Southwestern Union Requests:

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- **Examples of KASAB charts**

Clear Creek ISD Aspiring Leaders KASAB

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KASAB	Descriptors
K nowledge	• Understand clearly the connections between leadership, curriculum, professional learning, and student outcomes, • I understand that change is successful when thoroughly designed. • I understand that professional learning is a cycle of continuous improvement and not an event. • That I am responsible for the learning of adults and students and my learning is essential to the learning of others around me,
A ttitudes	• I hold all in my school in high regard and work to build trusting relationships with every student and staff members as well as every parent and community leader involved in our school. • I deeply believe that everyone (teachers, students, administrators) comes to school doing the best they know and are committed to their own learning and the learning of others around them. • I believe that everyone in our school deserves the very best from me each and every day—respect, fairness, compassion
S kills	• I skillfully facilitate learning teams through a cycle of continuous improvement. • I purposefully engage teaching teams in coaching and feedback conversations to inspire teachers and teaching teams to increase their effectiveness and improve their impact on student outcomes.

	• I skillfully facilitate teams of teachers in using student performance data to determine next steps in both student and staff learning.
A spirations	• I will be a successful learning leader who intentionally models the power of learning on student and staff growth.
B haviors	• I skillfully deescalate situations to ensure positive outcomes for all involved in conflict and to keep students in class and successful there. • I mirror the expectations of PBIS and assist others in my school in consistently doing the same. • I ensure that all students regardless of their background or experiences access and are successful in grade level, standards aligned instruction supported by high quality resources. • I follow through on what I promise others and my interactions with others is sincere, consistent, and predictable. • I focus relentlessly on teaching learning and never forget that my primary responsibility is ensuring every day, every student is engaged in high quality instruction that significantly increases their learning and opportunities for success.

Example 2: A district's protocols for developing a shared vision, KASAB, Theory of Change and Logic Model (Note: there is another KASAB in this work as well.)

Tools for Change

1. **Clearly Articulating a Vision**

Purpose: To develop a clear and shared vision around an essential innovation.

Time: 1 hour

Materials: Chart paper, markers sticky notes.

Preparation: Engage the vision team in study around the innovation (reading articles, observing classrooms, watching videos, taking training)

Process:

1. (5 minutes) Share with team the purpose of the session and the outcome expected.
2. (10 minutes) Ask each team member to write in one or 2 sentences what the innovation really is on a post it not individually. *(EX: A rigorous math program in our school ensures that all students are developing proficiency in mathematical reasoning. EX: Effective professional learning engages all in a cycle of continuous improvement in strategic ways that shift educator practices and significantly impact student learning.)*

3. (15 minutes) Facilitate the team working together to synthesize what everyone said and come to agreement on one or 2 sentences that capture all the thinking. *(The facilitator may need to ask team members to support their thinking with the research they did to prepare for the session.)*
4. (30 minutes) Ask the team to follow the same procedure using post it notes to identify the critical attributes of the innovation. (Again, just not having any research to support the thinking might lead to a vision that is similar to what is currently in practice and getting the results that the school or team is already getting.
5. (5 minutes) Reflect on the work and create a plan to share for feedback from all those impacted by the innovation.
6. Make revisions and create a KASAB to clarify what people will be thinking and doing differently to achieve the goals of the innovation.

2. Assessing the Organization's Shared Vision

Purpose: Hosting focus groups with teams of teachers and principals throughout the district and asking them to answer questions about the vision of any innovation assists district leaders in know whether or not the vision established for an innovation is truly shared.

Time: 45 minutes per focus group

Materials:

- A copy of the definition of the innovation and the Standards for Professional Learning
- A copy of the focus group questions
- Chart paper
- Markers

Preparation:

- Establish a stratified random sample of teams for a focus groups across the district impacted by the innovation.
- Establish a calendar over a few weeks time to host the focus groups.
- Make sure leaders of these groups know the purpose of the time they will be giving.

Process:

1. *(5 minutes)* Review the purpose of the focus group and let the team know they will receive the results of the study.
2. *(35 minutes)* Ask the questions and probe deeper if needed. Record the responses. (See attachment 1)
3. *(5 minutes)* Thank the team for coming and remind them they will receive the results.
4. *(After data is complied)* Summarize the data (See Attachment 2)

Strengths	Challenges

At least 75% of all focus groups were clear that SCIP's assisted them in making effective instructional decisions. 70% of all participants in our focus groups were aligning tests to the standards and big ideas based on the SCIP's	65 % of all participants in our focus groups were challenged to align their units of study to their SCIP's and Assessments. 70% of participants in the focus groups were struggling to ensure all assessments are valid assessments of the standards.

5. (Facilitate cabinet analyzing the data and making intentional decisions to shift the logic model to best meet the needs of the learners)

Attachment 1:

Focus group questions	
What is the district's moral purpose? What evidence do you have in your school/on your team that you are committed to achieving the moral purpose?	(To educate all students to high standards)
What are the systems and processes that the district uses and supports to achieve its moral purpose?	(Teams should discuss the vision for learning, The Learning Agendas from Curriculum to Cultural Proficiency in some way and how they use these learning designs to achieve greater success for all students.)
In what ways are all teams at the schools and in the district making decisions and developing SIP's/annual work plans by using effective	(Teams ought to be able to articulate their theory of change and logic model and show how their plans reflect their thinking and how the Standards for Professional Learning impact the learning of all adults in the organization.)

change processes to ensure everyone is in a cycle of continuous improvement?	
What evidence is the school and the district collecting that reflects they are making progress toward achieving the moral purpose of the district?	(Teams ought to be able to show adult work (SIP's outcomes achieved, SCIP's designed and used, assessments revised, units and lessons revised, student performance data and data to show more African American students are staying in school and succeeding.)
How does the district and school staff maximize the resources of time and money to achieve the moral purpose?	

Attachment 2:

Data Analysis

What is our vision of our innovation?

What is the purpose of this evaluation?

How will this data be used?

Strengths	Challenges

Summary of Findings:

Implications for us:

Commitments and Next Steps:

3. Developing a Vision using KASAB

Purpose: continue to clarify the visions by declaring the roles of those who are to implement the innovation.

Time: 60 minutes—one to produce a rough draft, one to debate and come to consensus

Materials:

- Sticky notes
- Chart paper
- Markers
- Pen and pencils

Preparation:

- Ensure everyone participating knows the process and purpose of a KASAB

Process:

1. (10 minutes) Clarify the purpose of a KASAB (A KASAB helps a team understand what shifts in adult practice are essential for the team to fully achieve its moral purpose or the goals of any innovation.
2. (40 minutes) Ask team members to work in small groups and to define the changes in Knowledge, Attitudes, Skills, Aspirations, and Behaviors that will result from the professional learning essential to achieve the innovation.
3. Facilitate the conversations to insure precise language is used and only essential understandings, attitudes, skills, aspirations, and behaviors are written.
4. Prepare a process for everyone who is impacted by the innovation gives input into the KASAB and begins to see what they need to learn and learn well.

	Students	Parents	Teachers	Principals	Central Support
Knowledge					
Attitudes					
Skills					

Aspirations					
Behaviors					

Sakeholder Groups Roles & Responsibilities	Students	Teachers	Principal /PBIS Leadership Team	Support Staff Administrative Assistants Classroom Assistants Cafeteria	Nurses/Sodexo	Bus Drivers
Knowledge: Conceptual **understanding** of information, theories, principles and research	There are caring adults that will provide the resources essential for them to be successful individuals Understand that behavior impacts their success in school and their future Each environment has its own set of expectations and norms To understand that they are resilient To understand and feel that the school is their advocate	To understand that all students do not know the appropriate behaviors Understand de-escalation Understand resources that are available in the school, district and community Understand that their behavior and relationships with students and parents has an impact on student behavior Understand that a student's behavior is not an affront to the teacher Understand that students who have experienced trauma may behave differently and need different support Responsible for all students in the school, hallway, cafeteria, before and after school	PBIS Framework and FWCS Mission, Vision and Goals are aligned Value of changing poor behaviors of adults and students Understand that academic achievement and behaviors are related and that both are impactful on students being successful Understand the relationship between their work and the districts responsibility for PBIS so that they can maximize the resources available to them	Understand what PBIS is Their role in PBIS framework Knowledge of strategies that can be implemented Behavior impacts student behavior in the classroom Understand the young learner and how the brain functions and the power of adults to positively shape their development Knowledge of FWCS Vision, Mission and Goals	Understand the young learner Understand what PBIS is Their role in PBIS framework The relationship between health and well-being and a student's academic and behavioral performance That a clean and functional building has an impact on student's academic and behavioral performance Role models for the young people in the building	First and last co student each da can impact the student's acade How to address Understand wha Their role in PBI framework
Attitude: **Beliefs** about the value of particular information or strategies	Value their education Value themselves and others Resilient Attitude is respectful Appreciative of their opportunity to learn and be supported by others	Empathetic Value, respect and appreciate cultural differences Believe that their presence and positive attitude makes a difference every day Ensure and understand that every student deserves an education That every child will be successful	Ensure that all in the school value, respect and appreciate cultural differences That the success of students in my building is my responsibility Belief that we can change student behavior and success in school Responsible for behaviors of adults and leader of professional learning within the building	Attitude of support for academic achievement through relationships with students and adults They value the growth of students Value that all in the school value, respect and appreciate cultural differences Value learning and engage in learning Empathetic	Valued and contributing part of the team and student success They value the growth of students Empathetic	Empathetic Like students
Skills: **Strategies** and processes to	Accept responsibility for their own behavior Not being afraid to ask for help	**De-escalate the situation by:**	Design, implement and monitor effective professional learning Hire effective staff, engage them in effective	De-escalation skills, mediation skills, collaboration skills, and	Communicate with parents and kids respectively	**De-escalate the situation by:**

apply knowledge	Not being fearful to stand up for what they know is right Positive peer pressure Creating a collaborative culture with their peers Greet kids with enthusiasm	Manage proximity to students who are acting out Lower voice Develop a question about giving student a choice **Do not escalate the situation** Getting in a student's face, being disrespectful, making fun of them, using sarcasm, putting them down, touching them **Are able to ask for help** Greet kids with enthusiasm	professional learning, and monitor their success in the classroom Host effective crucial conversations to confront inappropriate behaviors of adults and students Build a collaborative culture that is engaged in a cycle of continuous improvement Building positive and collaborative relationships with students, parents, and community to ensure all students are successfully in school Develop strategies for students voice so that students see the school as an advocate for their success Greet kids with enthusiasm	communication skills Utilize effective instructional and behavioral strategies when working with small groups of students Collaboration with peers **Do not escalate the situation** Getting in a student's face, being disrespectful, making fun of them, using sarcasm, putting them down, touching them Greet kids with enthusiasm	Willingness to learn and try new strategies Communication, collaboration Greet kids with enthusiasm	Manage proximi students who ar out Lower voice Develop a questi about giving stu choice **Do not escalate situation** Getting in a stud face, being disrespectful, ma fun of them, usi sarcasm, putting down, touching Greet kids with enthusiasm Encourage stude do well each day Use bus assistan carefully to effec academic and behavioral succe students
Aspirations: **Desires**, or internal motivation, to engage in a particular practice	I feel safe and valued That I will accomplish whatever goals I set out for myself A strong citizen and leader See and understand my own value	Strong student and professional collaborative culture Feel safe and valued Welcoming environment Have an impact on whole student Motivate students to see their value	We can live up to FWCS Vison, Mission and goals That school is safe community and that individuals feel valued, respected, and welcomed Parents feel like they are partners with the school in a trusting and valued relationship Students see me as an advocate and have a voice within the school	Positive contribution to the school Strong relationships See themselves as learners Feel valued, safe, and supported Belief that their positive attitude will have a direct impact on students	Positive contribution to the school Strong relationships We can live up to FWCS Vison, Mission and goals That school is safe community and that individuals feel valued, respected, and welcomed Recognize the uniqueness of their work	Positive contribu the school Strong relationsh That bus is a saf and that student at school in an o manner ready to Belief that their p attitude will have direct impact on students
Behaviors: Consistent application of knowledge and skills	Responsibility Act responsible in all challenging environments in their school Seeking help Accepts guidance	Teachers teach appropriate behavior Model appropriate behavior and expecting students to practice the skills in their classroom Make time for students who are acting out to host	That principals continuously use the data to determine the effectiveness of their strategies and to give direction to professional learning to adults in the building Creating time to collaborate, to model, effective skills and strategies for the classroom	Aligning personal behaviors with beliefs of FWCS Actively support Vision, Mission and goals of FWCS Actively engage in professional	Fulfill job with great expertise and high levels of proficiency Take pride in work Seek out assistance when working with a student who is acting out	Take pride in wo Collaborate and communicate eff with school base peers and paren Clear expectatio behavior on the strategies used t escalate on the b

	Diffusing conflicts among peers Being successful Resilient	a coaching conversation with them When I see an issue arising I move closer to the student to redirect the behavior Teaching teams to work collobaritevly together to address academic and behavioral challenges and to share best practices, to observe each other implanting the strategies and monitoring the effectiveness	to de-escalate the inappropriate student behavior Monitor implementation of PBIS strategies and use data to modify or differentiate professional learning for adults Partner with district level support to address serious student behavior issues that they have been ineffective in resolving themselves Ensure that everyone on staff clearly understands and uses the Code of Conduct and the practices and strategies of PBIS Enrollment and successful completion of all programs reflects the district's student population Continuous monitoring of data to ensure students are proficient on College and Career Ready exams.	learning and pursue knowledge Collaborate and communicate effectively with your team mates		Specific protocol procedures to ha challenging issu keep kids on the and in school

4. Establishing a Theory of Change

Purpose: To develop leaders' skills in establishing an effective theory of change to achieve goals established by their learning community. When working through a theory of change, team members consider barriers that they will face when working toward full implementation of innovations to achieve their goals.

Time: 1 hour

Materials: Chart paper, markers sticky notes.

Preparation: Engage the vision team in study around the innovation

Process:

1. (5 minutes) State the team's expectations: Team members will establish a theory of change to achieve the goals they have set as an organization. Team members will develop a clear theory of change before making decisions about the actions they will take to achieve their goals.

2. (5 minutes) Explain that a theory of change clarifies all building blocks required to achieve a long-term goal. This set of connected building blocks establishes a path to success.
3. (5 minutes) Ask participants to work in small teams to answer each of the Theory of Change Questions. If team members require additional research before the questions can be answered effectively, ask them to conduct their research and come prepared to share.
4. (45 minutes) Consider the questions one at a time. Once each participant has answered, ask each small team to come to agreement.
    a. Ask each team to share results with the whole group.
    b. Find common ideas and come to consensus as a whole group.
    c. Then answer the second question in the same way and proceed until all questions are answered.
    d. Ask each team member to reflect on his or her work, share it with the larger community, and make revisions in the answers based on the best thinking of everyone.
    e. Use the theory of change to establish a clearly articulated plan of action.
    f. Implement the plan and reflect on the progress regularly.

5. The Cycle of Continuous Improvement

Purpose: To keep focused on the cycle of continuous improvement to ensure people are developing the skills, attitudes, and behaviors essential to achieve the goals of the innovation and to move through 1st and 2nd order change effectively to develop proficiency essential to success.

Time; 60 minutes (regularly) for the district or school leadership teams

Materials:

The graphic of the cycle

Preparation:

Review the attached Cycle of Continuous Improvement and bring evidence of where they believe their team is along the cycle.

Process:

1. **(5 minutes)** Review the cycle with all team members.
2. Have each team member share their perspectives of the value of the cycle in their learning communities and the progress they are making to achieve the goals of the innovation (SCIP's for example; assessment design).

3. **(15 minutes)** Have each individual share where they think they are in the cycle and the evidence they brought to support their thinking.
4. **(30 minutes)** Each member of the team gives warm and cool feedback about their progress and the use of the cycle to achieve the goals.
5. **(10 minutes)** Summarize the comments, establish next steps, and commit to them.

The Cycle of Continuous Improvement (6 to 8 weeks) Create your own template and document:

The steps	***The actions***	***Your analysis***	***Your challenges in this area***
Step 1: Data analysis (2 sessions) *Analyzes student and staff performance data to establish student and adult learning goals (4 to 6 weeks)*	*The analysis of student performance data on targeted, essential standards determines the adult learning goals for a short period of time.*		
Step 2: Goal setting (within the same 2 sessions) *Staff learning goals drive the rest of the cycle*	*Based on where students are struggling, adult analyze their own work to determine not just what they need to do, but what they need to learn.*		
Step 3: Determine a learning plan for adults (1-2 sessions)	*Adults select effective learning designs for themselves and set in motion their use.*		
Step 4: Implementation *Use the learning designs to develop competence in their new practices. (4 to 5 weeks)*	*The team engages in their own learning and supports each other in intentional implementation of new strategies.*		
Step 5: Monitoring and Adjusting	*Team members observe each other and engage in an*		

The team members maximize their learning time by monitoring implementation in each other's classroom	*inquiry cycle to determine what adjustments need to be made and they keep practicing until they are at high levels of proficiency.* *Then and only then do they return to step 1 to determine the impact of their new strategy (ies) on student learning.*		

7. Creating a Theory of Change (cycle of continuous improvement)

Purpose: To develop the cycle that is unique to their innovation to ensure successful achievement of the goals. This work clarifies each outcome that is essential for a team to establish a clear logic model. A theory of change is grounded in an effective cycle of continuous improvement. It is designed based on *If this . . Then this . . thinking.*

Time: 120 minutes

Materials:

- Copy of the Learning Forward Cycle of Continuous Improvement
- Copies of the Vision statement and the KASAB

Preparation: (none)

Process:

1. *(5 minutes)* Share the purpose of the cycle of continuous improvement
2. *(10 minutes)* Have teams review the work that is in place (Clearly articulated vision and KASAB) Post these around the room.
3. *(40 minutes)* Have each person using post it notes write one precise outcome that must be in place to consider the team ready to move own through the cycle. (EX: *If* all SCIP's in ELA at the high school level are clearly articulated and valued by the teaching teams who developed them. *Then* the team established aligned assessments to know what students know and do not know.)
4. (40 minutes) When everyone has written their post it notes, have them all post them on the wall.
5. (10 minutes) Facilitate the team to find common post it notes

6. (10 minutes) Have small group work on each step and come to consensus about the wording of the step.
7. (10 minutes) Organize the synthesized statements into a logical circle based on the Learning Forward cycle of continuous improvement.
8. (2 minutes) celebrate the completion and share where the work will go for feedback.
9. Commit to using the cycle when finalized as a guide to achieve the goal.

7. Professional learning Plan

Purpose: To ensure that all in the organization engage in Standards drive professional learning grounded in a cycle of continuous improvement that develops in all collective responsibility for the success of all staff and students.

Time: 120 minutes

Materials: The vision of an innovation, KASAB, Theory of Change Questions, Theory of Change, Cycle of Continuous Improvement, and the Standards for Professional Learning

Preparation: Review the materials

Process:

1. *(10 minutes)* Review the purpose that the professional learning plans to achieve the goals of the school plan/district innovation.
2. *(15 minutes)* Review the change theory design tools.
3. *(15 minutes)* Establish clearly articulated goals for professional learning for the year based on the goals of the district, the student performance data, and the evidence of the current reality of where people are. *(EX: All language arts teachers effectively use one – on – one conferencing systematically and purposefully to increase the effectiveness of students as readers.)*
4. *(30 minutes)* Establish the short term and intermediate goals/outcomes for the year and a time for their completion.
5. *(20 minutes)* Develop a clearly articulated action plan to achieve each of the short term goals/outcomes.
6. *(20 minutes)* Determine measures of effectiveness.
7. *(10 minutes*) Establish first steps and commitments.

Place chart in of plan into this space. Put an example in here as well (crucial conversations)

8. Developing a Logic Model

Purpose: To clearly articulate first and second order change/outcomes and essential resources to accomplish the moral purpose, the goals of an organization, and the innovation essential to achieve the goals.

Time: 60 minutes

Materials: A copy of the vision of the innovation, the goals, KASAB, Theory of Change, and plan for professional.

Preparation: Review the work of the team around change

Process:

1. *(10 minutes)* Review the concept of change, theory of change and logic model and share the development of the logic model as backward design.
2. *(10 minutes)* Ask each member to consider the best process for moving from where we are to where we want to be.
3. *(10 minutes)* What are the long term outcomes that we would see when we are achieving out goals? Establish these long term outcomes first.
4. *(20 minutes)* What are the intermediate outcomes that will move the team through 2nd order change? Establish these intermediate goals/outcomes.
5. *(10 minutes)* What resources, attitudes, things do we have going for us that will assist us in achieving our outcomes/goals? Establish the inputs.
6. *(10 minutes)* What resources will we need that we do not have right now? Determine books, time, organizational structures that must be in place for us to be successful.

9. Assessing Impact

Purpose: To determine the effectiveness of professional learning on shifting educator practice.

Time: 120 minutes to initiate the design; assessing impact occurs throughout the implementation of the innovation.

Materials: All the work of the change process from vision to logic model

Preparation: Read all documents established by the team from vision to logic model

Process

1. *(10 minutes)* Establish a clear purpose for the work to identify indicators of effectiveness along the logic model
2. *(10 minutes)* Review the work from vision to logic model.
3. *(30 minutes)* Establish indicators of effectiveness for short term and intermediate outcomes on the logic model. (Attachment 1)
4. *(30 minutes)* Determine the analysis process for those indicators (Attachment 2)
5. *(10 minutes)* Determine who will be responsible for the gathering of the artifacts and data and facilitating the evaluation along the way.

Attachment 1: (168-69 The Coach's Craft)

Logic Model and Measures of Effectiveness

School/department goals:

Vision:

Long term outcome(s)	Intermediate goals	Short Term outcomes	Resourced need	Inputs
Measures of Effectiveness (What artifacts will you collect along the way?)				

Assessing Impact

	Long Term Outcomes	Intermediate Goals	Short Term Goals	Resources
	Assessing Impact			
Question(s)	In what ways do teaching teams analyze what they are learning from student work to redesign their own work?	How do teachers reflect on their observations of each other's lessons and the student learning in the classroom?	How do teaching teams use the learning designs to effectively design assessments of and for learning?	Did their use the resources provided? If so in what ways?
Data tools	Observations of team meetings Lesson redesigns	Teacher observation schedules and notes	Assessments	Reflection notes lessons

Short Term Goal: Quality Assessments	Questions	What artifacts?	How often will we collect them?	How will we and who will evaluate the artifacts and evaluate progress in developing quality assessments?	How will we use what we learn?
	In what ways are assessments designed by our teams aligned to the standards students are to know?				

	In what ways do teams value the information they are receiving from their assessments to determine the needs of their students and their own learning needs?				

Change Tool Templates:

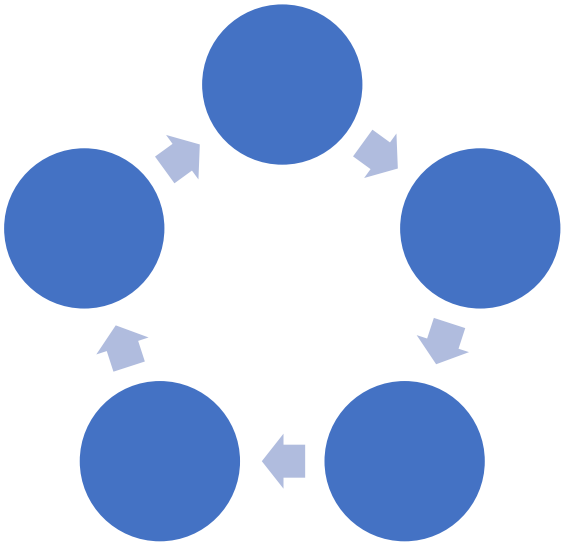
1. Problem of Practice (Issue to Vision):

The Issue:
The Goal for the Year:
The critical Attributes of that goal (the vision of what the goal will look like when we achieve it):

2. The KASAB (What will people be doing?)

	Students	Teachers	Principals	Parents?	
K knowledge					
A ttitudes					
S kills					
A spirations					
B ehaviors					

3. Theory of Change: The Theory of Change questions in your Google. Doc help you think through your theory of change and logic model.) Remember "If this" then . . .



4. Logic Model: What outcomes will be accomplished over time?

Long term outcome(s) (7 to 12 months)	Intermediate outcomes (4 to 7 months)	Short Term outcomes (2 or 3 months)	Resources/inputs	Person responsible
Assessing Impact				
What evidence will we accept that we achieved our long term outcomes: (shifts in educator practices)	What evidence will we accept that we achieved our intermediate outcomes: (shifts in educator practices)	What evidence will we accept that we achieved our short term outcomes: (shifts in educator practices)		

A monthly action plan for each short-term, intermediate, and long-term outcomes is written when each outcome is achieved. (If we have not achieved our short-term outcome, we cannot figure out what we need to do to achieve our intermediate outcome, so we cannot write an action plan for them yet.)

	August	September	Oct.	Nov.	Dec					
Objective(s)										
Steps to be taken										
Essential activities										

Products expected to be produced										
Assessments of quality of the work										
Person responsible										

Critical Attributes of a quality project for credit: (regardless of the project selected, the following attributes must be present in order for the individual to receive credit

The change essential to be made must be clearly grounded in an analysis of the **data.** (ex: We have consistently not met our expected goal in mathematics. We hover around 65% passing on our ITBS and that is unacceptable for us. After closer analysis of our mathematics instruction, teachers are not challenging themselves to try new and evidenced based strategies in their classrooms . . .)
The **goal and the critical attributes** align with what educators know to be the best strategies available to achieve the SMART goal established. (research is referenced)
The plan is a clear reflection of alignment to the **Standards for Professional Learning** and the **Cycle of Continuous improvement.** They are referenced and the cycle is clearly articulated.
The **Theory of Change** moved a team in the school or the school staff through all 5 steps of the cycle of continuous improvement.
The L**ogic Model** aligns with the Theory of Change, the Standards for Professional Learning. It is clearly evident that new, but intentional learning designs are used to deepen teacher learning and develop teaching and learning skills that significantly increase student achievement.
The document reflects a **commitment to implementation of the plan and a willingness to assess progress** of the work along the way. This comment opens the door for the learner to shift their own practices.