

Learning Community: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.			
4	3	2	1
This section of the proposal:			
Clearly identifies a commitment to each component: continuous improvement, collective responsibility, and goal alignment.	Clearly identifies a commitment to two out of the three components: continuous improvement, collective responsibility, and goal alignment	Clearly identifies a commitment to one out of the three components: continuous improvement, collective responsibility, and goal alignment.	Does not clearly identify a commitment to any component of this standard.
Leadership: Professional Learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.			
4	3	2	1
This section of the proposal:			
Clearly identifies skillful leader/s who: develop capacity, advocate, and create support systems for professional learning.	Clearly identifies skillful leader/s who demonstrate two of the three components: develop capacity, advocate, and create support systems for professional learning.	Clearly identifies skillful leader/s who demonstrate one of the three components: develop capacity, advocate, and create support systems for professional learning.	Does not clearly identify a commitment to any component of this standard.
Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.			
4	3	2	1
This section of the proposal:			
Clearly identifies prioritizing, monitoring, and coordinating resources for educator learning.	Clearly identifies two of the three components: prioritizing, monitoring, and coordinating resources for educator learning.	Clearly identifies one of the three components: prioritizing, monitoring, and coordinating resources for educator learning.	Does not clearly identify a commitment to any component of this standard.
Data: Professional learning that increases educator effectiveness and results for all			

students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

4	3	2	1
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This section of the proposal:

Clearly identifies a variety of sources and types of each of the following: student, educator, and system data to plan, assess, and evaluate professional learning.	Clearly identifies a variety of sources and types of two of the following: student, educator, and system data to plan, assess, and evaluate professional learning.	Clearly identifies a variety of sources and types of one of the following: student, educator, and system data to plan, assess, and evaluate professional learning.	Does not clearly identify a commitment to any component of this standard.
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Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories research and models of human learning to achieve its intended outcomes.

4	3	2	1
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This section of the proposal:

Clearly identifies a variety of sources and types of each of the following: research and models of human learning to achieve its intended outcomes.	Clearly identifies a variety of sources and types of two of the following: research and models of human learning to achieve its intended outcomes.	Clearly identifies a variety of sources and types of one of the following: research and models of human learning to achieve its intended outcomes.	Does not clearly identify a commitment to any component of this standard.
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Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

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This section of the proposal:

Clearly applies both of the following components of this standard: research on change and sustained support for implementation of professional learning for long-term change.	Clearly applies one of the following components of this standard: research on change and sustained support for implementation of professional learning for long-term change.		Does not apply any of the components of this standard.
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Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.			
4	3	2	1
This section of the proposal:			
Clearly identifies outcomes that are aligned with both components of this standard: educator performance and student curriculum standards.	Clearly identifies outcomes that are aligned with one of the components of this standard: educator performance and student curriculum standards.		Does not identify outcomes that are aligned with the components of this standard.