



INNOVATION CONFIGURATION

Teacher Incentive Fund (TIF) V

2016 – 2020

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Course Group Number:

Purpose

The Teacher Incentive Fund Innovation Configuration is created to monitor the implementation of professional development and resources all linked to specific desired outcomes of Broward Schools Department of Coaching and Induction's U.S. Department of Education Teacher Incentive Fund V Grant. The Innovation Configuration is linked to thirty-two (32) BCPS identified high-need schools, based on having 50 percent or more of their student populations qualifying for free- or reduced-price lunches. The 32 schools include 21 elementary schools, seven middle schools and four high schools.

TIF V Instructional Staff

BCPS' Department of Coaching and Induction TIF V Instructional Professional Development is a multi-tiered structure of job-embedded professional learning to enhance teacher pedagogy and practice, school-based coaching and mentoring through the Teacher Leader Career Continuum (TLCC), and ongoing support. TIF V Professional Development and support will further infuse two focus areas, which include teacher focused social emotional learning, which will transform teacher personal SEL and Social Intelligence, inevitably matriculating into their teaching practice, and into the SEL of Students, and the second focus of culturally responsive pedagogy, including modules of learning that will lead to a Cultural Diversity Credential AND Coach credentialing of individuals on the TLCC.

TIF V Peer, Lead and Master Teachers: Teacher Leader Career Continuum (TLCC)

BCPS' Department of Coaching and Induction Teacher Leader Career Continuum (TLCC) allows high quality teachers to continue to build on their expertise while specializing in an area of interest, build leadership skills, mentor and support other teachers without having to leave the classroom. Teacher leaders will engage in broad-based professional development opportunities to include mastery of content, effective teaching strategies and cultural relevant strategies to teach diverse groups of students. Through job-embedded training and coach credentialing, teacher leaders will learn how to provide a contextual level of support to other teachers at their school sites. The goal is for teacher leaders to help teachers use knowledge of standards and pedagogy to enhance teaching practices and to increase student outcomes.

The TLCC framework will facilitate engagement that leverage teachers, as leaders. Instructional teachers who have an overall Effective or Highly Effective rating for the previous three years will have the opportunity to become a Peer, Lead or Master Teacher through the TLCC program.

The goals of the TLCC program are to:

- Increase teacher effectiveness as they progress through stages of their career.
- Create a teacher leadership program that contributes to instructional excellence.
- Strengthen practices of beginning and struggling teachers through mentoring and induction experiences.
- Help teachers improve their teacher practices by providing teachers with leadership training and opportunities to develop the effectiveness of other teachers.

Needs Assessment

While BCPS has earned accolades, there are significant opportunities for growth, with 65 schools earning grades of 'D' or 'F' in 2015. In schools earning low school ratings, student growth scores are

much lower than instructional practice scores. In addition, a clear need exists for more Effective and Highly Effective teachers at schools serving high numbers of students in poverty.

Recent data demonstrate undeniably that student learning is tied to teacher effectiveness. Compared to the average teacher, students taught by effective teachers gain 4.5 months (almost half a school year) of learning, while students taught by ineffective teachers lose 3.1 months over the course of a single school year (Students Matter, 2014). BCPS embraces the belief that teachers can lead and serve as agents for positive change within their schools by taking greater responsibility for developing themselves as professionals and for facilitating the development of their peers.

Nationally, the most underserved students often have less access to Effective and Highly Effective teachers than more affluent students. “Low-income students and students of color are disproportionately located in the lowest performing schools, which have half as many highly effective and 1.5 times as many ineffective teachers as high-performing schools” (Reform Support Network, 2015). These teachers also tend to have weaker test scores, coursework, and certification (National Center for Educational Evaluation and Regional Assistance, 2011).

While many educators see the importance of professional development, and infusing social emotional learning, and cultural diversity into the curriculum, some may lack the knowledge, resources and training required to implement these standards into the classroom setting. The TIF V Teacher Incentive Fund Innovation Configuration strengthens teachers and teaching by defining quality outcomes and measuring fidelity of implementation in reaching outcomes to increase the number of Effective and Highly Effective teachers in critical content areas in High-Need Schools, and provide personalized professional development for educators based on identified areas for growth from iObservation, student performance data, and research-based focus areas.

References

- National Center for Educational Evaluation and Regional Assistance (NCEE). (2011, April). Do low-income students have equal access to the highest-performing teachers? Retrieved from <http://www.eric.ed.gov/PDFS/ED517966.pdf>
- Reform Support Network. (2015, March). Promoting more equitable access to effective teachers: Problem and root causes. Retrieved from <http://www2.ed.gov/about/inits/ed/implementation-support-unit/techassist/equitableaccessproblemsandrootcause.pdf>
- Students Matter. (2014, February 6). Expert witness testimony in Vergara v. California shows teacher effectiveness is measurable and predictable. Retrieved from http://studentsmatter.org/wpcontent/uploads/2014/02/SM_Day9_EndofDayPressRelease_02.06.14.pdf

Desired Outcomes and Performance Indicators

1.0 TIF V INSTRUCTIONAL STAFF			
1.1 Engages and advances professional learning to increase student learning.			
Desired Outcome 1.1: Uses reflective conversation skills to engage and promote problem solving, reflective thinking and the use of data to examine and improve practice.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Applies instructive, and collaborative strategies consciously and encourages ongoing reflection, critical thinking, and risk taking to promote self-direction, collaborative problem solving, and improvements in teacher practice and student learning.</p> <p>Strengthens repertoire of reflective teaching protocols and moves fluidly among strategies to promote teacher confidence and autonomy.</p> <p>Effectively uses skilled techniques, questioning, listening and responding appropriately to engage in collaborative problem solving.</p>	<p>Applies instructive, and collaborative strategies consciously to promote thinking and problem solving that advances practice and student learning.</p> <p>Uses teaching protocols to facilitate positive, productive, reflective conversations and models reflective practice based on student results.</p> <p>Uses select techniques to engage in collaborative problem solving.</p>	<p>Applies instructive strategies only.</p> <p>Learns and begins to use language protocols.</p> <p>Does not use techniques to engage in collaborative problem solving; conversations tend to be instructive or directive.</p>	<p>Does not apply teaching strategies that promote thinking and problem solving.</p> <p>Does not use teaching language protocols.</p> <p>Does not engage in collaborative problem solving</p>

1.2 Continuous Improvement: Engages in Professional Learning Communities to strengthen and maintain program/theme integration.			
Desired Outcome 1.2.1: Teachers engage in professional learning that improves program implementation and student achievement			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Researches classroom centered interventions for student learning that align with team, teacher, and student learning goals.</p>	<p>Engages in research and ensures that resources align with team goals.</p> <p>Accesses subject matter experts within the school to support the attainment of new</p>	<p>Acquires research from others and explains how the theories apply to student learning</p> <p>Reads articles and shares best practices for teaching and learning.</p>	<p>Holds conversations about opinions for learning of the group</p>

<p>Contributes to a collection of resources on educator learning for self, team, and whole staff</p> <p>Studies and discusses, with colleagues, standards and researched promising practices for teaching and learning (e.g, CCSS, Marzano, etc.)</p> <p>Works with team members to develop and apply Common Lessons and Common Formative Assessments</p> <p>Accesses external subject matter experts within and outside the school to support the attainment of new knowledge and pedagogy</p> <p>Participates in additional professional learning and recommends and supports colleagues involvement in additional professional learning opportunities</p>	<p>knowledge and pedagogy</p> <p>Participates in additional professional learning as needed to support the PLCs focus.</p>	<p>Discusses how new theories apply to teacher practice and student learning.</p>	
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Desired Outcome 1.2.2: Teachers implement research-based strategies.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Collaborates with colleagues to develop plans and strategies for implementation of the new learning individually, based on teacher needs and student needs</p> <p>Accesses resources and external assistance to support implementation of collaborative professional learning</p>	<p>Implements research-based strategies learned in PLC into practice</p> <p>Reflects individually on implementation of professional learning to improve practice</p> <p>Works with colleagues to support and improve each other's implementation, including own performance</p>	<p>Uses strategies learned with students</p> <p>Interacts with colleagues to respond to concerns related to implementation</p>	<p>Fails to implement research-based strategies to inform instructional practice and student learning</p>

Guides team and colleagues in reflection of implementation Regularly provides constructive, timely feedback on instruction to teammates during PLC sessions, using protocols (e.g., Lesson Study) Practices teaching skills until mastery is achieved	Provides constructive feedback on instruction to team members using protocols		
Desired Outcome 1.2.3: Teachers use Formative and Summative Data to evaluate the impact.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Uses multiple sources of formative data (quarterly) to reflect and analyze changes in teacher practices and student learning that relate to the focus of the PLC. Annually uses summative data to evaluate the PLC impact/results on changes in teacher practices, student learning and to inform future work.	Uses multiple sources of formative data (quarterly) to reflect and analyze changes in teacher practices and student learning that relate to the focus of the PLC. Annually uses summative data to evaluate the PLC impact/results on changes in teacher practices and student learning.	Uses formative data to determine changes in teacher practices and student learning.	Fails to evaluate the impact of changes in teacher practices and student learning.

1.3 Diversity-Based Practice			
Desired Outcome 1.3.1: Participants will demonstrate cultural competency through diversity-based practice including: appropriate “look-fors” demonstrated classroom and school wide. Participants will demonstrate self-reflection, adapt to the cultural contexts of their students, staff and communities and manage the dynamics of difference as it pertains to diversity’s impact.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Collects and analyzes current student assessment results and correlates data with appropriate diversity-based prevention curriculum/ strategies. Facilitates and supports colleagues to identify trends, patterns and root causes using two or more sources of data.	Collects student data from three sources. Shares and discusses student data with colleagues to predict and determine student needs, modifies instruction and intervention as needed. Teachers plan and prepare facilitation of	Reviews results of student data collected from colleagues. Fails to make the connection between student needs and learning. Implementation is inconsistent.	Receives data from colleagues. Does not use data to determine student needs and learning. No planning or implementation.

Plan, prepare and implement diversity-based/prevention curriculum with fidelity	diversity-based prevention and intervention strategies.		
Models culturally responsive pedagogy.			

1.4 Social Emotional Learning

Desired Outcome 1.4.1: Demonstrate an understanding of the science of Social and Emotional Intelligence and its impact on academic development and engage in self-reflective practices around issues of biases, equity, and expectations in the classroom from a Social Emotional lens.

Desired Outcome 1.4.2: Demonstrate an understanding of the SEL instructional practices within the Marzano framework and infuse inquiry to translate these strategies into practice.

Desired Outcome 1.4.3: Engage in wellness strategies focused on overall employee wellbeing.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
There are many indications that the teacher demonstrates an understanding of SEL, its comprehensive developmental components, and its impact on academic development.	There are some indications that the teacher demonstrates an understanding of SEL, its comprehensive developmental components, and its impact on academic development.	There are few indications that the teacher demonstrates an understanding of SEL, its comprehensive developmental components, and its impact on academic development.	There are no indications that the teacher demonstrates an understanding of SEL, its comprehensive developmental components, and its impact on academic development.
There is consistent evidence that the teacher infuses unbiased, equitable, and culturally responsive instructional practices throughout the learning environment using an SEL lens.	There is some evidence that the teacher infuses unbiased, equitable, and culturally responsive instructional practices throughout the learning environment using an SEL lens.	There is inconsistent, if any, evidence that the teacher infuses unbiased, equitable, and culturally responsive instructional practices throughout the learning environment using an SEL lens.	There is no evidence that the teacher infuses unbiased, equitable, and culturally responsive instructional practices throughout the learning environment using an SEL lens.
There are many indications that the teacher engages in overall wellbeing strategies as measured by TIF V metrics.	There are some indications that the teacher engages in overall wellbeing strategies as	There are few indications that the teacher engages in overall wellbeing strategies as measured by TIF V metrics.	There are no indications that the teacher engages in overall wellbeing strategies as

	measured by TIF V metrics.		measured by TIF V metrics.
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Data Collection Plan: TIF V Instructional Staff			
Level of Measurement	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
1. Participants' Reactions	Surveys and My Learning Plan Feedback	Once per workshop	C&I Activity Lead & PD Team
2. Participants' Learning	Workshop-embedded assessments	Once per workshop	C&I Activity Lead & PD Team
3. Organizational Supports	Quarterly Meetings and Surveys	Four times a year	C&I Activity Lead & PD Team
4. Participants' Practice	iObservation and TIF V Metrics	Two times a year	C&I Activity Lead & PD Team
5. Student Outcomes	Student Performance Data District and School-based assessments	Twice per year	Student Assessment and Research

2.0 TIF V PEER TEACHER

2.1 Engages and mentors teachers to support their instructional practice.

Desired Outcome 2.1: Support mentee teachers in promoting problem-solving, reflective thinking, and the use of data to engage mentee teachers in examining and improving their practice.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Models and applies instructive, collaborative and facilitative coaching strategies.	Demonstrates and applies instructive, collaborative and facilitative coaching strategies.	Encourages ongoing reflection, critical thinking, and risk taking to promote self-direction	Does not apply coaching strategies that promote thinking and problem solving.
Establishes short and long-term goals as concerns are identified.	Demonstrates and applies and encourages ongoing reflection, critical thinking, and risk taking to promote self-direction.		Does not use coaching language.
Models and applies ongoing reflection, critical thinking, and risk taking to promote self-direction.			Does not engage teachers in collaborative problem solving.
Models and applies collaborative problem solving, and linkages to improving teacher practice and student learning.			

Models and effectively uses skilled techniques, questioning, listening and responding appropriately to engage teachers in collaborative problem solving.			
Strengthens repertoire of reflective coaching language protocols and moves fluidly among coaching strategies to promote teacher confidence and autonomy.			

Data Collection Plan: TIF V Peer Teachers

Level of Measurement	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
1. Participants' Reactions	Surveys and My Learning Plan Feedback	Once per workshop	C&I Activity Lead & PD Team
2. Participants' Learning	Workshop-embedded assessments	Once per workshop	C&I Activity Lead & PD Team
3. Organizational Supports	Quarterly Meetings, Surveys	Quarterly	C&I Activity Lead & PD Team
4. Participants' Practice	Learning Zone tool usage, iObservation ratings	Twice per year	C&I Activity Lead & PD Team
5. Student Outcomes	Student Performance Data District and School-based assessments	Twice per year	Student Assessment and Research

3.0 TIF V LEAD TEACHER

3.1 Professional Learning Communities are structured and facilitated with well-structured procedures.

Desired Outcome 3.1.1: Teachers develop and sustain a collaborative culture.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Actively engages in all PLC Sessions and interacts with other teachers in a positive manner to promote teacher practice and student learning.	Actively engages and participates in all sessions. Establishes interpersonal relationships that demonstrate integrity,	Attends and participates in sessions. Develops own knowledge and skills about the cycle of continuous improvement.	Fails to regularly attend and contribute to the development and maintenance of a collaborative culture.

<p>Establishes interpersonal relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust.</p> <p>Develops capacity of all PLC team members in the cycle of continuous improvement.</p> <p>Engages in team building activities to support group collegiality and effectiveness.</p> <p>Rotates established meeting roles.</p> <p>Ensures input from all team members.</p>	<p>confidentiality, respect, flexibility, fairness and trust.</p> <p>Develops capacity of all PLC team members in the cycle of continuous improvement.</p> <p>Rotates established meeting roles</p> <p>Creates agenda and/or next steps collaboratively for next meeting</p>	<p>Creates agenda collaboratively for next meeting</p>	
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Desired Outcome 3.1.2: Follows procedures and structure.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Follows meeting norms and agenda.</p> <p>Researches and uses protocols to structure professional conversations.</p> <p>Reflects on how the group follows norms and agenda and revise practices as necessary.</p> <p>Develop specific actions and data collection to be completed between sessions.</p> <p>Ensures that minutes are recorded, disseminated, and reviewed to reflect process, practice and progress.</p> <p>Ensures consistent documentation of the planning, learning,</p>	<p>Follows meeting norms and agenda. Uses protocols to structure professional conversations. Reflects on how the group follows norms and agenda.</p> <p>Develops specific actions and data collection to be completed between sessions.</p> <p>Ensures that minutes document the planning, learning, and implementation of professional learning</p>	<p>Follows meeting norms and agenda.</p> <p>Uses guiding questions for discussion. Does not use a process to collect implementation data between sessions.</p> <p>Contributes to team minutes to ensure the content and decisions of the meetings are recorded.</p>	<p>Fails to follow procedures and support PLC structure.</p> <p>Follows meeting agenda Records minutes that do not document all aspects of meeting conversations and do not entirely focus on the work of the PLC.</p>

implementation of professional learning, and the evaluation of impact on teacher practice and student learning.			
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3.2 Facilitates professional development and models pedagogical practice through the application of adult learning theory.

Desired Outcome 3.2.1: Models and utilizes research-based adult learning strategies throughout professional development practice.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Facilitates professional Development utilizing high yield instructional strategies</p> <p>Establishes, conducts, and evaluates processes used to engage adult learners.</p> <p>Guides and supports job-embedded, standards-based professional development that improves teaching and learning.</p>		<p>Recommends professional development.</p> <p>Recommends research-based strategies.</p>	<p>Fails to facilitate professional development.</p> <p>Fails to model research-based strategies.</p>

Desired Outcome 3.2.2: Demonstrates content expertise through coaching and personalized support to improve knowledge, skills, and pedagogy of adult learners.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Makes decisions informed by data, research, and best practices to shape personalized support and activities and regularly review their effects.</p> <p>Provides timely and specific feedback that improves practice, and support for continuous improvement.</p> <p>Engages in collaborative and continuous inquiry about effectiveness of</p>	<p>Demonstrates content expertise.</p> <p>Coaches and provides personalized support.</p>	<p>Demonstrates content expertise but fails to coach or provide personalized support.</p>	<p>Fails to demonstrate content expertise</p> <p>Fails to coach or provide personalized support</p>

curricular and instructional practices			
Provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations.			
Desired Outcome:			
Models and differentiates strategies that integrates new learning with current learning and experiences.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Uses data to determine effective change strategies blending current and new learning. Engages teachers in sharing information, analyzing outcomes, and planning improvement	Demonstrates differentiated strategies.	Creates differentiated strategies	Fails to differentiate strategies

Data Collection Plan: TIF V Lead Teachers			
Level of Measurement	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
1. Participants' Reactions	Surveys and My Learning Plan Feedback	Once per workshop	C&I Activity Lead & PD Team
2. Participants' Learning	Workshop-embedded assessments	Once per workshop	C&I Activity Lead & PD Team
3. Organizational Supports	Quarterly Meetings, Surveys	Quarterly	C&I Activity Lead & PD Team
4. Participants' Practice	Learning Zone tool usage, iObservation ratings	Twice per year	C&I Activity Lead & PD Team
5. Student Outcomes	Student Performance Data District and School-based assessments	Twice per year	Student Assessment and Research

4.0 TIF V MASTER TEACHER

4.1 Continuous Improvement: Engages in Educational Equity modules of learning to coach and mentor utilizing best practices to ensure educators are able to demonstrate provide culturally relevant, effective instruction to support students. (Cultural Diversity Credential)

Desired Outcome 4.1: Facilitates and models culturally responsive pedagogy.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Designs and facilitates professional learning that models best practices, is standards-based, and increase the capacity of culturally responsive teaching and practices</p> <p>Studies best practices ensure educators are able to provide culturally relevant, effective instruction to support students</p> <p>Models how to support developing students' sense of agency, efficacy, and empowerment</p> <p>Models the incorporation of multicultural information, resources, and materials in all subjects.</p>	<p>Demonstrates a respect and appreciation of cultural diversity in the classroom</p> <p>Demonstrates culturally responsible professional development.</p> <p>Demonstrates research-based strategies.</p> <p>Demonstrates culturally relevant best practices</p>	<p>Promotes cultural diversity in the classroom</p> <p>Provides professional development.</p> <p>Provides resources of research-based strategies</p>	<p>Fails to promote cultural diversity in the classroom</p> <p>Fails to facilitate professional development.</p> <p>Fails to model research-based strategies.</p>

Data Collection Plan: TIF V Master Teachers

Level of Measurement	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
1. Participants' Reactions	MyLearningPlan (MLP) Feedback	Once per workshop	C&I Activity Lead & PD Team
2. Participants' Learning	Co-Assessment Summary, Individual Learning, Canvas (FAU Modules)	Once per workshop	C&I Activity Lead & PD Team
3. Organizational Supports	Quarterly Meeting Surveys	Quarterly	C&I Activity Lead & PD Team
4. Participants' Practice	Learning Zone Tool Usage, iObservation Ratings	Twice per year	C&I Activity Lead & PD Team

5. Student Outcomes	Student Performance Data, District and School-based Assessments	Twice per year	Student Assessment and Research
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5.0 TIF V ADMINISTRATORS

5.1 Engages in leadership development focused on coaching/mentoring that is facilitated through purposeful feedback

Desired Outcome: Demonstrates content expertise through mentoring and/or coaching educators in attempt to improve the knowledge and skills leading to increased student achievement.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Models and applies instructive, collaborative and facilitative coaching strategies	Demonstrates and applies instructive, collaborative and facilitative coaching strategies	Provides strategies through coaching/feedback	Fails to demonstrate the skills essential to provide coaching/feedback
Models and provides effective, actionable feedback that results in teacher growth	Demonstrates an understanding effective, actionable feedback that results in teacher growth	Provides feedback that supports teachers' growth	Fails to demonstrate a clear understanding of systems, strategies, and skills needed to support teacher growth through targeted feedback
Models a replicable feedback process that supports teacher growth			

Data Collection Plan: TIF V Administrators

Level of Measurement	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
1. Participants' Reactions	Online feedback surveys, MyLearningPlan (MLP) Feedback	Once per workshop	C&I Activity Lead & PD Team
2. Participants' Learning	Co-Assessment Summary, Individual Learning, Canvas (FAU Modules)	Once per workshop	C&I Activity Lead & PD Team
3. Organizational Supports	Quarterly Meetings Surveys	Quarterly	C&I Activity Lead & PD Team
4. Participants' Practice	Learning Zone Tool Usage	Twice per year	C&I Activity Lead & PD Team
5. Student Outcomes	Student Performance Data, District and School-based Assessments	Twice per year	Student Assessment and Research

Mid-Year and End-of-Year Evaluation Plan		
Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
TIF V Instructional Staff	Workshop feedback survey in PD Management System	Summative analysis of workshop feedback survey data
TIF V Peer Teacher		
TIF V Lead Teacher		
TIF V Master Teacher		
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
TIF V Instructional Staff	Workshop-Embedded Assessments Co-Assessment Summary Individual Learning Canvas (FAU Modules)	
TIF V Peer Teacher		
TIF V Lead Teacher		
TIF V Master Teacher		
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
TIF V Instructional Staff	Quarterly Meetings Surveys	Annual summary of meeting notes Analysis of survey data
TIF V Peer Teacher		
TIF V Lead Teacher		
TIF V Master Teacher		
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
TIF V Instructional Staff	Learning Zone Tool Usage	iObservation Ratings
TIF V Peer Teacher		
TIF V Lead Teacher		
TIF V Master Teacher		
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
TIF V Instructional Staff	School-based Assessments (Formative)	Statewide Standardized Assessments (Summative)
TIF V Peer Teacher		
TIF V Lead Teacher		
TIF V Master Teacher		