approach, and design of this PL; may include sample presentations with facilitator guide/notes, handouts, guidebooks, course syllabi.   - Using the template provided, submit an executive summary that identifies specific evidence to support how your PL equips school and/or district leaders to achieve the following objectives: - Articulate a rationale for the HQIM that reflects a shared vision for excellent instruction.   - Describe the approach and structure their HQIM and how those connect back to the vision for excellent instruction.   - Account for tactical and logistical considerations such as the components of the materials, how they are organized, and how to access them (e.g. digital vs. print).   - Begin building a vision for strong implementation, such as seeing a model lesson and the start of unit planning.   - For leader PL only: examine and, if necessary, amend current systems and processes to support a smooth launching of the HQIM (e.g. funding, budgeting, class schedules, PL calendars, etc.).   - Explain how the learning objectives/goals for these materials reflect a broader set of objectives and/or scope and sequence of

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learning for participants.
- Who is the intended audience for this PL? Describe the way(s) in which participants are most commonly grouped when they engage in the PL (e.g. by role, new/veteran, subject, gradeband, etc.) and how that aligns to the objectives/purpose of the training.

Launch Indicator 2b.i
Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.

2b.i Scoring	2b.i Evidence Collection
2 points: Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, *and* connect to a broader set of objectives and/or scope and sequence. **1 point:** Learning objectives/goals are clear and state what participants will do differently in their everyday work as a result of the PL but do *not* clearly connect to a broader set of objectives and/or scope and sequence. **0 points:** Learning objectives/goals are unclear, absent, or do not state what participants will do differently in their everyday work as a result of the PL.	**Look For:** - Look at the executive summary and all sample materials. - Is it clear what participants of this professional learning will know, believe, and be able to do as a result? - Does the PL provider make it clear how the knowledge, skills, and beliefs developed through this learning experience will impact participants' everyday work? - Look at the PL provider's explanation for how the learning objectives/goals for these materials reflect a broader set of objectives and/or scope and sequence of learning for participants. - Is there a clear and logical connection between the objectives of this learning experience and a broader set of objectives and/or scope and sequence of learning? **Record:** - A few examples of objectives that make it clear what participants will know, believe, and be able to do as a result of the PL. - An example of what the PL provider says participants will do differently in their everyday work as a result of the PL. - A brief description of how the objectives for this learning experience connect to a broader set of objectives and/or scope and sequence of learning.

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Launch Indicator 2b.ii Launch PL equips teachers and/or leaders to articulate a rationale for the HQIM that reflects a shared vision for excellent instruction.	
2b.ii Scoring	**2b.ii Evidence Collection**
2 points: Launch PL equips teachers and/or leaders to articulate a rationale for the HQIM that reflects a shared vision for excellent instruction. **0 points:** Launch PL does *not* equip teachers and/or leaders to articulate a rationale for the HQIM that reflects a shared vision for excellent instruction.	**Look For:** - Look at the executive summary and all sample materials. - Does the PL reference the shifts (ELA/math) or the 3 Dimensions (science)? - Does the PL reference the standards? *Note:* sample PL materials may refer to a specific state's standards or may talk in more general terms about grounding a vision for excellent instruction in student standards. - Does the PL connect the vision for excellent instruction to the HQIM by, for example, citing research on how HQIM support strong instruction or by describing how the fundamental design principles of the specific HQIM reflect the shifts? **Record:** - At least one example of the PL leading participants to make a connection between the vision for excellent instruction and the HQIM.

Launch Indicator 2b.iii Launch PL equips teachers and/or leaders to describe the approach and structure of their HQIM and how those connect back to the vision for excellent instruction.	
2b.iii Scoring	**2b.iii Evidence Collection**
2 points: Launch PL equips teachers and/or leaders to describe the approach and structure of their HQIM and how those connect back to the vision for excellent instruction. **1 point:** Launch PL equips teachers and/or leaders to describe the approach and structure of their HQIM but does *not* connect this back to the vision for excellent instruction. **0 points:** Launch PL does *not* equip teachers and/or leaders to describe the approach and structure of their HQIM.	**Look For:** - Look at the executive summary and all sample materials. - Does the PL describe the *approach* of the HQIM (e.g. knowledge-building approach in ELA; pictorial to abstract approach in math; phenomenon-based approach in science)? - Does the PL describe the *structure* of the HQIM (e.g. What's the progression of units? How are lessons structured?)? - Does the PL help participants make a connection between the way their HQIM are designed and their vision for excellent instruction (e.g. the connection between an HQIM whose structure includes rich text sets and the vision that students have the opportunity to read complex text and build knowledge through content-rich nonfiction)? **Record:** - At least one example of the PL describing the approach of the HQIM. - At least one example of the PL describing the structure of the HQIM. - At least one example of the PL helping participants make a connection between the way their HQIM are designed and the vision for excellent instruction.

Launch Indicator 2b.iv
Launch PL equips teachers and/or leaders to account for tactical and logistical considerations such as the components of the materials, how they are organized, and how to access them (e.g. digital vs. print).

2b.iv Scoring	2b.iv Evidence Collection
2 points: Launch PL equips teachers and/or leaders to account for tactical and logistical considerations such as the components of the materials, how they are organized, and how to access them (e.g. digital vs. print). **0 points:** Launch PL does *not* equip teachers and/or leaders to account for tactical and logistical considerations such as the components of the materials, how they are organized, or how to access them (e.g. digital vs. print).	**Look For:** - Look at the executive summary and all sample materials. - Does the PL describe the components of the HQIM (e.g. projectable lessons, trade books, decodable readers, formative assessments, manipulatives, culminating writing tasks, etc.) and how they are organized within the HQIM? - Does the PL describe how to access various components of the HQIM (e.g. "Each unit has a Text Access page that identifies the required texts. Teachers should access this page to access texts for a single classroom.")? **Record:** - At least one example of the PL describing the components of the HQIM and how they're organized. - At least one example of the PL describing how to access various components of the HQIM.

Launch Indicator 2b.v Launch PL equips teachers and/or leaders to begin building a vision for strong implementation, such as seeing a model lesson and the start of unit planning.	
2b.v Scoring	**2b.v Evidence Collection**
2 points: Launch PL employs 2 or more activities to help teachers and/or leaders begin building a vision for strong implementation. **1 point:** Launch PL employs one activity to help teachers and/or leaders begin building a vision for strong implementation. **0 points:** Launch PL does *not* include any activities focused on helping teachers and/or leaders begin building a vision for strong implementation.	**Look For:** - Look at the executive summary and all sample materials. - Are there activities that help participants understand what strong implementation of the HQIM looks like, e.g. modeling a lesson, reflecting on a video of a strong lesson, discussing common implementation pitfalls, internalizing the first unit and lessons? **Record:** - The number of activities focused on helping participants understand what strong implementation of the HQIM looks like.

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Launch Indicator 2b.vi Launch PL equips leaders to examine and, if necessary, amend current systems and processes to support a smooth launching of the HQIM (e.g. funding, budgeting, class schedules, PL calendars, etc.).	
2b.vi Scoring	**2b.vi Evidence Collection**
2 points: Launch PL equips leaders to examine and, if necessary, amend multiple current systems and processes to support a smooth launching of the HQIM. **1 point:** Launch PL equips leaders to examine and, if necessary, amend one current system or process to support a smooth launching of the HQIM. **0 points:** Launch PL does *not* equip leaders to examine and, if necessary, amend any current systems or processes to support a smooth launching of the HQIM.	**Look For:** - Look at the executive summary and all sample materials. - Which systems and processes does the PL push leaders to examine? (e.g. funding, budgeting, class schedules, lesson planning policies, grading policies, assessment policies, collaborative planning time for teachers, PL calendars, etc.) - To what extent does the PL equip leaders to amend those systems and processes to ensure they support smooth implementation of the HQIM? (e.g. helping a leader amend a school's class schedule to match the instructional time required by a particular HQIM) **Record:** - A list of the systems and processes that the PL leads participants to examine. - The extent to which the PL equips leaders to amend those processes to support smooth implementation.

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Launch Indicator 2b.vii
PL is delivered to a defined and narrow intended audience that aligns to the objectives/purpose of the training.

2b.vii Scoring	2b.vii Evidence Collection
2 points: Launch PL is designed for teachers and/or leaders who will implement or support the implementation of the same HQIM; participants are grouped by grade or grade band (i.e K–2, 3–5, 6–12 in ELA and K–5, 6–8, 9–12 in math). **0 points:** The audience for the PL is not clearly defined or does not fit the purpose of the PL (e.g. math and ELA teachers together).	**Look For:** - Look at the PL provider's description of the intended audience, the way(s) in which participants are most commonly grouped when they engage in the PL, and how that aligns to the objectives/purpose of the training - Who (role type, content area) is the intended audience for the PL? - Does the intended audience include people who will implement or support the implementation of the same HQIM? - Does the way that participants are grouped match the intended outcomes of the PL, i.e by grade or grade band (K–2, 3–5, 6–12 in ELA and K–5, 6–8, 9–12 in math)? **Record:** - The intended audience for the PL and the degree to which those people will implement the same HQIM. - A brief explanation of how participants are grouped and the degree to which that matches the intended outcomes of the PL.

For Review Teams	
Topics for Discussion	**Process Considerations**
- What will participants of this training know, believe, and be able to do by the end of this PL? - Who is the target audience for this PL, and does that audience make sense given that the purpose of this PL is to support teachers and leaders to successfully launch HQIM? - To what extent is the PL grounded in the vision for excellent instruction? - Will participants walk away from this PL understanding the approach and structure of their HQIM? How do you know? - Will participants walk away from this PL understanding the components of their HQIM and how to access them? How do you know? - How does the PL help participants begin to build a vision for strong implementation? - To what extent does the PL help leaders examine their current systems and processes and, if necessary, amend them to support a smooth launching of the HQIM?	- Focus on the evidence present, not what is inferred. - Explain the strategy/reasoning used as you collected evidence for this indicator. - Share any generalizations that you noted as you looked at materials, with specific examples noted to support your generalizations. - Look for consensus on whether the indicator was met fully or partially. - Agree on final score.

Ongoing Professional Learning for Teachers

Minimum passing score for Ongoing PL for Teachers: 11 points
Total possible points for Ongoing PL for Teachers: 14 points

Indicators
- **2c.i:** Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.
- **2c.ii:** Ongoing PL for Teachers equips them to articulate a vision for strong implementation of their HQIM that connects back to the broader vision for excellent instruction.
- **2c.iii:** Ongoing PL for Teachers equips them to use individual and collaborative planning time (e.g. PLCs) to internalize and prepare to teach units and lessons from their HQIM, including using the materials with colleagues as if they were students.
- **2c.iv:** Ongoing PL for Teachers equips them to use HQIM-embedded supports to address the needs of students with unfinished learning.
- **2c.v:** Ongoing PL for Teachers is delivered to a defined and narrow intended audience that aligns to the objectives/purpose of the training.

Ongoing PL for Teachers: Application Questions
- Submit a small sample of materials (recommendation: fewer than 8) that provides insight into the focus/objectives, approach, and design of this PL; may include sample presentations with facilitator guide/notes, handouts, guidebooks, course syllabi.   - Using the template provided, submit an executive summary that identifies specific evidence to support how your PL equips school and/or district leaders to achieve the following objectives: - Articulate a vision for strong implementation of their HQIM that connects back to the broader vision for instruction.   - Use individual and collaborative planning time (e.g. PLCs) to internalize and prepare to teach units and lessons from their HQIM, including using the materials with colleagues as if they were students.   - Use HQIM-embedded supports to address the needs of students with unfinished learning.   - Explain how the learning objectives/goals for these materials reflect a broader set of objectives and/or scope and sequence of learning for participants.   - Who is the intended audience for this PL? Describe the way(s) in which participants are most commonly grouped when they engage in the PL (e.g. by role, new/veteran, subject, gradeband, etc.) and how that aligns to the objectives/purpose of the training.

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Ongoing PL for Teachers Indicator 2c.i
Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.

2c.i Scoring	2c.i Evidence Collection
2 points: Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, *and* connect to a broader set of objectives and/or scope and sequence. **1 point:** Learning objectives/goals are clear and state what participants will do differently in their everyday work as a result of the PL but do *not* clearly connect to a broader set of objectives and/or scope and sequence. **0 points:** Learning objectives/goals are unclear, absent, or do not state what participants will do differently in their everyday work as a result of the PL.	**Look For:** - Look at the executive summary and all sample materials. - Is it clear what participants of this professional learning will know, believe, and be able to do as a result? - Does the PL provider make it clear how the knowledge, skills, and beliefs developed through this learning experience will impact participants' everyday work? - Look at the PL provider's explanation for how the learning objectives/goals for these materials reflect a broader set of objectives and/or scope and sequence of learning for participants. - Is there a clear and logical connection between the objectives of this learning experience and a broader set of objectives and/or scope and sequence of learning? **Record:** - A few examples of objectives that make it clear what participants will know, believe, and be able to do as a result of the PL. - An example of what the PL provider says participants will do differently in their everyday work as a result of the PL. - A brief description of how the objectives for this learning experience connect to a broader set of objectives and/or scope and sequence of learning.

Ongoing PL for Teachers Indicator 2c.ii Ongoing PL for Teachers equips them to articulate a vision for strong implementation of their HQIM that connects back to the broader vision for instruction.	
2c.ii Scoring	**2c.ii Evidence Collection**
2 points: Ongoing PL for teachers equips them to articulate a vision for strong implementation of their HQIM that connects back to the broader vision for instruction. **0 points:** PL does *not* equip teachers to articulate a vision for strong implementation of their HQIM that connects back to the broader vision for instruction.	**Look For:** - Look at the executive summary and all sample materials. - Does the PL reference the shifts (ELA/math) or the 3 Dimensions (science)? - Does the PL reference the standards? *Note:* sample PL materials may refer to a specific state's standards or may talk in more general terms about grounding a vision for excellent instruction in student standards. - Does the PL help teachers develop a vision for strong implementation of their HQIM that connects back to the broader vision for instruction? **Record:** - At least one example of the PL helping teachers develop a vision for strong implementation of their HQIM that connects back to the broader vision for instruction.

Ongoing PL for Teachers Indicator 2c.iii	
Ongoing PL for Teachers equips them to use individual and collaborative planning time (e.g. PLCs) to internalize and prepare to teach units and lessons from their HQIM, including using the materials with colleagues as if they were students.	
2c.iii Scoring	**2c.iii Evidence Collection**
4 points: Ongoing PL for Teachers equips them to use individual and collaborative planning time (e.g. PLCs) to internalize and prepare to teach units and lessons from their HQIM, including using the materials with colleagues as if they were students. **2 points:** Ongoing PL for Teachers equips them to individual planning time to internalize and prepare to teach units and lessons from their HQIM but does not support teachers to use collaborative planning time to do so or encourage them to use the materials with colleagues as if they were students. **0 points:** Ongoing PL does *not* equip teachers to internalize and prepare to teach units and lessons from their HQIM.	**Look For:** - Look at the executive summary and all sample materials. - Are there instances where the PL equips teachers to use *individual* planning time to internalize and plan to teach specific units and lessons from their HQIM? This may include activities such as annotating texts and lesson plans from the HQIM, reading through exemplar student responses, solving problems, conducting investigations, and anticipating and planning for mistakes students typically make with the material. - Are there instances where the PL equips teachers to use *collaborative* planning time to internalize and plan to teach specific units and lessons from their HQIM, including using the materials with colleagues as if they were students? This may include activities such as annotating texts and lesson plans from the HQIM, reading through exemplar student responses, solving problems, conducting investigations, and anticipating and planning for mistakes students typically make with the material. **Record:** - At least two examples of the PL equipping teachers to use *individual* planning time to internalize and plan to teach specific units and lessons from their HQIM. - At least two examples of the PL equipping teachers to use *collaborative* planning time to internalize and plan to teach specific units and lessons from their HQIM.

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Ongoing PL for Teachers Indicator 2c.iv Ongoing PL for Teachers equips them to use HQIM-embedded supports to address the needs of students with unfinished learning.	
2c.iv Scoring	**2c.iv Evidence Collection**
4 points: Ongoing PL for Teachers equips them to use HQIM-embedded supports to address the needs of students with unfinished learning. **2 points:** Ongoing PL for Teachers equips them to address the needs of students with unfinished learning but does so with little regard for the HQIM-embedded supports. **0 points:** Ongoing PL does *not* equip teachers to address the needs of students with unfinished learning.	**Look For:** - Look at the executive summary and all sample materials. - Are there instances where the PL addresses common misconceptions about students with unfinished learning or strategies to accelerate their growth? - Are there references in the PL to the HQIM-embedded supports that are designed to meet the needs of students with unfinished learning? - Are there instances where the PL helps meet the needs of students with unfinished learning by leveraging the HQIM-embedded supports? **Record:** - At least one example of strategies teachers can use to meet the needs of students with unfinished learning. - At least two examples of HQIM-embedded supports that the PL equips teachers to leverage to meet the needs of students with unfinished learning.

Ongoing PL for Teachers Indicator 2c.v
PL is delivered to a defined and narrow intended audience that aligns to the objectives/purpose of the training.

2c.v Scoring	2c.v Evidence Collection
2 points: PL is designed for teachers who will implement the same HQIM; participants are grouped by grade or grade band (i.e K–2, 3–5, 6–12 in ELA and K–5, 6–8, 9–12 in math). **0 points:** The audience for the PL is not clearly defined or does not fit the purpose of the PL (e.g. math and ELA teachers together).	**Look For:** - Look at the PL provider's description of the intended audience, the way(s) in which participants are most commonly grouped when they engage in the PL, and how that aligns to the objectives/purpose of the training. - Who (role type, content area) is the intended audience for the PL? - Does the intended audience include people who will implement the same HQIM? - Does the way that participants are grouped match the intended outcomes of the PL, i.e by grade or grade band (K–2, 3–5, 6–12 in ELA and K–5, 6–8, 9–12 in math)? **Record:** - The intended audience for the PL and the degree to which those people will implement the same HQIM. - A brief explanation of how participants are grouped and the degree to which that matches the intended outcomes of the PL.

For Review Teams	
Topics for Discussion	**Process Considerations**
- What will participants of this training know, believe, and be able to do by the end of this PL? - Who is the target audience for this PL, and does that audience make sense given that the purpose of this PL is to support teachers to implement HQIM? - To what extent is the PL grounded in the vision for excellent instruction? - To what extent does the PL equip teachers to use individual and collaborative planning time (e.g. PLCs) to internalize and prepare to teach units and lessons from their HQIM?? - To what extent does the PL equip teachers to use HQIM-Embedded supports to address the needs of students with unfinished learning?	- Focus on the evidence present, not what is inferred. - Explain the strategy/reasoning used as you collected evidence for this indicator. - Share any generalizations that you noted as you looked at materials, with specific examples noted to support your generalizations. - Look for consensus on whether the indicator was met fully or partially. - Agree on final score.

Ongoing Professional Learning for Leaders

Minimum passing score for Ongoing PL for Leaders: 11 points
Total possible points for Ongoing PL for Leaders: 14 points

Indicators
- **2d.i:** Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.
- **2d.ii:** Ongoing PL for Leaders equips them to articulate a vision for strong implementation grounded in the broader vision for instruction.
- **2d.iii:** Ongoing PL for Leaders equips them to examine and, if necessary, amend current systems and processes to support smooth implementation of the HQIM (e.g. funding, budgeting, class schedules, lesson planning policies, grading policies, assessment policies, collaborative planning time for teachers, PL calendars, etc.).
- **2d.iv:** Ongoing PL for Leaders equips them to monitor and provide feedback to teachers on the quality of implementation using an observation tool that is specific to the HQIM and/or aligned to the shifts (ELA/math) or the 3 Dimensions (science) (e.g. Instructional Practice Guides) and in a way that is primarily supportive (rather than evaluative), builds trust, and reinforces the vision for excellent instruction.
- **2d.v:** Ongoing PL for leaders is delivered to a defined and narrow intended audience that aligns to the objectives/purpose of the training.

Application Questions
- Submit a small sample of materials (recommendation: fewer than 8) that provides insight into the focus/objectives, approach, and design of this PL; may include sample presentations with facilitator guide/notes, handouts, guidebooks, course syllabi.   - Using the template provided, submit an executive summary that identifies specific evidence to support how your PL equips school and/or district leaders to achieve the following objectives: - Articulate a vision for strong implementation grounded in the broader vision for instruction.   - Examine and, if necessary, amend current systems and processes to support smooth implementation of the HQIM (e.g. funding, budgeting, class schedules, lesson planning policies, grading policies, assessment policies, collaborative planning time for teachers, PL calendars, etc.).   - Monitor and provide feedback to teachers on the quality of implementation using an observation tool that is specific to the HQIM and/or aligned to the shifts (ELA/math) or the 3 Dimensions (science) (e.g. Instructional Practice Guides) and in a way that is primarily supportive (rather than evaluative), builds trust, and reinforces the vision for excellent instruction.

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- Explain how the learning objectives/goals for these materials reflect a broader set of objectives and/or scope and sequence of learning for participants.
- Who is the intended audience for this PL? Describe the way(s) in which participants are most commonly grouped when they engage in the PL (e.g. by role, new/veteran, subject, gradeband, etc.) and how that aligns to the objectives/purpose of the training.

Ongoing PL for Leaders Indicator 2d.i Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, and connect to a broader set of objectives and/or scope and sequence.	
2d.i Scoring	**2d.i Evidence Collection**
2 points: Learning objectives/goals are clear, state what participants will do differently in their everyday work as a result of the PL, *and* connect to a broader set of objectives and/or scope and sequence. **1 point:** Learning objectives/goals are clear and state what participants will do differently in their everyday work as a result of the PL but do *not* clearly connect to a broader set of objectives and/or scope and sequence. **0 points:** Learning objectives/goals are unclear, absent, or do not state what participants will do differently in their everyday work as a result of the PL.	**Look For:** - Look at the executive summary and all sample materials. - Is it clear what participants of this professional learning will know, believe, and be able to do as a result? - Does the PL provider make it clear how the knowledge, skills, and beliefs developed through this learning experience will impact participants' everyday work? - Look at the PL provider's explanation for how the learning objectives/goals for these materials reflect a broader set of objectives and/or scope and sequence of learning for participants. - Is there a clear and logical connection between the objectives of this learning experience and a broader set of objectives and/or scope and sequence of learning? **Record:** - A few examples of objectives that make it clear what participants will know, believe, and be able to do as a result of the PL. - An example of what the PL provider says participants will do differently in their everyday work as a result of the PL. - A brief description of how the objectives for this learning experience connect to a broader set of objectives and/or scope and sequence of learning.

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Ongoing PL for Leaders Indicator 2d.ii	
Ongoing PL for Leaders equips them to articulate a shared vision for strong implementation of the HQIM grounded in the broader vision for instruction.	
2d.ii Scoring	**2d.ii Evidence Collection**
2 points: PL equips leaders to articulate a shared vision for strong implementation grounded in the broader vision for instruction. **0 points:** PL does *not* equip leaders to articulate a vision for strong implementation grounded in the broader vision for instruction.	**Look For:** - Look at the executive summary and all sample materials. - Does the PL reference the shifts (ELA/math) or the 3 Dimensions (science)? - Does the PL reference the standards? *Note:* sample PL materials may refer to a specific state's standards or may talk in more general terms about grounding a vision for excellent instruction in student standards. - Does the PL help leaders develop a vision for strong implementation and connect that back to the broader vision for instruction? **Record:** - At least one example of the PL leading participants to develop a vision for strong implementation and connect that back to the broader vision for instruction.

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Ongoing PL for Leaders Indicator 2d.iii Ongoing PL for Leaders equips them to examine and, if necessary, amend current systems and processes to support smooth implementation of the HQIM (e.g. funding, budgeting, class schedules, lesson planning policies, grading policies, assessment policies, collaborative planning time for teachers, PL calendars, etc.)	
2d.iii Scoring	**2d.iii Evidence Collection**
4 points: Ongoing PL equips leaders to examine and, if necessary, amend 3 or more current systems and/or processes to support smooth implementation of the HQIM. **2 point:** Ongoing PL equips leaders to examine and, if necessary, amend 1–2 current systems and/or process to support smooth implementation of the HQIM. **0 points:** Ongoing PL does *not* equip leaders to examine and, if necessary, amend any current systems or processes to support smooth implementation of the HQIM.	**Look For:** - Look at the executive summary and all sample materials. - Which systems and processes does the PL push leaders to examine? (e.g. funding, budgeting, class schedules, lesson planning policies, grading policies, assessment policies, collaborative planning time for teachers, PL calendars, etc.) - To what extent does the PL equip leaders to amend those systems and processes to ensure they support smooth implementation of the HQIM? (e.g. helping a leader amend their school's class schedule to match the instructional time required by a particular HQIM) **Record:** - A list of the systems and processes that the PL leads participants to examine. - The extent to which the PL equips leaders to amend those processes to support smooth implementation.

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Ongoing PL for Leaders Indicator 2d.iv	
Ongoing PL for Leaders equips them to monitor and provide feedback to teachers on the quality of implementation using an observation tool that is specific to the HQIM and/or aligned to the shifts (ELA/math) or the 3 Dimensions (science) (e.g. Instructional Practice Guides) and in a way that is primarily supportive (rather than evaluative), builds trust, and reinforces the vision for excellent instruction.	
2d.iv Scoring	**2d.iv Evidence Collection**
4 points: Ongoing PL for Leaders equips them to monitor and provide feedback to teachers on the quality of implementation using an observation tool that is specific to the HQIM and/or aligned to the shifts (ELA/math) or the 3 Dimensions (science) (e.g. Instructional Practice Guides) and in a way that is primarily supportive (rather than evaluative), builds trust, and reinforces the vision for excellent instruction **2 points:** Ongoing PL for leaders equips them to monitor and provide feedback to teachers on the quality of implementation in a way that is primarily supportive (rather than evaluative) and builds trust; however, the observation tools and feedback are not explicitly connected to the HQIM and/or shifts (ELA/math), the 3 Dimensions (science), or the vision for excellent instruction. **0 points:** Ongoing PL does *not* equip leaders to monitor and provide feedback to teachers on the quality of implementation or does so in a way that is primarily evaluative and/or undermines trust.	**Look For:** - Look at the executive summary and all sample materials. - Does the PL address the need for leaders to monitor and provide feedback to teachers on the quality of implementation of their HQIM? - If so, what tool does it recommend that leaders use to do this? Is that tool specific to the HQIM and/or aligned to the shifts (ELA/math) or the 3 Dimensions (science) (e.g. Instructional Practice Guides)? - What does the PL indicate that the primary purpose of leaders' observations and feedback should be? To support teachers in reaping the maximum benefit of their HQIM? To evaluate teachers? **Record:** - At least three pieces of evidence that the PL equips leaders to monitor and provide feedback to teachers on the quality of implementation of their HQIM. - The name or brief description of the observation tool(s) that the PL recommends leaders use to monitor and provide feedback to teachers on the quality of implementation of their HQIM. - The extent to which those tools are specific to the HQIM and/or aligned to the shifts (ELA/math) or the 3 Dimensions (science) (e.g. Instructional Practice Guides). - Evidence of the explicit or implied primary purpose of the observation, i.e. supportive vs. evaluative.

Ongoing PL for Leaders Indicator 2d.v PL is delivered to a defined and narrow intended audience that aligns to the objectives/purpose of the training.	
2d.v Scoring	**2d.v Evidence Collection**
2 points: PL is designed for leaders who will support implementation of the same HQIM. **0 points:** The audience for the PL is not clearly defined or does not fit the purpose of the PL (e.g. teachers only).	**Look For:** - Look at the PL provider's description of the intended audience, the way(s) in which participants are most commonly grouped when they engage in the PL, and how that aligns to the objectives/purpose of the training. - Who (role type, content area) is the intended audience for the PL? - Does the intended audience include people who will support implementation of the same HQIM? - Does the way that participants are grouped match the intended outcomes of the PL, i.e by content area? **Record:** - The intended audience for the PL and the degree to which those people will implement the same HQIM. - A brief explanation of how participants are grouped and the degree to which that matches the intended outcomes of the PL.

For Review Teams	
Topics for Discussion	**Process Considerations**
- What will participants of this training know, believe, and be able to do by the end of this PL? - Who is the target audience for this PL, and does that audience make sense given that the purpose of this PL is to equip leaders to successfully support the implementation of HQIM? - To what extent is the PL grounded in the vision for excellent instruction? - To what extent does the PL help leaders examine their current systems and processes and, if necessary, amend them to support smooth implementation of the HQIM? - What will leaders' observations focus on, and what tone will they have as a result of this PL?	- Focus on the evidence present, not what is inferred. - Explain the strategy/reasoning used as you collected evidence for this indicator. - Share any generalizations that you noted as you looked at materials, with specific examples noted to support your generalizations. - Look for consensus on whether the indicator was met fully or partially. - Agree on final score.

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Scoring & Evidence Collection for Gateway 3

Purpose
Knowing that the instructional needs of both teachers and students shift periodically, the PLPG's final Gateway focuses on the evaluation of PL services to ensure that PL organizations are always putting the learning needs of educators and students first. Using Guskey's Professional Learning Evaluation Framework, Rivet will evaluate whether or not PL providers have an effective evaluation model in place to consistently improve their PL services.

Gateway 3 ensures PL providers
- Have a plan for evaluating the impact of PL and use those data to improve (follow-up survey, observations, client artifacts, student outcomes, etc.).
- Have a plan for evaluating facilitator effectiveness and use those data to improve facilitator effectiveness.

Evaluation Tool
Gateway 3 is evaluated at the provider level through the full application. PL providers who pass Gateway 3 (after already passing Gateways 1 and 2) will have information about their organization featured in Rivet's Professional Learning Partner Guide.

Gateway 3 Scoring Summary
Minimum score for Gateway 3 required for full application approval: **3 points**
Maximum score for Gateway 3: **4 points**

Indicator	Possible Points
3a: PL provider evaluates the impact of its PL services and uses those data to improve.	0/1/2
3b: PL provider evaluates facilitator effectiveness and uses those data to improve facilitator effectiveness.	0/1/2

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Application Questions & Evaluation
- Using this template, answer the following questions for each of Guskey's evaluation levels your organization utilizes to measure the effectiveness of your professional learning services.   - How does your organization measure the effectiveness of its PL services within this Guskey level?   - What results have you achieved with a particular client at this Guskey level?   - Describe how your organization used those data to improve its services.   - How does your organization measure the effectiveness of coaching/facilitators who provide HQIM-specific PL for your organization?   - Provide a specific example of how your organization used data about coach/facilitator effectiveness to provide additional training/coaching/support to one or more individuals.

Indicator 3a PL provider evaluates the impact of its PL services and uses those data to improve.	
3a Scoring	**3a Evidence Collection**
2 points: PL provider evaluates the impact of its PL services on 4 or 5 Guskey levels *and* uses those data to improve. **1 point:** PL provider evaluates the impact of its PL services on 1–3 Guskey levels *and* uses those data to improve. **0 points:** PL provider does *not* evaluate the impact of its PL services or use those data to improve.	**Look For:** - Whether the provider uses more than one Guskey level to evaluate the effectiveness of their PL services. - Whether the provider can provide clear evidence from a client that they use an evaluation method aligned to Guskey's framework and use the data to make improvements to their PL services. **Record:** - Guskey level used for evaluation - Methodology for collecting evidence and using it to improve PL services

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Indicator 3b
PL provider evaluates facilitator effectiveness and uses those data to improve facilitator effectiveness.

3b Scoring	3b Evidence Collection
2 points: PL provider evaluates facilitator effectiveness *and* uses those data to improve facilitator effectiveness. **1 point:** PL provider evaluates facilitator effectiveness but does not identify a process for using the data to improve facilitator effectiveness. **0 points:** PL provider does *not* evaluate facilitator effectiveness or use those data to improve facilitator effectiveness.	**Look For:** - Whether the provider has a method for evaluating coaches/facilitators. - A description of how the provider uses those data to improve facilitator effectiveness. **Record:** - Methodology for evaluating facilitators and using data to improve facilitator effectiveness.

For Review Teams	
Topics for Discussion	**Process Considerations**
- Does the provider show a proclivity for measuring the impact of their services and using data to improve? How do you know? - Do the evaluation methods yield meaningful and truthful evidence for the PL provider to improve their PL services? Facilitator/coach effectiveness? - Is it clear that the provider actually uses the data to improve?	- Focus on the evidence present, not what is inferred. - Explain the strategy/reasoning used as you collected evidence for this indicator. - Share any generalizations that you noted as you looked at materials, with specific examples noted to support your generalizations. - Look for consensus on whether the indicator was met fully or partially. - Agree on final score.

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