INNOVATION CONFIGURATION

Reimagining Middle Grades

2018 – 2025

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Purpose

When students are not engaged in school, they are either absent, tend to misbehave, or their grades drop. We are planning to engage students in relevant, real life situations that include project-based learning, infusion of social and emotional learning strategies, and give students more opportunities to connect to school life through extra-curricular activities and applied learning experiences, such as electives.

A Supportive School Environment is warm, welcoming, and nurturing to all. Adults in a supportive school environment are sensitive to students' unique needs, respect students as autonomous individuals, support their sense of agency, view misbehavior as an opportunity for coaching and growth, and set up the environment to facilitate students' experiencing success. Leadership in a Supportive School Environment treat teachers and staff in the same manner, and together all create a school family. Students who are part of a caring school family feel connected and as a result are more motivated and engaged in school.

The philosophy, skills, and strategies of Conscious Discipline are the core learning for the professional development in creating a supportive school environment. Conscious Discipline is an evidence-based program that was developed by Dr. Becky Bailey utilizing research and theory from dozens of experts in a number of fields including developmental psychology, child psychotherapy and neuroscience. Conscious Discipline is a comprehensive, life-changing program for adults that raises their level of emotional intelligence and empowers them to proactively manage conflict and build a school family in their classrooms. Teachers learn to identify and effectively respond to children's social and emotional needs and build their classroom culture on safety, connections, and problem-solving rather than relying on the use of external rewards and punishments. As a result, student develop self-management skills.

Theory of Action
IF we redesign the middle grades experience so that ALL students engage in project- and problem-based Interdisciplinary learning, are supported in a warm environment where their unique educational needs are met, and have an opportunity to express themselves in all academic content areas, THEN on-grade level performance will increase in both English-Language Arts (ELA) and Mathematics and they will transition successfully to high school.

Needs Assessment

The focus in the middle school years (grades 6–8) is the application of learning and skills with projects and problems that integrate prior knowledge and extend understanding through new experiences. These activities are designed to utilize the mix of independence and insecurity that are characteristic of early adolescence. By engaging students with developmentally appropriate pedagogy, an interdisciplinary curriculum, individual challenges and global perspectives, we will build a solid foundation for college and career success.

The middle grades have been largely neglected during national conversations about school improvement. Many considered them an unimportant way station on the path to high school— a chance for students to deal with the challenges of adolescence, but with minimal expectations for achievement. Recently, the critical importance of the middle grades has become more apparent.

For example, researchers have found a few basic factors from the middle grades (grades, attendance and behavior) can predict, with 75 percent accuracy, which students will drop out—long before they do. Too often, students who leave eighth grade without the essential skills they will need for college and career readiness never catch up. If these students are identified in the middle grades, schools can create targeted and timely interventions that can dramatically improve the chance of high school success.

We will improve our curriculum and instruction to ensure the future success of BCPS students. We must have a systemic, comprehensive approach that focuses on improving outcomes and learning environments for all young adolescents in the District. The combination of acceleration, remediation and extension that teachers need to orchestrate for students is best accomplished through project- and problem-based learning environments.

To improve middle grades learning, we must provide intensive training for educators and parents in four key areas:

1. understand adolescent development and its implications for instruction, discipline and the organization of middle grade schools;
2. use data (including, but not limited to, test scores) to design and implement rigorous and customized instruction;
3. help teachers collaborate across grade levels and subjects to create thematic curriculum units that make learning engaging and challenging; and
4. establish college and career awareness and readiness programs to expose students earlier to opportunities available after high school.

From the infusion of Project-Based Learning Experience we hope to see an increase in student attendance, a decrease in behavior incidents, as well as an increase in course grades and standardized State assessments*.

Updated March 2018	Middle Schools*			
	State Average	BCPS Baseline	2019 Desired Target	2019 Stretch Target
Reading	52.0	53.9	55.6	57.5
Math	55.0	57.1	60.0	61.5

* Includes all schools (traditional and charter schools) combined grades 6-8. Percentage of students level-3 and above.

Needs Assessment for a Project-Based Learning Curriculum:

Results from a survey of 2,000 middle school students regarding the current structure of curriculum and instruction in the classroom revealed that more than 70% of respondents connected their learning styles to technology, project-based learning, and collaborative group work. Additionally, continual observational data from classroom visits, as well as curriculum evaluations and observations of teacher participants in content area professional development, have demonstrated a need for improvement and emphasis in the following areas of the academic environment:

* *Student engagement*

* *Deeper learning*

* *Student exposure to career skill sets*

* *Purposeful and real-world impact*

* *21st Century workplace skills*

* *Teacher and student relationship development*

* *Creativity*

* *Use of technology as a tool*

Students actively engage with PBL projects which provide real-world relevance for learning. They can solve problems that are important to them and their communities. Project-based learning leads to deeper understanding and greater retention of content knowledge and students are better able to apply what they know to new situations. Through these projects, students interact with adults, businesses and organizations, and their community, and can develop career interests—demonstrating the real-world impact that is desired. Beyond basic knowledge, students learn to take initiative and responsibility, solve problems, and communicate ideas. Additionally, within a project-based learning curriculum, students utilize a spectrum of technology tools from research and collaboration through product creation and presentation.

Need for a Supportive School Environment

Results from a pilot survey of nine schools serving grades 6-8 demonstrated a need for improvement in the supportive school environment. In comparison to a national database of students who took the

same survey scales, BCPS middle schools ranked substantially lower than the majority (80 – 90%) of schools in all four of the scales measuring supportive school environment. These scales are Teacher-Student Relationships (10th percentile), School Climate (10th percentile), School Safety (10th percentile) and Sense of Belonging (20th percentile).

The focus of Conscious Discipline is in teaching the adults at schools how to manage their interactions and relationships with each other and with children in order to improve all of those measures. Additionally, classroom management skills learned by teachers in the Conscious Discipline program help students to gain Self-Management skills (20th percentile).

Scale	Percent Favorable	National Percentile Ranking
Grit	56	50
Self-Efficacy	49	40
Self-Management	61	20
Sense of Belonging	38	20
Social Awareness	54	10
Growth Mindset	48	10
Teacher-Student Relationship	45	10
School Safety	42	10
School Climate	37	10

By the end of year three of implementation, it is expected that RMG SEL schools will increase the Teacher-Student Relationship, school climate, and sense of belonging scale percent favorable responses to 50%.

Desired Outcomes and Performance Indicators

1.1 Project-Based Learning – Teachers/Individuals

1.1.1. **Design & Plan.** Teachers will design, plan and implement project-based learning for all students.

Performance Indicators

Gold Standard PBL Teacher	Developing PBL Teacher	Beginning PBL Teacher
• Project includes all Essential Project Design Elements as described on the Project Design Rubric. • Plans are detailed and include scaffolding and assessing student learning and a project calendar, which remains flexible to meet student needs. • Resources for the project have been anticipated to the fullest extent possible and arranged well in advance.	• Project includes all Essential Project Design Elements, but some are not at the highest level of the Project Design Rubric. • Plans for scaffolding and assessing student learning lack some details; project calendar allows too much or too little time or is followed too rigidly to respond to student needs. • Most resources for the project have been anticipated and arranged in advance.	• Project includes some Essential Project Design Elements, but not at the highest level of the Project Design Rubric. • Plans for scaffolding and assessing student learning lack some detail; project calendar needs more detail or is not followed. • Some resources for the project have not been anticipated or arranged in advance.

1.1.2. **Align to Standards.** Teachers will design project-based learning experiences for students that are aligned to the Florida State Standards

Performance Indicators

Gold Standard PBL Teacher	Developing PBL Teacher	Beginning PBL Teacher
• Criteria for products are clearly and specifically derived from standards and allows demonstration of mastery. • Scaffolding of student learning, critique and revision protocols, assessments and rubrics consistently refer to and support student achievement of specific standards.	• Criteria for some products are not specified clearly enough to provide evidence that students have met all targeted standards. • Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not always refer to or support student achievement of specific standards.	• Criteria for products are given but are not specifically derived from standards. • Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not refer to or support student achievement of specific standards.

1.1.3. **Build the Culture.** Teachers build appropriate culture regarding project based learning in their classrooms.

Performance Indicators

Gold Standard PBL Teacher	Developing PBL Teacher	Beginning PBL Teacher
• Norms to guide the classroom are co-crafted with and self-monitored by students. • Student voice and choice is regularly leveraged and ongoing, including identification of real-world issues and problems	• Norms to guide the classroom are co-crafted with students, and students are beginning to internalize these norms. • Student voice and choice is encouraged through intentionally designed opportunities, e.g., when choosing teams, finding resources,	• Norms are created to guide project work, but they may still feel like "rules" imposed and monitored by the teacher. • Students are asked for their ideas and given some choices to make, but opportunities for student voice and

students want to address in projects.	using critique protocols, or creating products.	choice are infrequent or are only related to minor matters.
• Students usually know what they need to do with minimal direction from the teacher.	• Students work independently to some extent, but look to the teacher for direction more often than necessary.	• Students occasionally work independently, but often look to the teacher for guidance.
• Students work collaboratively in healthy, high-functioning teams, much like an authentic work environment; the teacher rarely needs to be involved in managing teams.	• Student teams are generally productive and are learning what it means to move from cooperation to effective collaboration; the teacher occasionally has to intervene or manage their work.	• Student teams are often unproductive or require frequent intervention by the teacher.
• Students understand there is no single "right answer" or preferred way to do the project, and that it is OK to take risks, make mistakes, and learn from them.	• Students understand there is more than one way to answer a driving question and complete the project, but are still cautious about proposing and testing ideas in case they are perceived to be "wrong."	• Students feel like there is a "right answer" they are supposed to give, rather than asking their own questions and arriving at their own answers; they are fearful of making mistakes.
• The values of critique and revision, persistence, rigorous thinking, and pride in doing high-quality work are shared, and students hold each other accountable to them.	• The values of critique and revision, persistence, rigorous thinking, and pride in doing high-quality work are promoted by the teacher but not yet owned by students.	• Value is placed on "getting it done" and time is not allowed for revision of work; "coverage" is emphasized over quality and depth.

1.1.4. **Manage Activities** Teachers are able to manage the balance of individual, team work, whole group, and small group instruction.

Performance Indicators		
Gold Standard PBL Teacher	Developing PBL Teacher	Beginning PBL Teacher
• The classroom features an appropriate mixture of individual and team work time, whole group and small group instruction.	• The classroom features individual and team work time, whole group and small group instruction, but these structures are not well-balanced throughout the project.	• The classroom features some individual and team work time and small group instruction, but too much time is given to whole group instruction.
• Classroom routines and norms are consistently followed during project work time to maximize productivity.	• Classroom routines and norms are established for project work time but are not consistently followed; productivity is variable.	• Classroom routines and norms for project work time are not clearly established; time is not used productively.
• Project management tools (group calendar, contract, learning log, etc.) are used to support student self-management and independence.	• Realistic schedules, checkpoints, and deadlines are set, but more flexibility is needed; bottlenecks sometimes occur.	• Schedules, checkpoints, and deadlines are set, but they are loosely followed or unrealistic; bottlenecks impede workflow.
• Realistic schedules, checkpoints, and deadlines are set but flexible; no bottlenecks impede workflow.	• Generally well-balanced teams are formed, but without considering the specific nature of the project; students have too much voice and choice in the process, or not enough.	• Teams are formed using either a random process (e.g., counting off) or students are allowed to form their own teams with no formal criteria or process.
• Well-balanced teams are formed according to the nature of the project and student needs, with appropriate student voice and choice.		

1.1.5. **Scaffold Student Learning**. Each student receives necessary instructional supports to access content, skills, and resources; these supports are removed when no longer needed.		
Performance Indicators		
Gold Standard PBL Teacher	Developing PBL Teacher	Beginning PBL Teacher
• Each student receives necessary instructional supports to access content, skills, and resources; these supports are removed when no longer needed. • Scaffolding is guided as much as possible by students' questions and needs; teacher does not "front-load" too much information at the start of the project, but waits until it is needed or requested by students. • Key success skills are taught using a variety of tools and strategies; students are provided with opportunities to practice and apply them, and reflect on progress. • Student inquiry is facilitated and scaffolded, while allowing students to act and think as independently as possible.	• Most students receive instructional supports to access both content and resources, but some individual needs are not met. • Scaffolding is guided to some extent by students' questions and "need to knows" but some of it may still be "front-loaded." • Key success skills are taught, but students need more opportunities to practice success skills before applying them. • Student inquiry is facilitated and scaffolded, but more is needed; or, teacher may over-direct the process and limit independent thinking by students.	• Students receive some instructional supports to access both content and resources, but many individual needs are not met. • Teacher may "front-load" content knowledge before the project launch, instead of waiting for "need to know" points during the project. • Students gain key success skills as a side effect of the project, but they are not taught intentionally. • Students are asked to do research or gather data, but without adequate guidance; deeper questions are not generated based on information gathered.

1.1.6. **Assess Student Learning.** Project products and other sources of evidence are used to thoroughly assess subject-area standards as well as success skills.		
Performance Indicators		
Gold Standard PBL Teacher	Developing PBL Teacher	Beginning PBL Teacher
• Project products and other sources of evidence are used to thoroughly assess subject-area standards as well as success skills. • Individual student learning is adequately assessed, not just team-created products. • Formative assessment is used regularly and frequently, with a variety of tools and processes. • Structured protocols for critique and revision are used regularly at checkpoints; students give and receive effective feedback to inform instructional decisions and students' actions. • Regular, structured opportunities are provided for students to self-assess their progress and, when appropriate, assess peers on their performance. • Standards-aligned rubrics are used by students and the teacher throughout the project to guide both formative and summative assessment.	• Project products and other sources of evidence are used to assess subject-area standards; success skills are assessed to some extent. • Individual student learning is assessed to some extent, not just team-created products, but teacher lacks adequate evidence of individual student mastery. • Formative assessment is used on several occasions, using a few different tools and processes. • Structured protocols for critique and revision and other formative assessments are used occasionally; students are learning how to give and use feedback. • Opportunities are provided for students to self-assess their progress, but they are too unstructured or infrequent. • Standards-aligned rubrics are used by the teacher to guide both formative and summative assessment.	• Student learning of subject-area standards is assessed mainly through traditional means, such as a test, rather than products; success skills are not assessed. • Team-created products are used to assess student learning, making it difficult to assess whether individual students have met standards. • Formative assessment is used occasionally, but not regularly or with a variety of tools and processes. • Protocols for critique and revision are not used, or they are informal; feedback is superficial, or not used to improve work. • Students assess their own work informally, but the teacher does not provide regular, structured opportunities to do so. • Rubrics are used to assess final products, but not as a formative tool; or, rubrics are not derived from standards.
1.1.7. **Engage & Coach.** The teacher's knowledge of individual student strengths, interests, backgrounds, and lives is used to engage them in the project and inform instructional decision-making.		
Performance Indicators		
Gold Standard PBL Teacher	Developing PBL Teacher	Beginning PBL Teacher
• The teacher's knowledge of individual student strengths, interests, backgrounds, and lives is used to engage them in the project and inform instructional decision-making. • Students and the teacher use standards to co-define goals and benchmarks for the project (e.g., by co-constructing a rubric) in developmentally appropriate ways. • Students' enthusiasm and sense of ownership of the project is maintained by the shared nature of the work between teachers and students.	• The teacher has general knowledge of students' strengths, interests, backgrounds, and lives and considers it when teaching the project. • Project goals and benchmarks are set with some input from students. • Students are excited by the project and motivated to work hard by the teacher's enthusiasm and commitment to their success. • Students' questions guide inquiry to some extent, but some are answered too quickly by the teacher; students occasionally reflect on the driving question.	• The teacher has some knowledge of students' strengths, interests, backgrounds, and lives, but it does not significantly affect instructional decision-making. • Project goals are developed without seeking student input. • Students are willing to do the project as if it were another assignment, but the teacher does not create a sense of ownership or fuel motivation. • The driving question is presented at the project launch and student questions are generated, but they are not used to guide inquiry or product development.

• Student questions play the central role in driving the inquiry and product development process; the driving question is actively used to sustain inquiry. • Appropriately high expectations for the performance of all students are clearly established, shared, and reinforced by teachers and students. • Individual student needs are identified through close relationships built with the teacher; needs are met not only by the teacher but by students themselves or other students, acting independently. • Students and the teacher reflect regularly and formally throughout the project on what and how students are learning (content and process); they specifically note and celebrate gains and accomplishments.	• Appropriately high expectations for the performance of all students are set and communicated by the teacher. • Student needs for further instruction or practice, additional resources, redirection, troubleshooting, praise, encouragement, and celebration are identified through relationship-building and close observation and interaction. • Students and the teacher occasionally reflect on what and how students are learning (content and process).	• Expectations for the performance of all students are not clear, too low, or too high. • There is limited relationship-building in the classroom, resulting in student needs that are not identified or addressed. • Students and the teacher informally reflect on what and how students are learning (content and process); reflection occurs mainly at the end of the project

Data Collection Plan: 1.1 Project-Based Learning – Teachers/Individuals			
Level of Measurement	**Instrument/Data Type**	**Frequency**	**Responsible for Collecting Data**
1. Participants' Reactions	Survey in PDMS	1x/workshop	RMG Project Leads
2. Participants' Learning	Pre-/Post-Assessment School PBL Implementation Plan	1x/workshop 1x/workshop	RMG Project Leads
3. Organizational Supports	PBL School Assessment	Baseline only	RMG Project Leads
4. Participants' Practice	Student work samples Classroom Walkthroughs and observations using PBL instructional/structural 'look-fors'	1x/workshop 4x/year	RMG Project Leads
5. Student Outcomes	Evidence of student work Course Grades FSA scores	2x/year 4x/year 1x/year	RMG Project Leads

1.2 Supportive School Environment – Teachers/Individuals

1.2.1. Composure. Teacher models composure and regularly leads the children in active calming using S.T.A.R.: Stop/Smile, Take a deep breath, And Relax.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
• The adult regularly leads the children in active	• The adult occasionally takes time to calm him or	• The adult attempts to fake calmness even	• There is no attempt by the adult to actively calm

calming during the Brain Smart Start of the day, throughout the day during transition times and during other stressful times. A S.T.A.R. person is one of the classroom jobs. When upset, the adult models active calming, and is able to download a calm state into the child if necessary. When children become upset, the adult facilitates managing the emotion by saying, "You're safe. Breathe with me. You can handle this." The whole class understands it is everyone's job to help when others feel upset by being a S.T.A.R. for them.	herself by using belling breathing and being a S.T.A.R. As the adult calms down, he or she helps the child calm down. The adult teaches and practices the four composure skills of S.T.A.R., Draining, Ballooning and Pretzel with the children.	though it is energetically obvious that he or she is upset. The adult takes shallow breaths, distracts children from their upset, attempts to calm them down or attempts to hush them up. Children practice being a S.T.A.R. during calm times, but the transfer to upset times is not made.	him or herself when triggered, nor is there any attempt to help the child calm down. Upset children are ignored, punished, or told to calm down or stop the upset behavior.

1.2.2. Adult Assertiveness. The adult is comfortable with his or her assertive voice and is heard throughout the day providing the structure children need to be successful.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
• The adult is comfortable with his or her assertive voice and is heard throughout the day providing the structure children need to be successful. Phrases such as, "I'm going to ___," and assertive, descriptive instructions like, "Walk with your hands at your sides just like this," are common.	• The adult understands the assertive voice is the voice of knowing and is working on giving clear assertive commands to children. The adult catches her or himself speaking passively or aggressively and makes the change as needed.	• The adult becomes conscious at times of speaking passively and aggressively and is attempting to be more assertive. However, she or he struggles with assertiveness, feeling the assertive voice may appear too rude or too soft.	• The adult speaks mostly from a passive voice or an aggressive voice, or flip-flops between the two. The passive voice implies asking for permission or agreement from the children, such as, "Hand in your homework, okay?" An aggressive voice implies, "Do this or else."

1.2.3. Teaching Assertiveness to Children. The adult is adept at helping children learn an assertive tone and telling others how they want to be treated.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
• The adult goes to the victim first and notices, "Your hand is going like this," or asks, "did you like it?" The adult coaches the victim to say, "I don't like it when you ___. Please ___." The adult is adept at helping children	• Adults most often go to the victim first and ask, "did you like it?" She or he then instructs the child to say some version of, "I don't like it," or "Stop." The aggressor is sometimes lectured about being hurtful or	• The adult is beginning to go to the victim first in hurtful situations. The adult may say to the victim, "Use your words," "Talk to the aggressor," or, "How did that make your feel?" Aggressors are condemned for	• The adult does not teach children to be assertive. He or she punishes aggressive acts and removes aggressors from the situation or classroom, while largely ignoring victims. Alternately, the adult

learn an assertive tone and telling others how they want to be treated. The adult then approaches aggressors with the phrase, "You wanted ___," and teaches them how to assertively communicate ("May I have a turn") instead of aggressively act out to get what they want. Children are beginning to use this language regularly and more independently.	asked to apologize. The adult sometimes uses the phrase, "You wanted ___. You may not ___ , ___ hurts. Say or do ___."	hurtful behavior and receive some sort of consequence (removal, apology, loss of privilege).	may speak to the aggressors about their wrong and hurtful behavior and ask them to apologize. The adult may soothe or coddle victims.

1.2.4. Encouragement. The adult encourages children by noticing and describing instead of judging.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
• The adult encourages children by noticing and describing instead of judging. The intent behind the encouragement is to help children become conscious of their efforts and actions, not compliance. "Good job" becomes "Good for you." Throughout the day, the adult uses phrases like, "You did it, you ___. Way to go," and, "You ___ so ___. That was helpful." Children start modeling the language and are encouraging of each other.	• The adult is beginning to replace judgmental praise with noticing. She or he is replacing, "good job," with, "You did it," followed by a description of the child's efforts or accomplishments. The adult is more present, mindful and conscious of the child's efforts and achievements.	• The adult's encouragement is overshadowed by a goal of compliance based on judgment of the event or situation. Catching them "being good" is the goal. You will hear phrases such as, "thank you," "Good job," and "I like the way ___ is ready."	• Children are not encouraged to be successful. The adult focus is on what children are doing that is incorrect or wrong. The goal is correcting wrong actions.

1.2.5 Choices. The adult utilizes the skill of choices based on an assessment of the state of the child.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
• The adult utilizes the skill of choices based on an assessment of the state of the child. She or he understands that two choices are an appropriate tool when a child is demonstrating	• The adult is beginning to offer two positive choices to children occasionally during the day, you hear the language, "You may ___ or ___. What is best for you?" It is still difficult	• The adult is beginning to give children two choices. Most often, the choices presented as one positive choice and one negative choice. The intent behind the choice is compliance and	• Choices for children are not really part of the classroom. The adult is in charge and children are to comply.

an emotional state. When a child is in more of an executive state, the teacher might ask, "What are your choices?" the teacher understands not to offer choices to children in a survival state. Thinking of two positive choices becomes habit, the adult posts picture rules around the classroom, and focuses on the behaviors she or he wants to see from children. •	for the adult to think of the two positive choices because they still tend to focus on the behavior they don't want instead of the behavior they would like to see. They may also give choices to children who are in a survival state, creating additional power struggles.	manipulating the child to choose the "right" choice.	

1.2.6 Empathy. The adult understands that empathy helps children reach a higher brain state to better manage their own emotions and problem solve.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
• The adult understands that empathy helps children reach a higher brain state to better manage their own emotions and problem solve. Adults are able to reflect back what they see when a child is in a survival state ("Your face is going like this."), reflect back what they sense the child is feeling in an emotional state ("you seem sad"), and reflect back the child's desires when she or he is focused on what she or he doesn't want ("You wanted ___," or, "You were hoping ___.").	• The adult begins to differentiate between when children are asking for understanding or information. Phrases such as, "Your arms are gong like this," You seem ___," and, "You wanted _____, are beginning to be heard.	• The adult uses phrases such as, "You seem angry," as tools to stop upset and/or make it go away. The intent behind empathy appears to be "happying up" children, not helping them manage their emotions in order to solve their problems.	• The adult dismisses or ignores children's emotional states, focusing only on behavioral changes. The goal is to stop the upset and/or make it go away.

1.2.7. Positive Intent. The adult attributes positive intent to the child's behavior, setting the stage for teaching the child a new skill.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
• The adult is able to see the best in the child, even in the worst moments. She or he attributes positive intent to the child's behavior, setting the stage for teaching the	• The adult begins attributing positive intent to the child exhibiting aggressive behavior, with an understanding that it does not let the child off the hook. The adult often	• The adult understands that she or he is making up the intentions behind the child's behavior. If a child pushes someone, the adult grasps the choice of how to perceive	• The adult is completely unaware of the intent behind his or her actions. She or he assumes most misbehavior is due to disrespect, not listening

child a new skill. If a child is pushing, the adult reframes this action for all parties by saying, "You wanted her to move, but you didn't know the words to use. You many not push. Pushing hurts. When you want her to move say, "Move please." The adult sees misbehavior as a call for help and an indication of a missing social-emotional skill.	addresses aggressive behaviors by saying to the child, "You wanted _____," instead of asking questions.	that act. Yet, the adult often falls back on conditioned belief programs, assuming the child's misbehavior is on purpose. The adult tends to ask questions of the aggressive child. "Why did you do that?" "What were you thinking?" "What is our rule about hitting?"	or some other flaw in the child.

1.2.8 Consequences. The adult uses natural consequences to teach children new social skills and uses logical consequences to motivate children to use the new skills.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
• The adult uses natural consequences to teach children new social skills and uses logical consequences to motivate children to use the new skills. The adult only presents logical consequences to connected children who already know the expected skills. She or he uses problem solving for chronic problems and School Family issues. When a child becomes upset with a consequence, the adult offers empathy while following through with the consequences.	• The adult helps children resolve interpersonal conflicts with natural consequences. The natural consequence of hitting is to learn another socially acceptable skill. You will hear the following frequently in the classroom: "Did you like it" (victim) and "You wanted" (aggressor).	• The adult begins to see that consequences aren't something made up by adults and imposed on children, but that they are always happening around us. She or he understands that every thought, feeling and action produces a consequence, and begins to utilize natural consequences and problem-solving in the classroom. The adult will talk to children who have disputes, instead of just dispensing a reward or punishment.	• Rewards and punishments are used throughout the classroom and given by the adult for situations judged either good or bad.

Data Collection Plan: Supportive School Environment — Teachers/Individuals			
Level of Measurement	**Instrument/Data Type**	**Frequency**	**Responsible for Collecting Data**
1. Participants' Reactions	Are You Ready? – fill out prior to training	1x/workshop	RMG Project Leads
2. Participants' Learning	Pre-Assessment Post-Assessment	1x/workshop	RMG Project Leads
3. Organizational Supports	District records of follow-up support provided to schools	4x/year	RMG Project Leads

4. Participants' Practice	Conscious Discipline Progress Assessment Rubric Skills and Structures – teacher self-assessment and school-based SEL Team assessment. Powers – Teacher self-assessment	4x/year	RMG Project Leads
5. Student Outcomes	Panorama SEL and Supportive School Environment Survey	2x/year	RMG Project Leads

2.0 School Administrators: Project Based Learning

2.1 **Purpose & Vision:** The school leadership has collaboratively worked with stakeholders to describe the purpose and establish a vision for PBL in their school community.

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It is my ambition to transform my school into a PBL exemplar so all students have the opportunity to achieve deeper learning outcomes.
I share my vision for PBL as a primary instructional method to develop deeper learning outcomes for all students, including those who are furthest from opportunity, with teachers, students, families and community members.
Our school's vision statement elevates PBL as the primary instructional method to achieve deeper learning outcomes for all students, including those who are furthest from opportunity. This vision statement drives our instructional and operational decisions, and is continuously reflected upon and revised as needed.

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I have expressed my commitment to lead my school to use PBL to help achieve deeper learning outcomes for all students to teachers and students.
I share my personal vision for PBL as a primary instructional method to achieve deeper learning outcomes for all students, including those who are furthest from opportunity, with the teachers in my school.
Our school's vision statement elevates PBL as the primary instructional method to achieve deeper learning outcomes for all students, including those who are furthest from opportunity. This vision statement drives our instructional and operational decisions.

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I have learned the importance of PBL to achieve deeper learning outcomes for all students.
I have a written personal vision statement that includes PBL as a primary instructional method to achieve deeper learning outcomes.
Our school has a vision statement that includes components of PBL as a key instructional method to achieve deeper learning outcomes.

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I am exploring how PBL can help achieve deeper learning outcomes for all students.
I have a personal vision statement that includes elements of PBL and deeper learning.
Our school has a vision statement that may include elements of PBL and deeper learning.

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2.2 **Culture:** The school leadership has established a strong culture of PBL in the school and surrounding community.

<table>
<tr><th colspan="4">Performance Indicators</th></tr>
<tr><th>Level 4</th><th>Level 3</th><th>Level 2</th><th>Level 1</th></tr>
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Teachers and students at my school regularly articulate and exemplify the beliefs and norms of high quality PBL.
Our school leadership team makes school-wide decisions about instruction and operations based on what is needed to transform our school into an exemplar

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Teachers and students at my school have embraced the beliefs and norms that drive a school culture that supports and promotes high quality PBL.
Our school leadership team makes school-wide decisions about instruction and operations based on the principles of high quality PBL and deeper learning.

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I have identified which beliefs and norms in my school culture need to be developed to support and promote high quality PBL, and have begun to communicate them.
I confer with our school leadership team regarding decisions about instruction and operations that affect the

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I am exploring which beliefs and norms drive a school culture that supports and promotes high quality PBL.
I am exploring ways to share leadership to build a culture for high quality PBL and deeper learning.
I am considering collaboration structures or how Professional

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Level 4 (continued)	Level 3 (continued)	Level 2 (continued)	Level 1 (continued)
of high quality PBL to achieve deeper learning outcomes. • My school has regularly scheduled structured collaboration time across departments and/or grade levels for teachers to design, plan, and evaluate high quality interdisciplinary PBL and deeper learning. • All of the campus structures and procedures (e.g., schedules, expectations, roles and responsibilities, resources, and connections), as well as policies (e.g., curricular pacing and integration), in my school are aligned and support and promote high quality PBL and deeper learning. • Our school has a systematic way in which teachers, staff, students, and families regularly recognize and celebrate teachers for the achievement of deeper learning outcomes through PBL.	• My school has regularly scheduled structured collaboration time for teachers to design, plan, and evaluate high quality PBL and deeper learning. • I have established all the necessary campus structures and procedures (e.g., schedules, expectations, roles and responsibilities, resources, and connections) that support and promote high quality PBL, and have removed those that hinder it. • I formally recognize and celebrate teachers for achievement of deeper learning outcomes through PBL at staff meetings and through individual correspondence and evaluations.	use of high quality PBL and deeper learning. • I encourage teachers, staff members, and student at my school to collaborate and/or use Professional Learning Communities to support high quality PBL and deeper learning. • I have established some campus structures and procedures (e.g., schedules, expectations, roles and responsibilities, resources, and connections) that support and promote high quality PBL. • I recognize and celebrate teachers for achievement of deeper learning outcomes through PBL.	Learning Communities can support high quality PBL and deeper learning. • I am considering campus structures and procedures (e.g., schedules, expectations, roles and responsibilities, resources, and connections) that support and promote high quality PBL. • I am examining ways to recognize teachers for success in using high quality PBL and achieving deeper learning outcomes.

2.3 Capacity Building: School leadership provide the appropriate professional learning and provides time for teachers to discuss their knowledge of PBL design elements and teaching practices.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
• I regularly pursue opportunities to apply new leadership knowledge and skills to my practice to transform our school into an exemplar of high quality PBL to achieve deeper learning outcomes • Teacher leaders in my school are networked to apply new leadership knowledge and skills to transform our school into an exemplar of high quality PBL to achieve deeper learning outcomes. • Teachers in our school network with one another	• I am engaged in formal professional learning opportunities and/or coaching to develop my knowledge and skills to lead high quality PBL and deeper learning, based on my individual needs. • Teacher leaders in my school are engaged in formal professional learning opportunities and/or coaching to develop knowledge and skills to lead high quality PBL and deeper learning, based on their individual needs. • Teachers in our school have access to individualized coaching or	• I have a plan for developing the leadership knowledge and skills necessary to lead high quality PBL and deeper learning. • I have a plan for developing the leadership knowledge and skills of key teachers in my school to lead high quality PBL and deeper learning. • I have a plan for coaching or feedback to support teachers to use high quality PBL and deeper learning. • I promote high quality PBL and deeper learning	• I understand my leadership strengths, areas of growth, and readiness to lead high quality PBL and deeper learning. • I understand my teachers' strengths, areas of growth, and readiness to lead high quality PBL and deeper learning. • I have considered ways to incorporate coaching or feedback to support teachers to use high quality PBL and deeper learning. • I am exploring ways to engage the community

and engage in peer coaching or feedback. They regularly give and receive meaningful feedback on the use of high quality PBL and deeper learning. • Families and community members actively support high quality PBL and deeper learning through meaningful participation in projects and/or school events, using a variety of languages and literacy mediums.	feedback to support the use of high quality PBL and deeper learning. • I actively recruit families and community members to participate in school events and activities that support high quality PBL and deeper learning, using a variety of languages and literacy mediums.	with families and community members.	in PBL and deeper learning.

2.4 **Continuous Improvement:** School leadership has developed ways to evaluate and improve on practices in regards to PBL implementation.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
• Teaches at my school regularly report and use data for multiple measures of deeper learning, including student achievement, student engagement, and community engagement, to improve student engagement and deeper learning. • Teachers systematically use protocols to reflect on, monitor, evaluate, and share evidence of its solutions for exemplifying high quality PBL and the achievement of deeper learning outcomes. • I collaborate and learn from other leaders to use structures, such as school and classroom walkthroughs and PBL leadership walkthroughs, to gather school-wide information about the quality of PBL instruction, progress of student learning outcomes, and other promising practices to drive decision making about instruction and operations that affect deeper learning.	• Teachers at my school regularly collect, measure, and report results for some deeper learning outcomes, including student achievement, student engagement, or community engagement. • Teachers use protocols to reflect on, monitor, and evaluate successes, challenges, and solutions for high quality PBL and the achievement of deeper learning outcomes. • I regularly use structures, such as classroom walkthroughs and PBL leadership walkthroughs, to gather school wide information about the quality of PBL instruction, progress on student learning outcomes, and other promising practices.	• Teachers at my school have identified methods to measure the evidence of some deeper learning outcomes, such as student achievement, student engagement, or community engagement. We have collected some of the data or evidence. • Teachers at my school use some protocols or observations to reflect on, monitor, and evaluate how we achieve high quality PBL and deeper learning. • I regularly use structures, such as classroom walkthroughs and PBL leadership walkthroughs, to gather information and make visible our work in achieving high quality PBL and deeper learning competencies.	• I am exploring ways to help teachers measure the evidence of achievement of deeper learning outcomes, as well as student and community engagement, at my school. • I am exploring ways to reflect on, monitor, and evaluate implementation of high quality PBL and deeper learning at my school. • I am exploring how to use structures, such as classroom walkthroughs and PBL leadership walkthroughs, to make our work visible in achieving high quality PBL and deeper learning.

Data Collection Plan: Supportive School Environment — School Administrators

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Feedback form in PDMS	1x/workshop	RMG Project Managers
2. Participants' Learning	Participant Survey	2x/year	RMG Project Managers
3. Organizational Supports	Changes in school schedules to allow for PBL Documentation of structural changes aligned with desired outcomes Change in course selection to align to PBL	4x/year	RMG Project Managers
4. Participants' Practice	Evidence of PLC structures that align to PBL support Teacher teaming and student scheduling	1x/workshop	RMG Project Managers
5. Student Outcomes	ELA & Math FSA and Course Grades in all subjects	2x/year	RMG Project Managers

Mid-Year and End-of-Year Evaluation Plan

Level 1. Participant Reactions

Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teacher/Individual	Workshop Feedback Survey in PDMS	Summary of Survey Data
Administrator/Supervisor	Workshop Feedback Survey in PDMS	Summary of Survey Data

Level 2. Participant Learning

Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teacher/Individual	Pre-/Post-Assessment	Summary of Assessment Data
Administrator/Supervisor	Workshop-embedded Assessment	Summary of Assessment Data

Level 3. Organizational Support

Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teacher/Individual	District record of support to schools, progress toward structural changes.	Annual review of District supports and structural changes.
Administrator/Supervisor		

Level 4. Participants' Use of New Knowledge and Skills

Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teacher/Individual	Evidence of PBL implementation and strategies to support a supportive school environment	Annual report of progress toward Project-based Learning and Supportive School Environment Desired Outcomes.
Administrator/Supervisor		

Level 5. Student Learning Outcomes

Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
Teacher/Individual	Course Grades in all subjects	FSA Mathematics, Reading and Writing
Administrator/Supervisor		