



MASTER PLAN

Elementary Learning

2021

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Course Group Number: 39001227

Purpose

“To succeed in college and in life, all students need to master basic skills, but they also need to learn to think creatively, solve problems, make effective arguments, and engage in debates. To successfully prepare all students—including students with disabilities and English language learners—for life after high school, teachers need to create cognitively demanding learning experiences in their classrooms every day. These efforts must begin when students enter our doors in pre-k and continue through elementary, middle, and high school.” (*Shael Polakow-Suransky, Chief Academic Officer, New York City Department of Education*).

The role of the Elementary Learning Department is to provide leadership and support to schools, so they are able to provide a coherent and high-quality educational program for students from Kindergarten through Fifth Grade. To provide a comprehensive and aligned elementary experience, the work of this department focuses on the following:

- Quality standards/quality educators
- Cross-curricular collaboration
- Collaboration and alignment with Pre-K and middle schools

The Elementary Learning Department recognizes that sustained, ongoing professional learning is essential to meet the district’s goal of third grade proficiency and middle school success. Teachers must have the content, standards, and pedagogical knowledge across content areas to effectively instruct their students.

Needs Assessment

Professional Development through the Elementary Learning Department is supported through the long and short-term goals outlined in the Department’s Strategic Plan, which is aligned with the District’s Strategic Plan. The plans and goals are based on the results of an number of state and local assessments as well as a variety of formative classroom assessments (e.g., authentic work products that include informal activities, performance-based tasks and projects, portfolio collections, writing samples including journals evaluated with criteria rubrics and descriptive feedback, and classroom observations documented in anecdotal records).

Baseline Statement – English Language Arts (ELA): Based on the 2021 Florida Standards Assessment (FSA) in English Language Arts (ELA) performance, district-wide proficiency (achievement level 3 and above) percentages were 53 % at third grade, 62% at fourth grade, and 59% at fifth grade. Data from the Fall 2020 Florida Kindergarten Readiness Screener (FLKRS) indicate 66% of our kindergarten students scored “ready for kindergarten”, a 16% increase from 2020. To increase student language arts/literacy achievement, both primary (grades K-2) and intermediate level (grades 3-5) students must be provided effective reading and writing assessment and instruction that includes a focus on development in oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing to build their level of proficiency and meet or exceed the expectations of the Language Arts Florida Standards and the BEST Standards.

Baseline Statement – Mathematics: Based on the 2021 Florida Standards Assessment (FSA) in Mathematics performance, district-wide proficiency (achievement level 3 and above) percentages were 65% at third grade, 67% at fourth grade, and 64% at fifth grade. In order to increase student achievement,

the focus of instruction in all grade levels should be on building conceptual understanding, developing students' procedural fluency, and promoting higher-level thinking skills through meaningful problem-solving investigations. This suggests there is a need to improve pedagogy in the various domains of mathematics for all participants in grades K-5.

Baseline Statement – Science: Based on 2021 FCAT 2.0 Science student achievement data, 49% of fifth graders demonstrated proficiency. This data suggests a need for increased teacher professional learning in content knowledge and instructional delivery of the elementary science course content.

Baseline Statement – Social Studies: Based on middle and high school Civics and American History data remaining stagnant, a greater effort is being made to ensure Social Studies concepts and topics are being addressed early in the elementary grades. Civics has also been added to Grades K-5 in the new Florida BEST Standards for English Language Arts creating a need to ensure all students in the early grades have a solid foundational understanding going into middle school. With the passing of recent legislation on the Holocaust, the ongoing need to educate on this topic persists.

Description of Content Areas

English Language Arts (ELA)

English Language Arts professional learning is designed to develop, improve, and enhance participants' literacy content and pedagogical knowledge, as well as increase effectiveness in teaching literacy/language arts to students in grades K-5, including explicit, systematic, and multi-sensory instructional practices for reading and writing foundational skills, including the Science of Reading. Professional learning provides exposure to instructional strategies and materials that balance the use of literary and informational texts, text complexity, academic vocabulary, text-based questions, writing from sources, and language arts/literacy instruction in all content areas in conjunction with Next Generation Sunshine State Standards (NGSSS), Language Arts Florida Standards (LAFS), and Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts. Professional learning opportunities provide participants with strategies to incorporate the English Language Arts standards in reading, writing, listening, speaking, and language into instruction and interventions. Dyslexia and Dysgraphia are addressed within these contexts. The professional learning builds teacher effectiveness by providing strategies to improve standards-based planning, standards-based instruction, and optimal conditions for learning.

Math

Mathematics professional development is designed to develop, improve, and enhance participants' mathematical content and pedagogical knowledge, as well as increase effectiveness in teaching mathematics to students in grades K-5. Professional development provides exposure to instructional strategies and materials that balance conceptual understanding, procedural fluency, and application of mathematics content in conjunction with the Mathematics Florida Standards (LAFS) and Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for Mathematics. Professional learning opportunities provide teachers with strategies to incorporate the Mathematical Practice Standards and the Mathematical Thinking and Reasoning Standards (MTR's) into instruction and interventions. Dyscalculia is addressed within these contexts. The professional learning builds teacher effectiveness by providing strategies to improve standards-based planning, standards-based instruction, and optimal conditions for learning.

Science

Science professional development is designed to develop, improve, and/or enhance the instructional practices of teachers, coaches, and administrators to effectively deliver science instruction to students in grades K-5. It specifically provides standards-based, core content, from foundational through application levels, supporting effective science instruction. Professional development provides exposure to a variety of hands-on science inquiry and methodology in building conceptual understanding of science content in conjunction with state standards. Professional learning opportunities provide teachers with strategies to incorporate into science instruction and address the Florida Standards in Mathematics and English Language Arts/Literacy or Florida's Benchmarks in Excellent Student Thinking Standards (B.E.S.T.) while teaching the Next Generation Sunshine State Standards (NGSSS) in Science. In addition, professional learning opportunities provide for the infusion of research-based strategies focused on differentiated instruction for students with an English language deficiency, students with disability, and gifted students. The professional learning builds teacher effectiveness by providing strategies to improve standards-based planning, standards-based instruction, and optimal conditions for learning.

Social Studies

Social Studies professional development is designed to develop, improve, and enhance participants' content and pedagogical knowledge, as well as increase effectiveness in teaching Social Studies standards and essential topics (required instruction) to students in grades K - 5. Professional development provides exposure to instructional strategies and materials that balance conceptual understanding and application of social studies content in conjunction with Next Generation Sunshine State Standards (NGSSS) for Social Studies and Florida's B.E.S.T. Standards. Professional learning opportunities provide teachers with strategies to incorporate the Social Studies Standards for American history, geography, economics, and civics and government into instruction. The professional learning builds teacher effectiveness by providing strategies to improve standards-based planning, standards-based instruction, and optimal conditions for learning.

Continuous Improvement

The Elementary Learning Department integrates content area standards driven by data at every level: student, teacher, classroom, coach, school, and district. Supervisors, coaches, and classroom teachers use information from a variety of assessment tools in individual classrooms as part of the continuous improvement cycle. Professional learning in the Elementary Learning Department is a process of continuous improvement focused on achieving clearly defined student and educator learning goals. This Master Plan will be updated annually to reflect necessary changes as a result of the continuous improvement process.

Strategic Plan Goals

The Elementary Learning Department supports schools in providing high quality instruction to all students focused on deliberate and relevant teaching, learning, and student engagement, resulting in high impact teaching and globally competitive students. The department aligns with the district's Strategic Plan by providing high-quality professional development and support to teachers and administrators so high-quality, standards-based, tier-one instruction is successfully implemented for students in grades K-5.

Elementary Learning Department's Three Leading Objectives:

1. Provide and facilitate high quality teaching and learning experiences based on standards, including WIDA and Social Emotional Learning (SEL) Standards, and principles of Equity

2. Build professional expertise and capacity to plan and implement high quality instruction
3. Use data to inform instruction, including the selection of appropriate and relevant instructional materials

In order to provide all students with high quality, differentiated instruction that targets their unique needs, schools must focus on the following **five broad areas to personalize their instruction**:

- Environmental Considerations and Changes
- Grade Level Standards Implementation
- Deliberate Planning of Curriculum and Instruction
- Using Data to Drive Deliberate Practices and Instruction
- Professional Learning

Elementary Learning professional development supports the **ten (10) expectations** developed by the Department:

1. Focus on the individual student as well as the collective thinking and collaboration of the entire class
2. Differentiate based on student needs and interests through application of Universal Design for Learning (UDL) Framework - multiple means of representation (what), action/expression (how), and engagement (why)
3. Teach for understanding in order to apply/generalize outside of the classroom
4. Require active participation of students by providing experiences that promote curiosity, inquiry, and innovation
5. Discuss and Analyze data and student work, that includes identifying teaching and learning challenges and providing effective, quality feedback
6. Use data, results, and student work to inform next steps with instruction and support
7. Set appropriate rigorous expectations for students based on an in-depth understanding of the Florida Standards
8. Address the needs of the whole child - Making sure they are ready to learn (Social-Emotional Development) is paramount to moving each child along their personalized pathway for learning
9. Build integrated content knowledge: Teachers and administrators must understand how they can address literacy, ELA, and WIDA throughout all parts the day, including routines and other content areas (science/social studies/math)
10. Provide engaging, rigorous environments and curriculum: Rigor does not mean more work. It means connecting with students and making them think. Providing an environment that will support this is essential.

Using Data to Inform Instruction

Teachers use data to inform instruction, including the selection of appropriate and relevant instructional materials. The Elementary Learning Department supports teachers with the following:

- Including discussion and analysis of performance tasks
- Analyzing authentic student work associated with standards-based performance tasks
- Implementing deliberate instructional practices based on running records and other data sources
- Using the new Math Guidance Documents and Fluency Resources when planning lessons
- Providing guidance and assisting teachers in choosing relevant strategies and materials for classroom instruction
- Utilizing inquiry-based performance and additional assessment data to guide the integration of science in instruction.

State Standards and Support

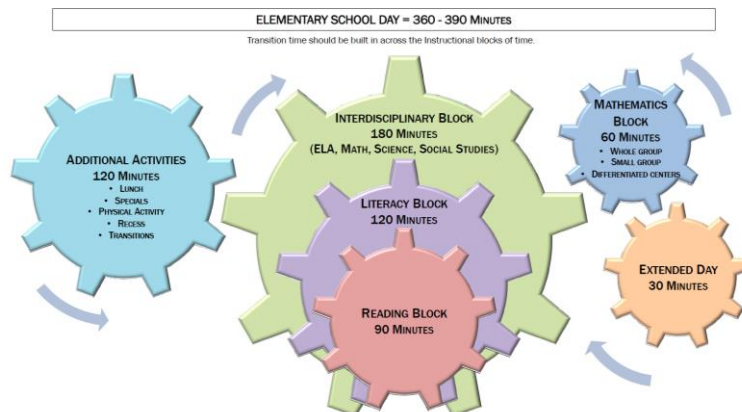
Effective implementation of state standards is crucial as it drives what teachers teach, what children learn, and which curricula and assessments are used to reflect them. For effective implementation, there must be:

- Aligned Standards and Curricular Resources
- Interdisciplinary Instruction within Developmentally Appropriate Practices
- Assessments and Monitoring to ensure goals are met
- Comprehensive Professional Development: Continuum of professional learning for all stakeholders (District, Leadership, Instructional, Non-Instructional, Support)
- Professional Learning Support: Coaches, Instructional Support Staff, Instructional Facilitators, Staff Developers, Learning Communities

The Language Arts Florida Standards (LAFS) and Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts specify the skills and understandings required for college and career readiness preparation in multiple disciplines such as social studies, science, mathematics, and the arts. As students learn to read, write, speak, listen, and use language, they must be able to do so proficiently across all content areas. Emphasis is placed on closely monitoring student development of the foundational skills to strategically plan and implement explicit, systematic, and multi-sensory instructional practices that target the needs of all students. It is the role of the teacher to scaffold student support in navigating through all text types, including multi-media formats, to develop proficient skills in reading, writing, speaking, listening, and using language in all disciplines.

Instruction in English Language Arts and content-area standards should not occur in isolation, but through an integrated, interdisciplinary approach. More engaging and relevant teaching and learning experiences can occur through interdisciplinary instruction. This practice not only provides for increasing one’s depth of knowledge, but also enhances the opportunity to build proficient literacy skills across a variety of print and digital texts in multiple genres through authentic collaboration.

The graphic below depicts an exemplar elementary level instructional model and demonstrates how integration of literacy skills should be the foundation of all teaching and learning experiences throughout the entire school day and in all content areas. In the 180-minute integrated literacy block, English language arts standards are embedded through all instruction, supporting students in developing proficient literacy skills within all content areas. With a focus on the content and student learning/growth, teachers can create experiences for students that best prepare them to compete in a global society.



As students develop skills, they should be provided frequent opportunities to apply their learning through meaningful performance activities/tasks. Careful analysis of authentic student work products will guide

teachers with informing their instructional practice to ensure that every student is provided a differentiated plan for learning that will maximize their potential for developing proficiency.

In Mathematics, the department supports teachers as they improve how time is spent during the math block by incorporating the modified Gradual Release of Responsibility Model. Lessons should begin with productive student struggle (you do), leading into rich classroom discussion and instruction (we do), followed by focused guided instruction (I do) and ending with student independent practice (you do). Differentiated small group remediation and enrichment should be an integral part of student-centered instruction during the math block. In addition, strategically designed and delivered standards-based math lessons should utilize the Concrete-Representational-Abstract (C-R-A) Instructional Sequence Model to ensure student understanding of abstract math concepts. Focused instruction should build on the coherence of concepts within the grade and across grades. This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom. The conceptual understanding, procedural fluency, and application of math skills are further enhanced when embedded in the framework of C-R-A which provides an opportunity for increased interaction with content and increased retention of math concepts for all students. By providing this support, the department ensures effective implementation of the Mathematics Florida Standards (MAFS) and Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

In Science, the department supports teachers as they progress toward an inquiry-based, interdisciplinary model of instruction, where whole group and small group daily learning experiences are part of larger units and focus on broad and complex conceptual topics. In this model, student-centered lessons are based on essential questions, which reflect the key ideas students must acquire. The essential questions stimulate open-ended inquiry, taking the students beyond fact-finding to synthesizing ideas and building knowledge. In addition, standards-based science lessons should follow the 5E model of instruction to promote active learning and collaboration in an inquiry-based environment. As students analyze and interpret data, carry out investigations, and develop and use models, the students partake in rich teacher-facilitated discourse and engage in argument from evidence. Units of study conclude with student-driven products that reflect deep understandings and real-world application of the content, where learners construct explanations and design solutions.

In Social Studies, the department supports teachers as they progress toward an inquiry-based, interdisciplinary model of instruction, where whole group and small group daily learning experiences are part of larger units and focus on broad and complex conceptual topics. In this model, student-centered lessons are based on essential questions, which reflect the key ideas students must acquire. The essential questions stimulate open-ended inquiry, taking the students beyond fact-finding to synthesizing ideas and building knowledge. Teachers and students use primary and secondary sources to learn about American history, geography, economics, and civics and government. As students understand, participate in, and make informed decisions about their world, they partake in rich teacher-facilitated discourse and engage in argument from evidence. Units of study conclude with student-driven products that reflect deep understandings and real-world application of the content, where learners construct explanations and design solutions.

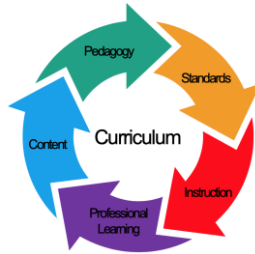
Effective Practices and Ongoing Teacher Support

Building a Strong Foundation: Engaging Interactions and Environments

Effective, engaging interactions and environments are the foundation for all learning. High-quality tier one instruction includes a well-organized and managed classroom, social and emotional support, and instructional interactions and materials that stimulate children's thinking and skills.

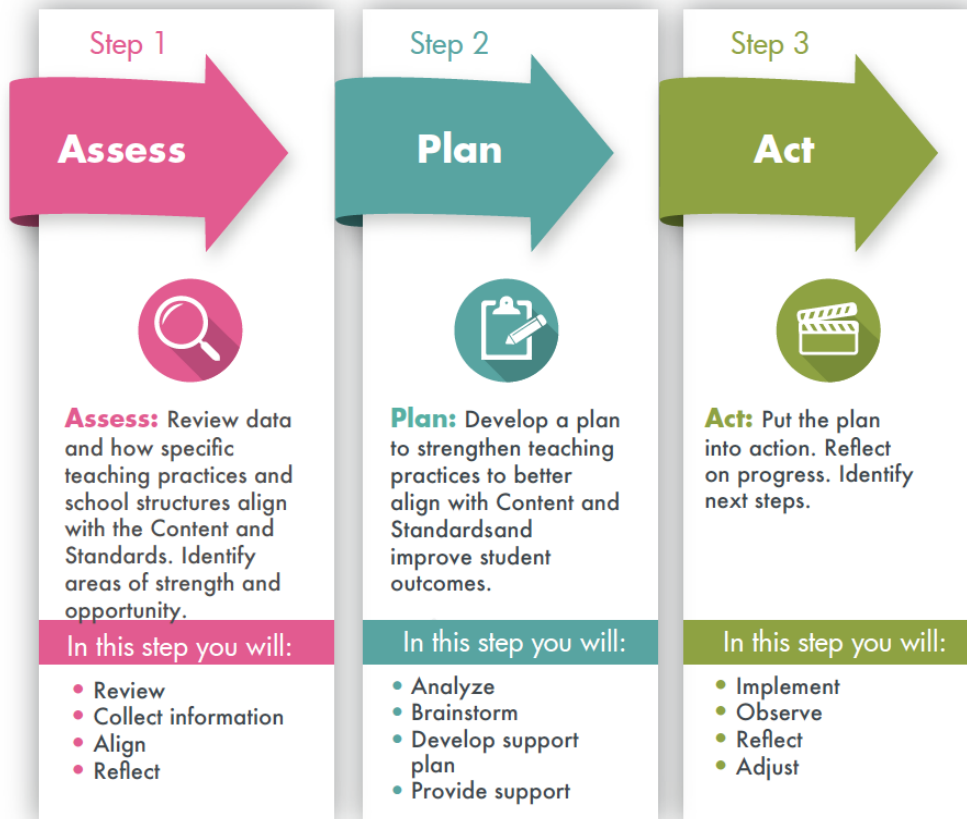
Implementing Research- and/or Evidence-based Curriculum and Teaching Practices

High-quality, research-based and evidence-based curricula provides learning goals and activities in key areas of a student’s development. Curricula should provide guidance on what to teach (content), how to teach (learning experiences and teaching strategies), and alignment to standards. Implementation science tells us implementation is a process that takes time. Effective implementation requires a team approach and different types of school supports (e.g., professional development, access to materials, understanding of the curriculum and rigor of the standards, etc.).



Building from implementation science, the following 3-step process is utilized when identifying a focus for administrators, schools, coaches, and/or teachers. Reflection is built into each step.

1. The implementation process begins with gathering information and assessing needs.
2. Based on the needs assessment, a school support plan outlining steps to be taken by the Elementary Learning Department and school can be put in place.
3. School leaders and staff can implement enhanced teaching practices based on the data collected and established plans.



National Center on Early Childhood Development, Teaching, and Learning (2017)

Ongoing Progress Monitoring and Assessment

“Student learning outcomes define equitable expectations for all students to achieve at high levels and hold educators responsible for implementing appropriate strategies to support student learning” (Learning Forward, 2012). Ongoing assessment is integral to curriculum and instruction. The objective is to help children achieve college and career readiness. Assessment information helps monitor progress — both for individual students and for the school and department as a whole. Assessment information needs to be valid, reliable, and useful so the results can inform curriculum and instruction. Systematic, ongoing assessment provides valuable information on students' learning and helps inform curriculum planning and high-quality tier one instruction across all content areas.

Personalized Teaching and Learning

Students vary widely in their skills, knowledge, backgrounds and abilities. Teaching must effectively reach all children regardless of their abilities and disabilities. Effective instruction for all students requires specialized teaching and learning opportunities to access, participate, and thrive in the elementary classroom. Effective teachers are sensitive and skilled in interactions; they use ongoing formative assessment of each student's skills and proficiency levels to plan instruction; and they choose and use curricula and activities that engage all children, regardless of their strengths or needs. Personalizing instruction helps ensure effective teaching and learning for all children across the content areas. The Elementary Learning Department works closely with each school to build capacity with coaches and personalize support to teachers and students. Principals are informed of which teachers attend professional learning and provide input into the Implementation Checklists required of each teacher to complete professional learning activities.

High-Quality Teaching and Learning

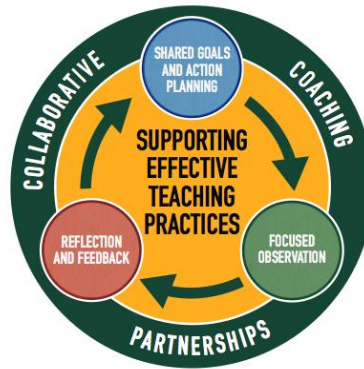
School Support Plans/Coaching Plans

Improving instruction and student outcomes requires accurate data and a plan. Used as a vehicle to drive meaningful, goal oriented professional learning support, aggregated and analyzed school, grade level, and classroom data determines areas of focus, assists teachers in differentiating large group and small group instruction, and supports personalized learning to meet the needs of each student. All data is taken into account when developing a School Support Plan. Instructional Support Staff develop a collaborative relationship with the administrators, coaches, and teachers in order to best support the needs of the instructional staff in the classroom and improve student achievement based on Needs Assessment data. The Curriculum Supervisors work closely with the Instructional Support Staff to ensure data is effectively utilized to drive the support and effective teaching practices are implemented throughout the year. Curriculum Supervisors work with Instructional Support Staff, Cadre Directors, District, and School Administrators to review data, develop strategies so that teachers and students are successful, and individualize their support services to teachers and classrooms. The goal of the support plan is to focus on practices that will ultimately impact student outcomes.

Developing the school support plan requires outlining the steps, resources, and supports needed to reach a school's goal. Each plan also includes a time frame to review progress on goals, implementation, and support provided. The support plan provides a “roadmap” for the support and feedback that will occur throughout the year and is a fluid document with the intent to change as progress is made or challenges arise. Elementary Learning staff focus on a mutual consideration of the support strategies used and information gathered about teaching practices to identify successes, challenges, and areas for additional improvement or refinement (i.e., reflecting on teaching practices) and share constructive feedback about implementation of support strategies and implementation of teaching practices. School support plans are

reviewed and updated throughout the year and the original needs assessment might be reviewed or updated to determine new priorities.

The Elementary Learning Department has a tradition of providing professional development to support teachers as they implement effective practices that lead to positive outcomes for children. Coaching is a strategy that aims to ensure quality teaching and learning practices are implemented with accuracy and result in positive outcomes for students. It supports the reflective process that professionals need to translate the theories and information learned through ongoing learning into best practices in the classroom setting as illustrated below.



National Center on Quality Teaching and Learning, 2012

The Instructional Coach’s role is to model for the school-based coach then facilitate reflection and next steps. Teachers and coaches benefit from building positive, trusting, and respectful relationships in order to effectively meet the needs of students. The teacher’s role is to grow in the capacity to reflect on practice, plan, and implement change. The cyclical nature of supporting effective teaching practices emphasizes that expectations, understandings, and desired outcomes of professional learning, coaching, and support are regularly reviewed and updated. The coaching and support cycle is designed to strengthen collaboration when used systematically. The components require reciprocity, or two-way interactions. Each school partnership is personalized to the unique strengths, needs, shared understandings, and desired outcomes of the school, grade, coach, and teacher. Together, the components of the School Support Plan and the effective implementation of new knowledge and strategies help achieve desired outcomes for improvement or refinement of teaching practices and impact student achievement.

Professional Learning Communities

Professional Learning Communities (PLCs) enable teachers to identify and focus on improving their own teaching practices and provide an opportunity to examine the impact that high-quality strategies have on student learning. Strong collaborative relationships among teachers promote school change beyond the classroom (Darling-Hammond, Wei, Andree, Richardson, & Stelios, 2009). These relationships coupled with the sharing of effective teaching strategies are built through connected and sustained learning in the PLCs (NSDC, 2009). All participants are encouraged to participate in their school-based PLCs. Research shows that this type of collaborative learning produces strong, positive effects on learning outcomes. Through exploration of individual and collective experiences, teachers actively construct, analyze, evaluate, and synthesize knowledge and practices (Learning Forward, 2012).

Continuing the Career Pathway

“Any single professional learning activity is more likely to be effective in improving educator performance and student learning if it builds on earlier professional learning and is followed up with later, more

advanced work to become a part of a coherent set of opportunities for ongoing professional learning” (Learning Forward, 2012).

The Elementary Learning Department is dedicated to the ongoing process of making teaching and learning visible. Staff conveys the need to use surface information to foster a deep understanding of teaching, learning, and assessment. “Visible teaching and learning occurs when learning is the explicit goal, when it is appropriately challenging, when the teacher and student both seek to ascertain whether and to what degree the challenging goal is attained, when there is deliberate practice aimed at attaining mastery of the goal, when there is feedback given and sought, and when there are active, passionate and engaging people participating in the act of learning” (Hattie, 2009). As part of the ongoing coaching process, a variety of professional learning opportunities are provided to teachers and administrators to support the notion of visible learning.

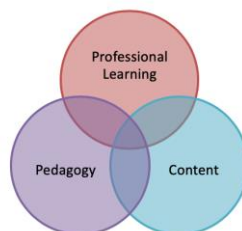
At the end of each school year, coaches and K-5 teachers are provided a Needs Assessment Survey to determine interests and needs. Based on the results of the Needs Assessment Surveys, classroom observations, collaborative walkthroughs, teacher/classroom/student data, and district level data, professional learning opportunities are developed, implemented, and evaluated. To bridge the gap between knowledge and application, and integrate new ideas into practice, teachers need ongoing implementation support that includes opportunities to deepen their understanding and address problems associated with practice (Learning Forward, 2012). The expected outcome of professional learning is changes in educator practice and student learning as implementation support is sustained over time.

To ensure a coherent system that supports teachers across the entire professional continuum, professional learning should link to their experiences in preparation and induction, as well as to teaching standards and evaluation. It should also bridge to leadership opportunities to ensure a comprehensive system focused on the growth and development of teachers.

Coherence is important to the successful implementation of professional learning across the various knowledge and skills that teachers possess. It ensures that professional learning is a part of a seamless process that begins in the preparation program and continues throughout an educator's career and aligns tightly with the expectations for effectiveness defined in performance standards and student learning outcomes (Learning Forward, 2012). Professional learning is aligned to student learning outcomes and is designed to engage teachers in practices they are expected to implement within their classrooms (Learning Forward, 2012).

Elementary professional learning developers and facilitators ensure the process of ongoing learning is coherent and directly relates to developmentally appropriate practice while linking deliberate outcomes to building the knowledge and skills needed to be successful with the state standards. Sustaining this focus from Kindergarten through Fifth Grade is critical to positive student outcomes and ensuring students are well on their way to college and career readiness.

Elementary Professional Learning



- Content area-focused professional learning helps district leaders, administrators, coaches, and teachers build content knowledge and hone pedagogical skills.
- Participants deepen subject matter expertise, learn to teach for understanding, understand and implement the Florida Standards, Shifts, and ELA Expectations, and use assessment data to gauge instruction and measure student success.
- Research suggests that successful professional learning is anchored in student learning, action-oriented, content-based, collaborative, and aligned with district goals and priorities.

From Learning Policy Institute:

Effective professional learning (PL) incorporates most, if not all, of the following elements:

- **Is content focused:** PL that focuses on teaching strategies associated with specific curriculum content supports teacher learning within teachers' classroom contexts. This element includes an intentional focus on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, or literacy.
- **Incorporates active learning:** Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. Such PL uses authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional learning models and environments that are lecture based and have no direct connection to teachers' classrooms and students.
- **Supports collaboration:** High-quality PL creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school and/or district.
- **Uses models of effective practice:** Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.
- **Provides coaching and expert support:** Coaching and expert support involve the sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs.
- **Offers feedback and reflection:** High-quality professional learning frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback. Feedback and reflection both help teachers to thoughtfully move toward the expert visions of practice.
- **Is of sustained duration:** Effective PL provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.

All professional learning courses are aligned to Benchmarks for Excellence in Student Thinking (B.E.S.T.) Standards, Florida Standards, Next Generation Sunshine State Standards for Science and Social Studies, Marzano's Art and Science of Teaching Framework, WIDA, and Broward's Social Emotional Learning Standards. Coaching and school site visits are conducted as part of the implementation of new knowledge. Additional professional development topics are developed based on student and teacher data, content-area self-assessment, and District initiatives. The implementation and resulting effectiveness of the new knowledge on the teacher's instructional practice, student achievement, and department goals is monitored throughout the year.

The following training and professional development outline has been developed to support the ongoing professional learning for elementary teachers, coaches, and administrators. Additional professional learning will be developed in alignment with this Master Plan as indicated by need and outcomes.

Training/Webinars for Elementary Teachers, Coaches, Administrators

1. B.E.S.T. Things to Know: Deeper Dive (Grades K-5)
2. Mastery Connect: Science
3. Basics of STEMscopes & Science A-Z
4. Mastery Connect: Math
5. Resource Review: Math
6. Priority Standards and Just in Time Instruction: ~~ELA~~ and Math
7. B.E.S.T. Gap Analyses/Overviews: Math & ELA
8. Writing K-2
9. Writing 3-5
10. DBQ K-2
11. DBQ 3-5
12. Essential Topics/Required Instruction Mandates
13. Priority Standards and Just in Time Instruction
14. Dyslexia
15. Dysgraphia
16. Dyscalculia
17. Science of Reading

Professional Learning for Elementary Teachers, Coaches, Administrators

Foundations (Level I)*

ELA:

1. ELA Instructional Materials K-2 Part 1
2. ELA Instructional Materials 3-5 Part 1
3. ELA Instructional Materials K-2 Part 2
4. ELA Instructional Materials 3-5 Part 2

Math:

1. Standards-Based Effective Math Instruction K-2 or 3-5
2. Singapore Math Strategies Grades K-2 or 3-5
3. Critical Content: Number Sense and Operations
4. Critical Content: Algebraic Thinking

Science:

1. K-5 Deeper Dive into NGSSS for Elementary Science
2. Standards-Based Elementary Science
3. Assessing Elementary Science

Social Studies:

1. Document Based Questioning K-2, 3, or 4-5
2. Social Studies Essential Topics K-5 (Face-to-Face / Online)
3. Social Studies Standards Integration K-5 (Online Only)

*Completion of the courses in each content area above results in a Level I Credential for that content area.

Intermediate (Level II)**

ELA:

1. Foundational Skill Progressions Online K-5
2. Scaffolding Learners in Literacy K-2 or 3-5
3. Literacy in Small Group K-2 or 3-5
4. Elementary Writing Essentials K-2 or 3-5
5. Benchmark Advance Oral Reading Record K-5
6. Reading Intervention Instruction K-5
7. Foundational Skills 101

Math:

1. Elementary Math Manipulatives
2. Building Elementary Math Fluency
3. Differentiated Math Centers K-2 or 3-5
4. Critical Content: Geometric Reasoning
5. Critical Content: Data Analysis and Probability

Science:

1. K-2 Effective Science Journaling
2. Science Centers Made Simple
3. Teaching Science to Support Literacy

Social Studies:

1. Document Based Questioning: Holocaust 4-5
2. Civics for Young Learners K-2
3. Teaching Civics 3-5
4. DBQ Writing K-2 or 3-5

****Completion of components at the Intermediate Level will result in a Level II Credential. Teachers must already possess the Level I Qualification to obtain the Level II Qualification.**

Specialized Courses

ELA:

1. Critical Content for B.E.S.T. Standards in ELA
2. Foundational Skills 101
3. Intensive Reading Intervention
4. Teaching Foundational Reading Skills Basic and Intermediate (20-hour or 30-hour online course)
5. Standards Based Planning for Reading K-5
6. Standards Based Planning for Writing K-5
7. Critical Content: Early Literacy Concepts K-1
8. Critical Content: Phonological Awareness K-1
9. Critical Content: Phonics K-1, 2-5
10. Critical Content: Reading Fluency K-1, 2-5
11. Critical Content: Vocabulary & Oral Language K-1, 2-3, 4-5
12. Critical Content: Reading Comprehension K-1, 2-5

Math:

1. Algebra for Elementary Teachers
2. Addition and Subtraction K-2 or 3-5
3. Fractions 3-6
4. Geometry K-5
5. Measurement and Data K-2 or 3-5

Science:

1. Understanding Elementary Science: Weather and Climate
2. Understanding Elementary Science: Force and Motion
3. Understanding Elementary Science: Plant Life

4. Understanding Elementary Science: Heat and Light Energy
5. Understanding Elementary Science: Animal and Human Life
6. Understanding Elementary Science: Earth, Sun, and Space
7. Elementary Engineering

Social Studies:

1. Children’s Literature Meets Math and Economics
2. Holocaust Education

Mentor Teacher Track

- Mentoring teacher growth in, and application of, content-specific areas that lead to effective planning and implementation of authentic standards-based teaching, effective learning experiences, relationship with colleagues, and the connection to coaching/mentoring
- Virtual Peer-Coaching Learning Communities

Mentor Teacher Track courses or professional learning communities will be facilitated by Elementary Learning Staff and Teachers who have demonstrated the knowledge and skills necessary to facilitate the specific course.

Professional Learning for School-Based Administrators

Sustainability and the building of leadership capacity is supported through Cadre meetings, Coaching/Site Visits, and Professional Learning Communities. District Curriculum Supervisors and Instructional Support Staff provide necessary support to elementary teachers and administrators on-site and through monthly meetings.

Collaboration for Professional Learning

The Elementary Learning Department values productive collaborations around professional learning. Staff works collaboratively with other departments across district divisions to share capacity when providing professional learning opportunities and support to teachers and administrators. Teachers and administrators are encouraged to participate in vertical, horizontal, and temporal discussions with colleagues in their immediate building as well as between schools and the community. Professional Learning Communities provide the structure for sustained collaboration and learning.

In addition, the Elementary Learning Department partners closely with the University of Florida Literacy Institute (UFLI), University of Florida Lastinger Center, Children’s Literacy Initiative (CLI), University of Chicago, Florida State University, Florida Center for Reading Research, Student Achievement Partners, and the Friday Institute at North Carolina State to ensure teachers and staff have every high-quality opportunity to participate in ongoing professional learning and growth to meet their needs.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan. Desired outcomes have been established for Teachers and School-based Administrators. Indicators along a leveled continuum based on the Florida Standards, Florida Benchmarks for Excellence Student Thinking, Next Generation Sunshine State Standards, and the Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches are provided below.

English/Language Arts Desired Outcomes and Performance Indicators

1.0 TEACHERS: English/Language Arts			
1.1 DESIRED OUTCOME: INCORPORATES INSTRUCTIONAL PLANNING			
The participant plans using the Florida Standards for English Language Arts, Florida’s B.E.S.T. Standards for English Language Arts, the Next Generation Sunshine State Standards for Social Studies and Science, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Creates a well-developed plan for the year that is tightly aligned with state standards/ assessments and the District’s strategic goals. • Designs content-based units of study with culminating activities that contain scaffolded performance tasks using rubrics and scales to evaluate authentic student learning. • Designs lessons with clear, measurable goals closely aligned with standards and based on learning outcomes. • Designs lessons using a variety of research-based curriculum materials including those available through the school, the district, in the community, and through professional organizations and universities that are aligned to the BEST Standards, Florida Standards for 	<ul style="list-style-type: none"> • Plans the year’s instructional focus based on state standards to ensure students are ready for external assessments that align the plan with the District’s strategic goals. • Plans units of study using content standards, big ideas, and essential questions. • Designs lessons and activities based on learning outcomes. • Designs lessons that utilize core programs as well as other research-based curricular materials available through the school, district, and related outside organizations, when appropriate, to support student learning. • Provides students a clear sense of purpose by communicating the essential questions and goals. 	<ul style="list-style-type: none"> • Demonstrates by foundational knowledge of the standards and is able to locate them to identify desired outcomes. • Plans daily lessons in direct alignment with the textbook suggested standards and curriculum. • Displays an awareness and use of resources available at the school level. • Posts the main learning objectives of each lesson as directed by the school to inform students of learning expectations. • Demonstrates willingness to try out new classroom practices. 	<ul style="list-style-type: none"> • Beginning to plan using the Florida Standards for English Language Arts and the Next Generation Sunshine State Standards for Social Studies and Science. • Is unable to plan using effective strategies to meet the needs of various learners.

<p>English Language Arts and the Next Generation Sunshine State Standards for Social Studies and Science.</p> <ul style="list-style-type: none"> • Models for students exactly what is expected by communicating essential questions and posing goals, rubrics, and exemplars of proficient work. • Actively seeks new ideas and engages in action research with colleagues to figure out what works. 	<ul style="list-style-type: none"> • Seeks effective teaching ideas from colleagues and other professionals to meet the diverse needs of learners. 		
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1.2 DESIRED OUTCOME: VARIES INSTRUCTIONAL DELIVERY TO ENGAGE STUDENTS			
The participant effectively engages students by using a variety of instructional strategies to meet individual learning needs.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Consistently uses the Gradual Release Model of Responsibility to provide effective instructional practices using clear and appropriate language. • Develops multiple strategies in anticipation of student misconceptions and confusions in order to reach learning goals. • Successfully reaches all students by skillfully differentiating and scaffolding. • Maximizes academic learning 	<ul style="list-style-type: none"> • Provides clear explanations, appropriate language, and good examples to present material. • Anticipates misconceptions that students might have and plans to address them in order to reach learning goals. • Differentiates/scaffolds instruction to accommodate most students' learning needs. • Uses coherence, lesson momentum, and smooth transitions. • Engages students to actively think about, 	<ul style="list-style-type: none"> • Attempts to use language and explanations to vary instructional strategies. • Attempts to accommodate student learning needs. • Attempts to keep students actively involved. • Recognizes teachable moments. 	<ul style="list-style-type: none"> • Beginning to engage students by using a variety of instructional strategies to effectively meet individual learning needs.

<p>time through coherence, lesson momentum, and seamless transitions to get the most out of every minute.</p> <ul style="list-style-type: none"> Keeps all students challenged and highly involved in focused work in which they are active learners and problem-solvers. Poses a range of questions designed to challenge students that results in thoughtful, genuine discussions among all students. Adapts lessons and units to exploit teachable moments and correct misunderstandings. 	<p>discuss, and use the ideas and skills being taught.</p> <ul style="list-style-type: none"> Poses a range of questions designed to promote student discussions that successfully engage most students in the discussion. Modifies lessons to take advantage of teachable moments. 		
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1.3 DESIRED OUTCOME: ASSESSMENT OF AND FOR STUDENT LEARNING

The participant systematically gathers, analyzes, and uses relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> Analyzes student needs based on quantitative and qualitative assessment data to make instructional decisions that align assessment resources to desired learning outcomes. Explains how and why a particular assessment/resource aligns with a desired learning outcome. Evaluates the quality of authentic assessment resources based on 	<ul style="list-style-type: none"> Bases instructional decisions on student needs and assessment data. Utilizes traditional formative and summative assessments to gauge student mastery and learning gains. Reviews student performance data to evaluate the effectiveness of instructional strategies. Reflects on initial teaching strategies 	<ul style="list-style-type: none"> Utilizes assessment results when making instructional decisions. Aligns assessment results with decisions being made but may not be able to explain why a specific assessment resource is appropriate for measuring the desired learning outcomes. Utilizes assessment resources provided by the textbook or as part of the 	<ul style="list-style-type: none"> Beginning to gather, analyze, or use relevant data to measure student academic progress, plan instructional practices, or provide feedback to both parents and students.

<p>reliability, objectivity, and validity.</p> <ul style="list-style-type: none"> Utilizes various authentic formative and summative assessments to collect data about student mastery, learning gains, and social growth. Analyzes student performance data to evaluate the effectiveness of instructional strategies in order to revise initial strategies and/or identify appropriate instructional interventions for a group or individual students. Regularly shares practice with colleagues, seeking feedback and making revisions to practice through interactive dialogue. Provides specific feedback and recommended resources to both students and parents in a timely fashion throughout the school year. 	<p>and student assessment data.</p> <ul style="list-style-type: none"> Reflects on instructional practice and revises accordingly. Identifies possible instructional interventions for groups and/or individual students. Requests feedback and guidance from colleagues. Provides specific feedback resources to both students and parents in a timely fashion throughout the school year. 	<p>curriculum resources and occasionally modifies them to better align with desired learning outcomes.</p> <ul style="list-style-type: none"> Identifies when an instructional strategy is not effective but may not know how to select appropriate instructional interventions. 	
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1.4 DESIRED OUTCOME: PROVIDES AN ENGAGING LEARNING ENVIRONMENT			
The participant uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> Sustains a model learning environment where students are authentically engaged. 	<ul style="list-style-type: none"> Sets expectations for students based on generated classroom rules and consequences that 	<ul style="list-style-type: none"> Posts classroom rules, consequences, and expectations. Organizes furniture and materials to 	<ul style="list-style-type: none"> Beginning to utilize resources, routines, and procedures to provide a respectful, positive, safe, student-centered

<ul style="list-style-type: none"> • Collaborates on established routines and procedures throughout the year, making adjustments when necessary. • Maintains a fair and nurturing learning environment where students are encouraged to take risks to maximize their learning potential. • Maintains a safe and secure learning environment for all students. • Maintains students' self-disciplined behaviors in assuming responsibility for their own actions. • Maintains a respectful classroom environment that demonstrates sensitivity for the students' and their families' cultures and values. 	<p>are then clearly posted.</p> <ul style="list-style-type: none"> • Promotes routines and procedures that students independently maintain all year. • Uses a repertoire of discipline techniques while maintaining students' attention. • Builds positive relationships among students while being fair and respectful. • Redirects disruptive behavior. • Develops students' self-discipline and teaches them to take responsibility for their own actions. • Communicates respectfully with parents and is sensitive to different families' cultures and values. 	<p>support teaching and learning.</p> <ul style="list-style-type: none"> • Introduces classroom routines to students. • Introduces a disciplinary process and classroom expectations. • Is fair and respectful toward students. • Identifies good behavior. • Attempts to get students to be responsible for their actions. • Identifies the need to be sensitive to the culture and beliefs of students' families. 	<p>environment that is conducive to learning.</p>
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1.5 DESIRED OUTCOME: EXHIBITS PROFESSIONALISM

The participant possesses the knowledge, capabilities, and dispositions to develop as reflective practitioners and continuous learners.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Establishes a practice of continuous learning that analyzes and reflects on pedagogy and content mastery. • Leads collaboration at the school level, within the district, and/or beyond (state and national). 	<ul style="list-style-type: none"> • Seeks professional development opportunities at the school and district level based on their professional needs. • Integrates new knowledge into teaching and learning practices. • Reflects upon knowledge of the content, delivery of instruction, and formative student 	<ul style="list-style-type: none"> • Complies with district requirements for completing professional development criteria. • Collaborates with others when directed. • Possesses knowledge of the content. 	<ul style="list-style-type: none"> • Is reluctant to develop as a reflective practitioner or continuous learner.

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1.6 DESIRED OUTCOME: MONITORS STUDENT ACADEMIC PROGRESS

The participant implements effective practices that result in acceptable, measurable, and appropriate student academic progress.

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> Ensures challenging yet appropriate rigor when designing formative and summative assessments based on Webb’s Depth of Knowledge. Supports peers (mentoring, lesson creation, professional learning) in collaborating within Professional Learning Communities to develop common assessments aligned to the Florida Standards for English Language Arts and the Next Generation Sunshine State Standards for Social Studies and Science. Supports peers (mentoring, lesson creation, professional learning) in using various formative assessments throughout instruction, analyzing the data, and differentiating instruction based on the results of the assessments. 	<ul style="list-style-type: none"> Includes some moderate to high-level cognitive processes in daily classroom activities and assessments. Collaborates within Professional Learning Communities to develop common assessments aligned to the Florida Standards for English Language Arts and the Next Generation Sunshine State Standards for Social Studies and Science. Uses various formative assessments throughout instruction, analyzes the data, and differentiates instruction based on the results of the assessments. 	<ul style="list-style-type: none"> Uses assessments that require students to remember, recall, or process information at the lower end of Webb’s Depth of Knowledge. Develops assessments aligned to the Florida Standards for English Language Arts and the Next Generation Sunshine State Standards for Social Studies and Science. Uses one type of formative assessment and differentiates instruction based on the results of the assessment. 	<ul style="list-style-type: none"> Limited use of assessments to those classified as low complexity. Limited collaboration within Professional Learning Communities to develop assessments. Limited use of formative assessment.

Data Collection Plan: Teachers (ELA)

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants’ Reactions	<ul style="list-style-type: none"> Attendance records Learning Across Broward Survey 	1x/professional learning activity	<ul style="list-style-type: none"> Curriculum Supervisors

2. Participants' Learning	<ul style="list-style-type: none"> • Pre- and Post-Learning Surveys • Course Quizzes (Canvas) • Course Discussions (Canvas or Face-to-Face) • Mid-Year & End-of-Year Course Completion Rate Reports 	1x/professional learning activity	<ul style="list-style-type: none"> • Instructional Support Staff • Curriculum Supervisors
3. Organizational Supports	<ul style="list-style-type: none"> • Department School Support Database 	Ongoing	<ul style="list-style-type: none"> • Curriculum Supervisors • Instructional Support Staff • Director
4. Participants' Practice	<ul style="list-style-type: none"> • Implementation Checklists with accompanying evidence 	1x/professional learning activity	<ul style="list-style-type: none"> • Curriculum Supervisors • Instructional Support Staff
5. Student Outcomes	<ul style="list-style-type: none"> • Benchmark Assessment System (BAS) • FLKRS Star Early Literacy Assessment (Kindergarten) • Letter Names/Letter Sounds/Concepts of Print Assessments (Kindergarten) • Student Work Samples • Authentic Performance Tasks • Formative Assessments • Florida Standards Assessments (FSA) • iReady Diagnostic • Benchmark Advance Assessments (Interim, Unit, Weekly, Phonological Awareness Asses., Oral Reading Record, Foundational Skills Screener, Phonics & Word Recognition Screener) 	<ul style="list-style-type: none"> • 3x/year • Beginning-of-Year • Quarterly • Ongoing • Quarterly • Ongoing • End-of-Year • 3x/year 	<ul style="list-style-type: none"> • Teachers • Literacy Coaches • Principals • Instructional Support Staff • Student Assessment and Research Dept • Curriculum Supervisors • Director(s)

Mathematics Desired Outcomes and Performance Indicators

2.0 TEACHERS: Mathematics			
2.1 DESIRED OUTCOME: DEVELOPING MATHEMATICAL CONTENT KNOWLEDGE			
The participant understands and plans using the Mathematics Florida Standards and Florida's B.E.S.T. Standards for Mathematics.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Supports peers with state-adopted curriculum standards clearly and accurately 	<ul style="list-style-type: none"> • Utilizes state-adopted curriculum standards clearly and accurately within the 	<ul style="list-style-type: none"> • Identifies state-adopted curriculum standards clearly and accurately within the 	<ul style="list-style-type: none"> • Beginning to identify state-adopted curriculum standards. • Beginning to identify state-adopted

<p>within the grade level they teach.</p> <ul style="list-style-type: none"> Supports peers with state-adopted curriculum standards clearly and accurately from previous and/or subsequent levels. <i>i.e. First grade teacher can explain Kindergarten and Second grade standards.</i> Supports peers (mentoring, lesson creation, professional learning) with knowledge of conceptual understanding, procedural fluency and real-world applications of mathematical concepts contained in the state-adopted curriculum standards for the grade/course they teach. 	<p>grade level they teach.</p> <ul style="list-style-type: none"> Explains state-adopted curriculum standards clearly and accurately from previous and/or subsequent levels. Demonstrates (e.g. post-test, lesson plans, observations, etc) conceptual understanding, procedural fluency, and real-world applications of mathematical concepts contained in state-adopted curriculum standards for the grade/course they teach. 	<p>grade level they teach.</p> <ul style="list-style-type: none"> Identifies state-adopted curriculum standards clearly and accurately from previous and/or subsequent grade level/course. Recognizes conceptual understanding, procedural fluency, and real-world applications of mathematical concepts contained in state-adopted curriculum standards for the grade/course they teach. 	<p>curriculum standards from other levels or grades.</p> <ul style="list-style-type: none"> Beginning to demonstrate conceptual understanding or procedural fluency for the state-adopted curriculum standards in mathematics.
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2.2 DESIRED OUTCOME: DEVELOPMENT OF MATHEMATICAL PRACTICE STANDARDS AND MATHEMATICAL THINKING AND REASONING STANDARDS

The participant uses a variety of instructional strategies to encourage student development of mathematical practice standards and Mathematical Thinking and Reasoning Standards.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> Supports peers (mentoring, lesson creation, professional learning) in modeling problem solving strategies and providing students opportunities to solve problems. Supports peers (mentoring, lesson creation, professional learning) in helping colleagues encourage students to construct mathematical arguments and share 	<ul style="list-style-type: none"> Models problem-solving strategies and always provides students with the opportunities to solve problems. Provides students with opportunities to construct mathematical arguments and share their mathematical arguments with others. Requires students to discuss mathematical ideas using precise 	<ul style="list-style-type: none"> Models problem-solving strategies and occasionally provides students with the opportunities to solve problems. Provides students with opportunities to construct mathematical arguments and share their mathematical arguments with others. May allow students to discuss mathematical ideas without using precise 	<ul style="list-style-type: none"> Beginning to incorporate problem-solving into their instruction. Beginning to provide students with opportunities to construct mathematical arguments and does not require students to use precise mathematical language. Beginning to provide students the use of mathematical tools.

<p>their mathematical arguments with others while using precise mathematical language.</p> <ul style="list-style-type: none"> • Supports peers (mentoring, lesson creation, professional learning) in providing students with various mathematical tools and allowing students the opportunity to develop the knowledge to be sufficiently familiar with tools appropriate for their grade or course. • Allows students to decide when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. • Supports peers (mentoring, lesson creation, professional learning) in providing students with opportunities to model real-world situations with mathematics by identifying important quantities in a practical situation and mapping their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. Teacher prompts students to analyze those relationships mathematically to draw conclusions. • Supports peers (mentoring, lesson creation, professional learning) in providing 	<p>mathematical language.</p> <ul style="list-style-type: none"> • Provides students with various mathematical tools. Allows students the opportunity to develop the knowledge to be sufficiently familiar with tools appropriate for their grade or course. • Provides students with opportunities to model real-world situations with mathematics by identifying important quantities in a practical situation and mapping their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. Teacher prompts students to analyze those relationships mathematically to draw conclusions. • Provides students with opportunities to discern a pattern or structure in the mathematics they are studying. Teacher explicitly indicates the structure in the mathematics they are learning to assist students to connect to previously learned mathematical content. • Provides students the opportunity to look for repeated calculations and formulate general methods and shortcuts. 	<p>mathematical language.</p> <ul style="list-style-type: none"> • Provides student with a specific tool that should be used for a particular problem or task. Does not allow the student to choose his or her own tool. • Models real-world situations with mathematics by identifying important quantities in a practical situation and mapping their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas for students. • Teacher points out the structure and/or repeated reasoning in the mathematics they are studying. 	<ul style="list-style-type: none"> • Beginning to incorporate modeling of real-world situations into instruction. • Beginning to provide students the opportunity to look for structure or find patterns.
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students opportunities to discern a pattern or structure in mathematics they are studying and in providing students the opportunity to look for repeated calculations to formulate general methods and shortcuts.			
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2.3 DESIRED OUTCOME: DEVELOPING APPROPRIATE PEDAGOGY

The participant creates learning experiences that fit the different approaches to meet the needs of all students.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Supports peers (mentoring, lesson creation, professional learning) with regard to common student misconceptions and planning for them in instruction and assessments. • Supports peers (mentoring, lesson creation, professional learning) in addressing student errors as they arise and using question prompts to assist the student to correct their own errors in reasoning. • Supports peers (mentoring, lesson creation, professional learning) in differentiating instruction for all students based on frequent formative and summative assessments. 	<ul style="list-style-type: none"> • Demonstrates (e.g. post-test, lesson plans, observations, etc.) knowledge of common student misconceptions and plans for them in instruction and assessments. • Addresses student errors as they arise and uses question prompts to assist the student to correct their own errors in reasoning. • Differentiates instruction for all students based on summative assessments. • Uses flexible grouping (whole class, small groups, partners, individualized curriculum). 	<ul style="list-style-type: none"> • Demonstrates (e.g. post-test, lesson plans, observations, etc...) knowledge of common student misconceptions but does not include these in classroom examples or assessments. • Addresses student errors as they arise by providing the student with the correct solution. • Differentiates instruction for struggling students. • Varies instructional delivery methods (Direct Instruction, Inquiry-based learning, Problem-based learning). 	<ul style="list-style-type: none"> • Lacks knowledge of common student misconceptions. • Does not address student errors as they arise. • Beginning to differentiate instruction.

2.4 DESIRED OUTCOME: CURRICULUM

The participant uses, evaluates, and creates mathematics curriculum aligned to the Mathematics Florida Standards and Florida’s B.E.S.T. Standards for Mathematics.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> Supports peers (mentoring, lesson creation, professional learning) in District-adopted mathematics curricular resources and effectively incorporating them into daily instruction. Supports peers (mentoring, lesson creation, professional learning) in evaluating non-District adopted curricular resources for alignment to state-adopted curriculum standards and appropriateness to meet the needs of individual students. Creates effective curricular resources aligned to state-adopted curriculum standards and revises based on implementation and collegial feedback. 	<ul style="list-style-type: none"> Understands the District-adopted mathematics curricular resources and effectively incorporates them into daily instruction. Evaluates non-District adopted curricular resources for alignment to state-adopted curriculum standards. Creates effective curricular resources aligned to state-adopted curriculum standards. 	<ul style="list-style-type: none"> Demonstrates (e.g. post-test, lesson plans, observations, etc.) an understanding of the District-adopted basal/textbook and incorporates it as the sole instructional material for daily instruction. 	<ul style="list-style-type: none"> Is not aware of District-adopted curricular resources. Does not evaluate curricular resources. Does not create curricular resources.

2.5 DESIRED OUTCOME: ASSESSMENT

The participant uses a variety of assessments to encourage student development of critical thinking, problem solving, and performance skills, as well as to inform instruction.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> Uses Webb’s Depth of Knowledge to ensure challenging yet appropriate rigor when designing assessments (formative and summative) Supports peers (mentoring, lesson creation, professional learning) in 	<ul style="list-style-type: none"> Includes some moderate to high-level cognitive processes in daily classroom activities and assessments. Collaborates with Professional Learning Community to develop common assessments aligned 	<ul style="list-style-type: none"> Uses assessments that require students to remember, recall, or process information at the lower end of Bloom’s taxonomy or Webb’s Depth of Knowledge. Develops assessments aligned to state-adopted curriculum standards. 	<ul style="list-style-type: none"> Beginning to use assessments or assessments are classified as low complexity. Beginning to collaborate with Professional Learning Community to develop assessments.

collaborating with Professional Learning Communities to develop common assessments aligned to state-adopted curriculum standards. <ul style="list-style-type: none"> Supports peers (mentoring, lesson creation, professional learning) in using various formative assessments throughout instruction and differentiating instruction based on the results of the assessments. 	to state-adopted curriculum standards. <ul style="list-style-type: none"> Uses various formative assessments throughout instruction and differentiates instruction based on the results of the assessments. 	<ul style="list-style-type: none"> Uses one type of formative assessment and differentiates instruction based on the results of the assessment. 	<ul style="list-style-type: none"> Beginning to use formative assessment.
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Data Collection Plan: Teachers (Mathematics)			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	<ul style="list-style-type: none"> Attendance records Learning Across Broward Survey 	1x/professional learning activity	<ul style="list-style-type: none"> Curriculum Supervisors
2. Participants' Learning	<ul style="list-style-type: none"> Pre- and Post-Learning Surveys Course Quizzes (Canvas) Course Discussions (Canvas or Face-to-Face) Mid-year and End-of-Year Course Completion rate reports 	1x/professional learning activity	<ul style="list-style-type: none"> Instructional Support Staff Curriculum Supervisors
3. Organizational Supports	<ul style="list-style-type: none"> Department School Support Database 	Ongoing	<ul style="list-style-type: none"> Curriculum Supervisors Instructional Support Staff Director
4. Participants' Practice	<ul style="list-style-type: none"> Implementation Checklists with accompanying evidence 	1x/professional learning activity	<ul style="list-style-type: none"> Curriculum Supervisors Instructional Support Staff
5. Student Outcomes	<ul style="list-style-type: none"> Student Work Samples Authentic Performance Tasks Formative Assessments Florida Standards Assessments (FSA) iReady Diagnostic 	<ul style="list-style-type: none"> Ongoing Ongoing Ongoing Mid-Year End-of-Year 3x/year 3x/year 	<ul style="list-style-type: none"> Teachers Principals Instructional Support Staff Student Assessment and Research Dept Curriculum

	<ul style="list-style-type: none"> • BOY, MOY, EOY • Personal Math Trainer • Micro-Assessments 	<ul style="list-style-type: none"> • Ongoing • Ongoing 	<ul style="list-style-type: none"> • Supervisors • Director(s)
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Science

Desired Outcomes and Performance Indicators

3.0 Science			
3.1 DESIRED OUTCOME: DEVELOPING SCIENTIFIC KNOWLEDGE			
The participant interrelates and interprets important concepts, ideas, and applications and uses scientific inquiry to develop scientific knowledge for all students beyond memorization. The participant understands and plans using the Next Generation Sunshine State Standards.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Explains state adopted curriculum standards clearly and accurately with the appropriate level of complexity and incorporates research-based resources. • Monitors student progress. • Monitors the extent to which knowledge is enhanced and design lessons that impact the student beyond the classroom. 	<ul style="list-style-type: none"> • Explains state adopted curriculum standards clearly and accurately. • Demonstrates (i.e. Post-test, lesson plans, observations, etc.) application-level knowledge of major scientific concepts, principles, theories, and laws. • Organizes students to interact with new knowledge. • Design lessons that apply and enhance knowledge and impact the student beyond the classroom. 	<ul style="list-style-type: none"> • Identifies state adopted curriculum standards accurately. • Demonstrates (i.e. Post-test, lesson plans, observations, etc.) surface-level knowledge of major scientific concepts, principles, theories, and laws. • Identifies critical information for conceptual understanding. • Provides opportunities for knowledge to impact the student beyond the classroom. 	<ul style="list-style-type: none"> • Identifies state adopted curriculum standards incorrectly. • Demonstrates (i.e. Post-test, lesson plans, observations, etc.) insufficient knowledge of the major scientific concepts, principles, theories and laws. • Identifies non-critical information that fails to enhance knowledge beyond the classroom.

3.2 DESIRED OUTCOME: ENGAGING STUDENTS IN LEARNING SCIENCE			
The participant designs and selects learning activities, instructional settings, and resources (including technology) to engage all students in learning science.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Chunks content and adapt strategies to address unique student needs and classroom situations. • Monitors the progress and effectiveness of selected activities on student learning. 	<ul style="list-style-type: none"> • Chunks content and adapt strategies to address needs and situations of the class. • Provides clearly stated learning goals on a scale or rubric that describes performance levels. 	<ul style="list-style-type: none"> • Selects an appropriate strategy but uses strategy incorrectly or with missing parts to address learning goal. 	<ul style="list-style-type: none"> • Selects an inappropriate strategy that does not address learning goal

<ul style="list-style-type: none"> Organizes physical classroom layout to focus on learning. Engages students in activities that link prior knowledge to facilitate connections to the real world and in summarizing, predicting, and questioning activities. 	<ul style="list-style-type: none"> Organizes physical classroom layout to facilitate movement. Engages students in activities that link prior knowledge to new content and in summarizing, predicting, and questioning activities. 		
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3.3 DESIRED OUTCOME: PROMOTING SCIENCE LABORATORY SAFETY

The participant demonstrates and maintains laboratory safety procedures and ethics as appropriate to the science classroom.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> Implements and documents a safety program to ensure adherence to recommended safety practices and procedures. Obtains instructor level certification in recommended laboratory safety policies and procedures within the past 5 years. Creates, instructs, and monitors implementation of the classroom emergency plan. Creates, instructs, and monitors implementation of the school's chemical hygiene plan 	<ul style="list-style-type: none"> Identifies, instructs and assesses students to ensure adherence to recommended safety practices and procedures. Obtains certification in Laboratory safety policies and procedures within the past 5 years. Creates and makes available emergency plans to students, substitute teachers, and administration. Creates and makes available the chemical hygiene plan to students, substitute teachers, and administration. 	<ul style="list-style-type: none"> Identifies and familiarizes students with recommended safety practices and procedures. Completes basic informational training in laboratory safety policies and procedures within the past 5 years. Creates classroom emergency plan. Has awareness of the school's chemical hygiene plan. 	<ul style="list-style-type: none"> Not aware of recommended safety practices and procedures. No training on laboratory safety policies and procedures within the past 5 years. No emergency plan exists. No awareness of the chemical hygiene plan.

3.4 DESIRED OUTCOME: USING DIGITAL TOOLS

The participant models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> Selects the most appropriate and targeted technology tools and resources, and uses them creatively to support 	<ul style="list-style-type: none"> Selects appropriate technology tools and resources to support the content and deepen or enrich the learning experience 	<ul style="list-style-type: none"> Selects technology tools and resources that support the content, but do not serve to deepen or 	<ul style="list-style-type: none"> Selects inappropriate technology tools and resources that do not support the content, and do not serve to

<p>the content and deepen or enrich the learning experience</p> <ul style="list-style-type: none"> Models best practices for a variety of technology tools in lessons Allows students to choose the technology tool that meets their individual needs and provides the best learning experience for each child Provides support and encourages students to develop and share additional strategies to locate, analyze, and evaluate information resources 	<ul style="list-style-type: none"> Models effective and appropriate use of technology tools in lessons Facilitates students' use of available technology to enhance the learning experience Assists students with additional strategies to locate, analyze, and evaluate information resources 	<p>enrich the learning experience</p> <ul style="list-style-type: none"> Models the use of technology tools in lessons, but is ineffective or inappropriate Allows students to use available technology tools, but the use of the tools does not enhance the learning experience Assists students with only one strategy to locate, analyze, and evaluate information resources 	<p>deepen or enrich the learning experience</p> <ul style="list-style-type: none"> Refrains from the use of technology tools in lessons Restricts students' use of available technology tools Missed opportunities for students to locate, analyze, and evaluate information resources
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Data Collection Plan: Teachers (Science)			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	<ul style="list-style-type: none"> Attendance records Learning Across Broward Survey 	1x/professional learning activity	<ul style="list-style-type: none"> Curriculum Supervisors
2. Participants' Learning	<ul style="list-style-type: none"> Pre- and Post-Learning Surveys Course Quizzes (Canvas) Course Discussions (Canvas or Face To Face) Mid-year & End-of-Year Course Completion Rate Report(s) 	1x/professional learning activity	<ul style="list-style-type: none"> Instructional Support Staff Curriculum Supervisors
3. Organizational Supports	<ul style="list-style-type: none"> Department School Support Database 	Ongoing	<ul style="list-style-type: none"> Curriculum Supervisors Instructional Support Staff Director
4. Participants' Practice	<ul style="list-style-type: none"> Implementation Checklists with accompanying evidence 	1x/professional learning activity	<ul style="list-style-type: none"> Curriculum Supervisors Instructional Support Staff
5. Student Outcomes	<ul style="list-style-type: none"> Student Work Samples Authentic Performance Tasks Formative Assessments Statewide Science Assessment Science BOY, MOY, EOY 	<ul style="list-style-type: none"> Ongoing Quarterly Ongoing End-of-Year 3x/year 	<ul style="list-style-type: none"> Teachers Science Coaches Principals Instructional Support Staff

	Assessments <ul style="list-style-type: none"> • Mid-Year Science BSA • Science Micro-Assessments 	<ul style="list-style-type: none"> • Mid-Year • Ongoing 	<ul style="list-style-type: none"> • Student Assessment and Research Dept • Curriculum Supervisors • Director(s)
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Social Studies

Desired Outcomes and Performance Indicators

4.0 TEACHERS: Social Studies			
4.1 DESIRED OUTCOME: INCORPORATES INSTRUCTIONAL PLANNING			
The participant plans using the Next Generation Sunshine State Standards for Social Studies and the curriculum, effective strategies, resources, and data to meet the needs of all students.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Creates a well-developed plan for the year that is tightly aligned with state standards/ assessments and the District’s strategic goals. • Designs content-units of study with culminating activities that contain scaffolded performance tasks using rubrics and scales to evaluate authentic student learning. • Designs lessons with clear, measurable goals closely aligned with standards, includes primary and secondary sources, and is based on learning outcomes. • Designs lessons using a variety of research-based curriculum materials including those available through the school, the district, in the 	<ul style="list-style-type: none"> • Plans the year’s instructional focus based on state standards to ensure students are ready for external assessments that align the plan with the District’s strategic goals. • Plans units of study using content standards, big ideas, and essential questions. • Designs lessons and activities based on primary and secondary sources and learning outcomes. • Designs lessons that utilize core programs as well as other research-based curricular materials available through the school, district, and related outside organizations, when appropriate, to support student learning. 	<ul style="list-style-type: none"> • Demonstrates foundational knowledge of the standards and is able to locate them to identify desired outcomes. • Plans daily lessons in direct alignment with the suggested standards and curriculum. • Displays an awareness and use of resources available at the school level. • Identifies the main learning objectives of each lesson to inform students of learning expectations. • Demonstrates willingness to try out new classroom practices. 	<ul style="list-style-type: none"> • Beginning to plan using the Next Generation Sunshine State Standards for Social Studies. • Is unable to plan using effective strategies to meet the needs of various learners.

<p>community, and through professional organizations and universities that are aligned to the Next Generation Sunshine State Standards for Social Studies.</p> <ul style="list-style-type: none"> • Models for students exactly what is expected by communicating essential questions, goals, rubrics, and exemplars of proficient work. • Actively seeks new ideas and engages in action research with colleagues to figure out what works. 	<ul style="list-style-type: none"> • Provides students a clear sense of purpose by communicating the essential questions and goals. • Seeks effective teaching ideas from colleagues and other professionals to meet the diverse needs of learners. 		
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4.2 DESIRED OUTCOME: VARIES INSTRUCTIONAL DELIVERY TO ENGAGE STUDENTS

The participant effectively engages students by using a variety of instructional strategies to meet individual learning needs.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Develops multiple strategies in anticipation of student misconceptions and confusions in order to reach learning goals. • Successfully reaches all students by skillfully differentiating and scaffolding. • Maximizes academic learning time through coherence, lesson momentum, and seamless transitions to get the most out of every minute. • Keeps all students 	<ul style="list-style-type: none"> • Provides clear explanations, appropriate language, and good examples to present material. • Anticipates misconceptions that students might have and plans to address them in order to reach learning goals. • Differentiates/scaffolds instruction to accommodate most students' learning needs. • Uses coherence, lesson momentum, and smooth transitions. 	<ul style="list-style-type: none"> • Attempts to use language and explanations to vary instructional strategies. • Attempts to accommodate student learning needs. • Attempts to keep students actively involved. • Recognizes teachable moments. 	<ul style="list-style-type: none"> • Beginning to engage students by using a variety of instructional strategies to effectively meet individual learning needs.

<p>challenged and highly involved in focused work in which they are active learners and problem-solvers.</p> <ul style="list-style-type: none"> • Poses a range of questions designed to challenge students that results in thoughtful, genuine discussions among all students. • Adapts lessons and units to exploit teachable moments and correct misunderstandings. 	<ul style="list-style-type: none"> • Engages students to actively think about, discuss, and use the ideas and skills being taught. • Poses a range of questions designed to promote student discussions that successfully engage most students in the discussion. • Modifies lessons to take advantage of teachable moments. 		
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4.3 DESIRED OUTCOME: ASSESSMENT OF AND FOR STUDENT LEARNING

The participant systematically gathers, analyzes, and uses relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Analyzes student needs based on quantitative and qualitative assessment data to make instructional decisions that align assessment resources to desired learning outcomes. • Explains how and why a particular assessment/resource aligns with a desired learning outcome. • Evaluates the quality of authentic assessment resources based on reliability, objectivity, and validity. • Utilizes various authentic formative and summative assessments to 	<ul style="list-style-type: none"> • Bases instructional decisions on student needs and assessment data. • Utilizes traditional formative and summative assessments to gauge student mastery and learning gains. • Reviews student performance data to evaluate the effectiveness of instructional strategies. • Reflects on initial teaching strategies and student assessment data. • Reflects on instructional practice and revises accordingly. 	<ul style="list-style-type: none"> • Utilizes assessment results when making instructional decisions. • Aligns assessment results with decisions being made but may not be able to explain why a specific assessment resource is appropriate for measuring the desired learning outcomes. • Utilizes assessment resources provided or as part of the curriculum resources and occasionally modifies them to better align with desired learning outcomes. • Identifies when an 	<ul style="list-style-type: none"> • Beginning to gather, analyze, or use relevant data to measure student academic progress, plan instructional practices, or provide feedback to both parents and students.

<p>collect data about student mastery, learning gains, and social growth.</p> <ul style="list-style-type: none"> Analyzes student performance data to evaluate the effectiveness of instructional strategies in order to revise initial strategies and/or identify appropriate instructional interventions for a group or individual students. Regularly shares practice with colleagues, seeking feedback and making revisions to practice through interactive dialogue. Provides specific feedback and recommended resources to students in a timely fashion. 	<ul style="list-style-type: none"> Identifies possible instructional practices for groups and/or individual students. Requests feedback and guidance from colleagues. Provides specific feedback resources to students in a timely fashion. 	<p>instructional strategy is not effective but may not know how to select an appropriate alternative.</p>	
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4.4 DESIRED OUTCOME: PROVIDES AN ENGAGING LEARNING ENVIRONMENT

The participant uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> Sustains a model learning environment where students are authentically engaged. Collaborates on established routines and procedures throughout the year, making adjustments when necessary. Maintains a fair and nurturing learning environment where students are 	<ul style="list-style-type: none"> Sets expectations for students based on generated classroom rules and consequences that are then clearly posted. Promotes routines and procedures that students independently maintain all year. Uses a repertoire of discipline techniques while 	<ul style="list-style-type: none"> Posts classroom rules, consequences, and expectations. Organizes furniture and materials to support teaching and learning. Introduces classroom routines to students. Introduces a disciplinary process and classroom expectations. Is fair and respectful toward students. 	<ul style="list-style-type: none"> Beginning to utilize resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

<p>encouraged to take risks to maximize their learning potential.</p> <ul style="list-style-type: none"> • Maintains a safe and secure learning environment for all students. • Maintains students' self-disciplined behaviors in assuming responsibility for their own actions. • Maintains a respectful classroom environment that demonstrates sensitivity for the students' and their families' cultures and values. 	<p>maintaining students' attention.</p> <ul style="list-style-type: none"> • Builds positive relationships among students while being fair and respectful. • Develops students' self-discipline and teaches them to take responsibility for their own actions. • Communicates respectfully with parents and is sensitive to different families' cultures and values. 	<ul style="list-style-type: none"> • Attempts to get students to be responsible for their actions. • Identifies the need to be sensitive to the culture and beliefs of students' families. 	
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4.5 DESIRED OUTCOME: EXHIBITS PROFESSIONALISM

The participant possesses the knowledge, capabilities, and dispositions to develop as reflective practitioners and continuous learners.

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Establishes a practice of continuous learning that analyzes and reflects on pedagogy and content mastery. • Leads collaboration at the school level, within the district, and/or beyond (state and national). 	<ul style="list-style-type: none"> • Seeks professional development opportunities at the school and district level based on their professional needs. • Integrates new knowledge into teaching and learning practices. • Reflects upon knowledge of the content, delivery of instruction, and formative student data. 	<ul style="list-style-type: none"> • Complies with district requirements for completing professional development criteria. • Collaborates with others when directed. • Possesses knowledge of the content. 	<ul style="list-style-type: none"> • Is reluctant to develop as a reflective practitioner or continuous learner.

4.6 DESIRED OUTCOME: MONITORS STUDENT ACADEMIC PROGRESS

The participant implements effective practices that result in acceptable, measurable, and appropriate student academic progress.

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Ensures challenging yet appropriate rigor when 	<ul style="list-style-type: none"> • Includes some moderate to high-level 	<ul style="list-style-type: none"> • Uses assessments that require students to 	<ul style="list-style-type: none"> • Limited use of assessments to those

<p>designing formative and summative assessments based on Webb’s Depth of Knowledge.</p> <ul style="list-style-type: none"> • Supports peers (mentoring, lesson creation, professional learning) in collaborating within Professional Learning Communities to develop common assessments aligned to the Next Generation Sunshine State Standards for Social Studies. • Supports peers (mentoring, lesson creation, professional learning) in using various formative assessments throughout instruction, analyzing the data, and differentiating instruction based on the results of the assessments. 	<p>cognitive processes in daily classroom activities and assessments.</p> <ul style="list-style-type: none"> • Collaborates within Professional Learning Communities to develop common assessments aligned to the Next Generation Sunshine State Standards for Social Studies. • Uses various formative assessments throughout instruction, analyzes the data, and differentiates instruction based on the results of the assessments. 	<p>remember, recall, or process information at the lower end of Webb’s Depth of Knowledge.</p> <ul style="list-style-type: none"> • Develops assessments aligned to the Next Generation Sunshine State Standards for Social Studies. • Uses one type of formative assessment and differentiates instruction based on the results of the assessment. 	<p>classified as low complexity.</p> <ul style="list-style-type: none"> • Limited collaboration within Professional Learning Communities to develop assessments. • Limited use of formative assessment.
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Data Collection Plan: Teachers (Social Studies)			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants’ Reactions	<ul style="list-style-type: none"> • Attendance records • Learning Across Broward Survey 	1x/professional learning activity	<ul style="list-style-type: none"> • Curriculum Supervisors
2. Participants’ Learning	<ul style="list-style-type: none"> • Pre- and Post-Learning Surveys • Course Quizzes (Canvas) • Course Discussions (Canvas or Face To Face) • Mid-year & End-of-Year Course Completion Rate Report(s) 	1x/professional learning activity	<ul style="list-style-type: none"> • Instructional Support Staff • Curriculum Supervisors
3. Organizational Supports	<ul style="list-style-type: none"> • Department School Support Database 	Ongoing	<ul style="list-style-type: none"> • Curriculum Supervisors • Instructional Support Staff • Director
4. Participants’ Practice	<ul style="list-style-type: none"> • Implementation Checklists with 	1x/professional learning activity	<ul style="list-style-type: none"> • Curriculum

	accompanying evidence		Supervisors • Instructional Support Staff
5. Student Outcomes	<ul style="list-style-type: none"> • Student Work Samples • Authentic Performance Tasks • Formative Assessments • Social Studies Micro-Assessments 	<ul style="list-style-type: none"> • Ongoing • Quarterly • Ongoing • Ongoing 	<ul style="list-style-type: none"> • Teachers • Principals • Instructional Support staff • Student Assessment and Research Dept • Curriculum Supervisors • Director(s)

School-Based Administrator Desired Outcomes and Performance Indicators (Across Content Areas)

5.1 DESIRED OUTCOME: SUPERVISOR/ADMINISTRATOR – School-Based			
Elementary school-based administrators actively create a culture that ensures high-quality, tier one instruction is maintained and extended Kindergarten through Fifth Grade.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Engages staff in effective implementation of instructional strategies and developmentally appropriate practices in PreK-5th Grade • Engages in regular, inclusive, and shared professional learning among teachers in both age/grade level (horizontal), cross-grade (vertical) teams, temporally, and between elementary schools • Analyzes assessment data to monitor and improve student outcomes, school-wide learning, and effective teaching practices • Analyzes student outcome data to provide feedback and inform decisions about instructional 	<ul style="list-style-type: none"> • Identifies developmentally appropriate practices in PreK-5th Grade • Supports regular, inclusive, and shared professional learning among teachers in age/grade level (horizontal) and cross-grade (vertical) teams • Analyzes assessment data to monitor student outcomes • Analyzes student outcome data to provide feedback and inform decisions about instructional strategies and learning environment • Discusses data on instructional quality and effectiveness with teachers at grade level meetings • Collaborates with at least one District 	<ul style="list-style-type: none"> • Identifies developmentally appropriate practices in PreK-5th Grade • Supports regular, inclusive, and shared professional learning among teachers in age/grade level (horizontal) • Identifies and collects assessment data to monitor student outcomes • Identifies and collects student outcome data to provide feedback and inform decisions about instructional strategies and learning environment • Discusses data on instructional quality and effectiveness with individual teachers • Collaborates with colleagues within 	<ul style="list-style-type: none"> • Fails to identify developmentally appropriate practices in PreK-5th Grade • Fails to support regular professional learning among teachers • Fails to identify effective assessments and outcomes data • Fails to discuss data with individual teachers • Fails to collaborate within own school to provide cohesive and aligned professional development and support

<p>strategies, learning environment, teacher assignment, and professional development priorities</p> <ul style="list-style-type: none"> • Discusses data on instructional quality and effectiveness school-wide • Collaborates with multiple District departments and/or schools to provide cohesive and aligned professional development and support 	<p>department and/or school to provide cohesive and aligned professional development and support</p>	<p>their own school to provide cohesive and aligned professional development and support</p>	
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Data Collection Plan: Administrators			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	<ul style="list-style-type: none"> • Attendance records • Learning Across Broward Survey 	1x/professional learning activity	<ul style="list-style-type: none"> • Curriculum Supervisors
2. Participants' Learning	<ul style="list-style-type: none"> • Pre- and Post-Learning Surveys • Course Quizzes (Canvas) • Course Discussions (Canvas or Face-to-Face) • Mid. Year & End-of-Year Course Completion Rate Reports 	1x/professional learning activity	<ul style="list-style-type: none"> • Instructional Support Staff • Curriculum Supervisors
3. Organizational Supports	<ul style="list-style-type: none"> • Department School Support Database 	Ongoing	<ul style="list-style-type: none"> • Curriculum Supervisors • Instructional Support Staff • Director
4. Participants' Practice	<ul style="list-style-type: none"> • Implementation Activity Checklists with accompanying evidence 	1x/professional learning activity	<ul style="list-style-type: none"> • Curriculum Supervisors • Instructional Support Staff
5. Student Outcomes	<ul style="list-style-type: none"> • Benchmark Assessment System (BAS) • Student Work Samples • Authentic Performance Tasks (e.g., Keystones) • Formative Assessments (optional) • Mid-Year: BSA (if applicable) • Statewide Science Assessment 	<ul style="list-style-type: none"> • 3x/year • Ongoing • Quarterly • Ongoing • Mid-Year • End-of-Year 	<ul style="list-style-type: none"> • Teachers • Principals • Instructional Support Staff • Student Assessment and Research Dept • Curriculum Supervisors • Director(s)

	<ul style="list-style-type: none"> Florida Standards Assessments (FSA) iReady Diagnostic ELA/Math BOY, MOY, EOY Science Assessments (optional) 	<ul style="list-style-type: none"> End-of-Year 3x/year Beginning, Mid, & End of Year 	
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Evaluation Plan

Level 1. Participant Reactions			
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>	
Teachers	<ul style="list-style-type: none"> Learning Across Broward Survey 	<ul style="list-style-type: none"> Analysis of Learning Across Broward Survey Data 	
Administrators			
Level 2. Participant Learning			
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>	
Teachers	<ul style="list-style-type: none"> Implementation Checklists/Evidence Pre- and Post-Learning Survey Completion Rate Reports 	<ul style="list-style-type: none"> Analysis of Implementation Checklists, Evidence submitted, and Pre- and Post-Learning Surveys Completion Rate Reports 	
Administrators			
Level 3. Organizational Support			
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>	
Teachers	<ul style="list-style-type: none"> Department School Support Database 	<ul style="list-style-type: none"> Analyze Data from Department School Support Database 	
Administrators			
Level 4. Participants' Use of New Knowledge and Skills			
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>	
Teachers	<ul style="list-style-type: none"> Implementation: Participant evidence, including student work samples with feedback (if applicable); Reflections on change in Instructional Practice 	<ul style="list-style-type: none"> Summative analysis of participant data collected throughout the year 	
Administrators	<ul style="list-style-type: none"> Implementation: Participant evidence; Reflections on change in Leadership Instructional Practice 		
Level 5. Student Learning Outcomes			
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>	
Teachers	<ul style="list-style-type: none"> Benchmark Assessment System (BAS) Benchmark Advance Oral Reading Record (Pilot Schools) Student Work Samples Authentic Performance Tasks Formative Assessments (optional) 	<ul style="list-style-type: none"> Statewide Science Assessment Florida Standards Assessments (FSA) BAS Authentic Performance Tasks 	
Administrators			