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? | | | | |