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Purpose

This document serves as a roadmap for reviewers and the place to submit evidence for the "D" indicators. It is intended to direct reviewers' attention to the *strongest* evidence that demonstrates your organization's services meet the indicators and that you are qualified to become a LIFT-approved provider. Reviewers *will* evaluate the artifacts and evidence you submit and may use portions of this document to support their evidence for indicator scores; however, the information in this document will not be displayed publicly in the LIFT-approved provider list.

Directions

1. Provide any [background information](#) or context on your services and/or the set of artifacts you have chosen to submit for each type that you believe will be helpful for reviewers. *(limit 500 words)*
2. Complete the tables below to identify the pages or page ranges within your set of artifacts where reviewers can find the best evidence for each indicator and the rationale for why the evidence was chosen. *****REMINDER: Only the information included in the 400-page artifact document and what is written in the rationale for the indicators will be reviewed. Reviewers will not click on any external links.*****
3. Complete the ["D" indicator questions](#) (required).
4. Upload this document to the application portal.

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NAME OF ORGANIZATION _____

Background Information

Provide any background information or context on your professional learning and capacity-building services and/or your set of artifacts that will be helpful for reviewers. This could include a description of the intended audiences for the services, methods of delivery (virtual or in-person, synchronous or asynchronous, etc), professional learning objectives, etc. (limit 500 words).

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Overarching Approach to Professional Learning and Capacity Building

Indicator	Indicate specific pages or page ranges in your artifact PDF where reviewers can find the best evidence for each indicator.	Provide a brief rationale/justification for how your organization demonstrates the indicator. (Optional)
<p>O.1 Professional learning materials are specific to educators' roles (e.g., position, subject area, and grade level) and levels of expertise.</p>		
<p>O.2 Professional learning repeatedly connects the HQIM to the content-specific vision for excellent instruction.</p>		
<p>O.3 Professional learning builds or reinforces educators' beliefs that each and every student should have access to rigorous, grade-level instruction and that this can be achieved by having students engage with HQIM in Tier 1 instruction.</p>		

Indicator	Indicate specific pages or page ranges in your artifact PDF where reviewers can find the <i>best evidence</i> for each indicator.	Provide a brief rationale/justification for how your organization demonstrates the indicator. (Optional)
<p>O.4 Professional learning incorporates opportunities for active engagement and collaboration and uses appropriate adult learning strategies in a variety of formats.</p>		

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Approach to Ongoing Cycles of Professional Learning and Capacity Building for Leaders

Indicator	Indicate specific pages or page ranges in your artifact PDF where reviewers can find the best evidence for each indicator.	Provide a brief rationale/justification for how your organization demonstrates the indicator. (Optional)
<p>L.1 Professional learning supports campus and district leaders, including principal supervisors, in defining or refining a shared, content-specific vision for excellent instruction for all students aligned to the TEKS and RBIS, communicating that vision, and understanding the role HQIM plays in achieving that vision.</p>		
<p>L.2 Professional learning supports campus and district leaders, including principal supervisors, in developing and executing an adoption plan that results in the selection and procurement of SBOE-approved HQIM aligned to a vision for excellent, grade-level instruction aligned to the TEKS and RBIS.</p>		

Indicator	Indicate specific pages or page ranges in your artifact PDF where reviewers can find the best evidence for each indicator.	Provide a brief rationale/justification for how your organization demonstrates the indicator. (Optional)
<p>L.3 Professional learning prepares campus and district leaders, including principal supervisors, to build coherence across their systems by examining and adjusting systems-level procedures, policies, and processes to monitor and support the implementation of the HQIM.</p>		
<p>L.4 Professional learning equips campus and district leaders, including principal supervisors, to allocate essential resources and time necessary for a strong HQIM implementation.</p>		
<p>L.5 Professional learning develops leaders' abilities to develop a comprehensive and coherent professional learning plan, anchored in the HQIM.</p>		

Indicator	Indicate specific pages or page ranges in your artifact PDF where reviewers can find the <i>best evidence</i> for each indicator.	Provide a brief rationale/justification for how your organization demonstrates the indicator. (Optional)
L.6 Professional learning supports campus and district leaders, including principal supervisors, to use relevant data, including student work, to monitor, support, and improve implementation.		
L.7 Professional learning develops the ability of campus leaders to build a positive schoolwide culture and routines that supports student learning and HQIM implementation.		

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Approach to Ongoing Cycles of Professional Learning for Teachers

Indicator	Indicate specific pages or page ranges in your artifact PDF where reviewers can find the best evidence for each indicator.	Provide a brief rationale/justification for how your organization demonstrates the indicator. (Optional)
<p>T.1 Professional learning builds and reinforces teachers' understanding of what it means to implement their HQIM skillfully, including design principles and the arc of learning, and connects it back to a content-specific vision for excellent instruction aligned to the TEKS and RBIS.</p>		
<p>T.2 Professional learning equips teachers to account for and navigate any publisher-specific logistical and technological considerations involved in classroom use of the HQIM, such as the components of the materials, how they are organized, and how teachers and students can access them.</p>		

Indicator	Indicate specific pages or page ranges in your artifact PDF where reviewers can find the <i>best evidence</i> for each indicator.	Provide a brief rationale/justification for how your organization demonstrates the indicator. (Optional)
<p>T.3</p> <p>Professional learning supports teachers with internalizing and rehearsing units and lessons with colleagues who teach the same content and HQIM, focusing on anticipating student thinking and responses and using HQIM-embedded supports to help each student access grade-level-appropriate content.</p>		
<p>T.4</p> <p>Professional learning equips teachers to reflect on student learning, including student work, from the HQIM to determine the extent to which students have met the learning objective.</p>		

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Indicator	Indicate specific pages or page ranges in your artifact PDF where reviewers can find the <i>best evidence</i> for each indicator.	Provide a brief rationale/justification for how your organization demonstrates the indicator. (Optional)
<p>T.5 Professional learning equips teachers to purposefully plan scaffolds and support, leveraging embedded resources in HQIM to ensure student access to grade-level content for all students, including students with diverse and/or individualized learning needs.</p>		

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Use of Data to Measure Impact, Plan, and Improve

Applicants can demonstrate their ability to meet the “D” indicators in two ways:

1. [Submitting artifacts \(optional\)](#), and/or
2. [Addressing the “D” indicator questions](#) (required)

“D” Indicator Artifact Submission (optional)

Indicator	Indicate specific pages or page ranges in your artifact PDF where reviewers can find the <i>best evidence</i> for each indicator. (Optional)	Provide a brief rationale/justification for how your organization demonstrates the indicator. (Optional)
<p>D.1</p> <p>Provider has specific systems and processes in place to learn about clients’ goals, resources, and requirements in order to tailor approaches and/or services to meet clients’ needs.</p>		
<p>D.2</p> <p>Provider monitors and communicates the progress of work with clients, identifies areas where the project or deliverables are off-track, and adjusts course accordingly.</p>		

Indicator	Indicate specific pages or page ranges in your artifact PDF where reviewers can find the <i>best</i> evidence for each indicator. (Optional)	Provide a brief rationale/justification for how your organization demonstrates the indicator. (Optional)
<p>D.3 Provider evaluates the impact of its services. Provider uses these data to drive improvements to its services.</p>		
<p>D.4 Provider evaluates facilitators for knowledge of content, content pedagogy, HQIM, instructional leadership, and adult learning practices. Provider has systems and processes in place to provide facilitators with training as needed.</p>		
<p>D.5 Provider has a process to evaluate facilitator/coach effectiveness and uses that data to improve overall services and address individual facilitators' needs.</p>		
<p>D.6 Provider has a process in place to stay up to date on changes to HQIM publication formats and content, and to stay informed on HQIM that are approved through the SBOE's Instructional Materials Review and Approval (IMRA) process.</p>		

“D” Indicator Questions (required)

D1: Describe the process that you use to learn about a new client’s goals, resources, and requirements, and how you use the information to tailor approaches and/or services to clients’ needs. (limit 300 words)

D2: Describe your organization’s process for monitoring and communicating about the progress of work with your clients, identifying areas where the project or deliverables are off-track, and adjusting course accordingly. (limit 300 words)



D3: Use the tables below, which are based on [Guskey’s evaluation levels](#)¹ to describe how your organization evaluates the impact of your services and uses these data to drive improvements to your services.

- Complete the chart only for the Guskey level(s) your organization uses to evaluate the effectiveness of its services. Leave the other rows blank. Applicants need only demonstrate that they collect data at **3 Guskey levels** to score 1 or 2 points on indicator D3. *It is strongly recommended that you include student learning outcomes, if available.*
- For each Guskey level you choose to include, complete all three cells in that row. For example, if you measure participants’ learnings, include how you measure participants’ learnings, a sample of results that you’ve achieved, and how you use those data about participants’ learnings to improve the quality of your services.

¹ The Guskey Framework developed by Thomas Guskey. For more information about the framework, including a detailed description of each level, refer to Learning Forward’s article by Thomas Guskey titled [Gauge Impact with Five Levels of Data](#) (2016) adapted from his book *Evaluating Professional Development* (2000).

- Use data from one client. Don't mix and match clients.
- Each response is limited to 100 words per cell.

We have included a sample below.

Sample

Name of client: Unicorn ISD

Guskey Level	How do you measure effectiveness? (<100 words per cell)	What results did you achieve? (<100 words per cell)	How did you use data for improvement? (<100 words per cell)
Participants' Use of Knowledge and Skills	<i>SAMPLE: Our coaches use the Instructional Practice Guide to assess whether teachers are applying the skills and knowledge from the training.</i>	<i>SAMPLE: IPG data showed Core Action 1 & 2 were evident in most Wit & Wisdom classes (more than 89% of the time). However, Core Action 3 was an area for growth with evidence of additional support needed.</i>	<i>SAMPLE: We realized teachers were still struggling with some aspects of Core Action 3, so we amended our PLC protocol to spend more time on planning for student questioning. We built in opportunities to engage in activities to anticipate and plan the types of questions students may ask.</i>

Name of client: _____

Guskey Level	How do you measure effectiveness? (<100 words per cell)	What results did you achieve? (<100 words per cell)	How did you use data for improvement? (<100 words per cell)
Participants' Reaction			
Participants' Learning			
Organizational Support and Change			
Participants' Use of Knowledge and Skills			
Student Learning Outcomes			

D4: Describe your process for evaluating facilitators for knowledge of content, content pedagogy, HQIM, instructional leadership, and adult learning practices. Describe your systems and processes in place to provide facilitators with training, as needed. (limit 300 words)

D5: Describe your organization’s process for evaluating facilitator/coach effectiveness and using that data to improve overall services and address individual facilitators’ needs. (limit 300 words)

D6: Describe your organization’s process for staying up to date on changes to HQIM publication formats and content, and being informed about HQIM that are approved through the SBOE’s Instructional Materials Review and Approval (IMRA) process. (limit 300 words)



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