

APPENDIX A: OUTCOMES AND MILESTONES CHART

Instructions for documenting progress towards outcomes:

1) Complete the yellow cells with your Actual Progress or Completion for this reporting period. Include one to two points on your progress for each outcome and each milestone.

2) If your Anticipated Progress or Completion has changed for future periods, please update it on the chart below (columns F through I).

3) If changed, please update the "(Anticipated) External Challenges or Factors" section at the bottom of the chart.

NOTE: This spreadsheet is designed to populate with data from either the "Proposed Outcomes & Milestones" tab or from the last completed "Period X Report" tab. Formulas are included in all cells except your Anticipated Progress or Completion for future periods or your External Challenges or Factors, click on the cell once and type in your text. You should overwrite any formulas in those cells. The next appropriate cell.

| | Baseline | Anticipated Progress or Completion | Actual Progress or Completion | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Period 1 | Period 1 | Period 2 |
| OUTCOME 1 | | | | |
| Pilot a peer-to-peer learning practice that is personalized and based on strong protocols so that professional learning echoes student learning, with purposeful, supportive, and meaningful opportunities for the professionals involved all of which will lead to increased student engagement and student learning. | Most professional learning is provided by the district and not personalized or targeted; some schools have Professional Learning Communities. | At least 250 teachers will participate in the peer-to-peer learning pilot. | | Plans to double the number of Teacher Facilitators to 100 and teachers in groups to 500 for 2014-15 school year completed. |
| Milestone 1-a | | | | |
| 50 Teacher Facilitators form groups of 5-6 teachers and identify PD needs based on TEVAL professional learning goals and common professional learning interests. | The groups are forming over September and will be finalized by October 15. | Groups will have identified a path to meet PD needs and the participating teachers will complete reflections at end of year. | | 80% of teachers report that protocols are valuable and help professional learning to be more productive; Reflections analyzed to make changes to E3 for the 2014-15 school year. |
| Milestone 1-b | | | | |
| Train 50 Teacher Facilitators on selected protocols. | During the summer of 2013, 65 Teacher Facilitators were trained in a broad leadership training that had an introduction to Consultancy protocols. | Protocol training will be provided throughout the 2013-14 school year. | | Reflections analyzed to narrow or expand protocol options. |
| Milestone 1-c | | | | |
| 80% of teachers report that protocols are valuable and help professional learning to be more productive. | No baseline; could use MDRCs survey developed for iPD grants. | Surveys completed. | | Surveys analyzed. |
| Milestone 1-d | | | | |
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| (Anticipated) External Challenges or Factors | | | | |
| Teacher Facilitators are paid to organize the groups. However, the teachers who participate in the groups are not paid; their incentive to participate are simply to engage in a different professional learning model, driven by their needs. | | | | |

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| | | Period 1 | Period 1 | Period 2 |
| OUTCOME 2 | | | | |
| Build a successful teacher-led management team that supports professional learning so that at the district level that professional practice by ensuring that professional learning echoes student learning, with purposeful, supportive, and meaningful opportunities for the professionals involved. | There is not a current model of teacher led projects at the district level. | Teacher-led management team established. | | 80% of teachers report that protocols are valuable and help professional learning to be more productive; Reflections analyzed to make changes to E3 for the 2014-15 school year. |
| Milestone 2-a | | | | |
| Hire and E3 Associate and Assistant. | No staff specifically assigned to E3; volunteer leaders are working on the project currently with guidance from PD staff. | E3 Associate and Assistant hired. | | Funding identified for after October 31. |
| Milestone 2-b | | | | |
| Formalize E3 team member roles. | The E3 committee is shifting from a planning committee to an implementation team. | E3 team continues to make decisions regarding all components of E3. | | E3 team reflects on process; Reflections analyzed to make changes to E3 for the 2014-15 school year. |
| Milestone 2-c | | | | |
| Establish processes and routines for E3 team. | The E3 committee is shifting from a planning committee to an implementation team. | E3 team meets monthly as a team with agendas to guide decision making. | | E3 team reflects on process; Reflections analyzed to make changes to E3 for the 2014-15 school year. |
| Milestone 2-d | | | | |
| Resources, support, and coaching will be provided to Teacher Facilitators on consistent and timely basis by E3 team so that professional learning echoes student learning. | No baseline; could develop survey. | Survey responses indicate high level of support (at least 80% support); at least 220 applications are received for 100 Teacher Facilitators roles for the 2014-15 school year. | | E3 team reflects on process; Reflections analyzed to make changes to E3 for the 2014-15 school year. |
| (Anticipated) External Challenges or Factors | | | | |
| Administrators perceptions that teachers will take administrative jobs; teacher selection for leading district-level teams somewhat arbitrary as TEVAL is not designed to measure leadership potential. | | | | |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Period 1 | Period 1 | Period 2 |
| OUTCOME 3 | | | | |
| Identify more professional learning time by analyzing how Teacher Facilitators identified time during the 2013-14 school year to inform potential schedule changes for the 2014-15 school year. | | School-level teams engage in a process with the National Center for Time and Learning (NCTL) through which they reflect on their schedules and make adjustments accordingly. | | 5-10 schools implement new schedules to begin the 2014-15 school year, all of which include changes to create more professional learning time (Milestone 3-d). |
| Milestone 3-a | | | | |
| Evaluate current time system for teachers. | Three schools currently have models that add at least one hour to the day (7.5 versus 6.5 hour days). | School-level teams engage in a process through which they reflect on their schedules and make adjustments accordingly. | | 5-10 schools implement new schedules to begin the 2014-15 school year, all of which include changes to create more professional learning time (Milestone 3-d). |
| Milestone 3-b | | | | |
| Convene district leaders (with TimeWise's guidance) school leaders and teachers (with NCTL's guidance) to identify potential schedule configurations to allow for more professional learning time. | Some district-level discussion during the iPD planning process that were somewhat limited due to weather. No real baseline data. | 5-10 schools make changes to create more professional learning time (Milestone 3-d). | | Plans for new Professional Learning time are created at the school level which include Teacher Facilitator utilization. |
| Milestone 3-c | | | | |
| All schools are provided with 2-3 options to implement for the 2014-15 school year. | Limited training; district beginning to use PowerSchool to develop schedules and make student assignments. | 2-3 options are provided to schools. | | 5-10 schools make changes to create more professional learning time (Milestone 3-d). |
| Milestone 3-d | | | | |
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| (Anticipated) External Challenges or Factors | | | | |
| Each school is encouraged to operate independently. | | | | |

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