Birdville ISD:

**Planning for Leading Protocol**

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| **Select the Standard:** **Birdville Educator Standard** - What will **teachers** need to know and be able to do? | **Standard Clarification:**Cognitive rigor: What thinking is required?Content: What specific learning is needed?Context: In what context will teachers apply this learning? WHY do they need this learning?Assessment(s): How will you know if teachers are successful? |
| **Select the Standard(s): Partners and Process:** -What other knowledge and skills will be needed in order for teachers to be successful with this standard? - WHY would the partner standard(s) support teacher mastery of the leading standard?- What processes are necessary for the teacher to be able to master the standard(s)?  |
| **Evidence of Learning:** - What is the learning? What will be the outcome of teachers’ mastery of the standards?- What evidence will you collect in order to know if teachers have mastered the standards?- How will you assess the evidence (rubric, observation, etc.)?- What formative assessments can be used to monitor progress and adjust support?- What summative assessment (if any) will be used to evaluate teacher performance around this standard? |
| **Teacher Tasks: TASK = PERFORMANCE**- What do teachers need to DO in order to engage in the content, context, and cognitive rigor of the standards? - What would an exemplar teacher task look like? How would teachers demonstrate mastery of the standards through the task(s)? |
| **Strategies and Structures:**- What strategies will you use to build understanding and commitment?- What strategies can I use to cause my teachers to engage in the content, context, and rigor of the standard(s)?- What is the purpose of each strategy I choose and how does it align to the standard(s)?- How can I use different groupings to structure learning?- What is the purpose of each structure I choose and how does it align to the standard(s)?- How will the strategies and structures utilized support teachers’ abilities to perform at high levels? |
| **Resources:**- What resources are available to help my teachers (time, materials, human resources, software, etc.)? - How do these resources align to the intent of the standards? |
| **Procedure:**- What activities and processes will I use to ensure that what I have planned occurs in an efficient and effective manner? |
| **Accommodations/Modifications/Extensions:** - How can I plan for differentiation according to the varied needs of my teachers? |
| **Willing and Able** | **Willing and Unable** | **Unwilling and Able** | **Unwilling and Unable** |
| **Notes/Reflections:**- What will I do if teachers don’t get it? What other strategies could help my teachers?- Do I need to intervene/coach (whole group, certain teachers)? How will I intervene/coach and why? |