Program of Studies
2012 – 2013
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Section 1:

Overview Documents

“Wisdom, Happiness, Courage and Success are not waiting somewhere out beyond sight at the end of a straight line; they're part of a continuous cycle that begins right here. They're not only the ending, but the beginning as well.”

~Benjamin Hoff
Measuring the Overall Success of the ITL2 Cohort

Big Goal
Teachers who work with ITL2s will value the professional development and support received, and will increase their teaching effectiveness.

Measures of Success
1. 90% of ITL2s will receive preponderance of proficiency on Domain 5.

2. 80% of ITL2s will report that they agree or strongly agree that they are satisfied in their role.

3. 80% of ITL2s will report that they agree or strongly agree that they are effective in their role.

4. 80% of teachers in an ITL2’s caseload improve their Summative RISE Rating from the previous year.

5. 80% of teachers in an ITL2’s caseload report that they agree or strongly agree that the support received from the ITL2 is of high quality.

6. 80% of teachers in an ITL2’s caseload report that they agree or strongly agree that the support received from the ITL2 directly impacted their effectiveness.
# ITL2 Learning & Leading Structure

Facilitating Teacher Growth through Observation & Quality Feedback

- **Observation**: Noticing Wondering
- **Feedback**: Leadership Implications
- **Assessment**: Analysis Theories

The ITL2 role is designed to **accelerate teacher growth through observation & quality feedback.**

## An Effective ITL2:

<table>
<thead>
<tr>
<th>5A</th>
<th>5B</th>
<th>5C</th>
<th>5D</th>
<th>5E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes Transformational Leadership</td>
<td>Builds &amp; Maintains Effective Relationships</td>
<td>Fosters Teacher Growth</td>
<td>Impacts Student Growth</td>
<td>Demonstrates Professional Growth</td>
</tr>
</tbody>
</table>

### Frameworks are used to organize learning in each component of practice.

#### Transformational Leadership Tactics
1. Walk on Solid Ground
2. Stay Detached
3. Confront Reality
4. Be Ambitious & Humble
5. Focus on Student Achievement
6. Disrupt

#### Mindful Inquiry Protocol
1. Listen
2. Inquire
3. Respond

#### Adult Learning Strategies
1. Holding Environment
2. Transformative Learning
3. Reflective Practice
4. Social Learning
5. Motivation
6. Differentiation of Learning Experiences

#### RISE (Domains 1-4)
1b. Knowledge of Students
1c. Instructional Outcomes
2b. Culture for Learning
2a. Student Behavior
3b. Questioning & Discussion
3c. Engaging Students
3d. Assessment for Instruction
3f. Assessment & Student Learning
3g. Implementing Lessons Equitably
4a. Reflecting on Teaching/Learning
4c. Communicating w/ Families

#### Professional Values
1. Ambitious Goals
2. Positive Attitude
3. Active Engagement
4. Ongoing Reflection

---

**The Courageous Conversations Protocol** serves as a set of norms to guide leadership and collaboration in the career ladder role.

### COMPASS

- **Believing**
- **Thinking**
- **Moral**
- **Intellectual**
- **Emotional**
- **Relational**
- **Feeling**
- **Acting**

### AGREEMENTS

1. Stay Engaged
2. Experience Discomfort
3. Speak Your Truth
4. Expect/Accept Non-Closure

### CONDITIONS

1. Focus on PERSONAL local immediate
2. ISOLATE race
3. Normalize SOCIAL CONSTRUCTION and multiple perspectives
4. Monitor agreements, conditions and ESTABLISH PARAMETERS
5. Use a **"WORKING DEFINITION"** for race
6. Examine the presence and role of **"WHITENESS"**
Key Roles and Responsibilities of the ITL2

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teaching (3-4 Periods)</td>
<td>• Teaching (3-4 Periods)</td>
</tr>
<tr>
<td>• Observing and Conferring (Formative: In-School)</td>
<td>• Observing and Conferring (Formative: In-School &amp; Summative: Out-of-School)</td>
</tr>
<tr>
<td>• Collaboration with Administration</td>
<td>• Collaboration with Administration</td>
</tr>
<tr>
<td>• Delivery of Targeted Professional Development (based on principal and ITL2 data &amp; observations)</td>
<td>• Delivery of Targeted Professional Development (Based on caseload or PLC needs )</td>
</tr>
<tr>
<td>• Ongoing Personal Professional Development (Instructional Leadership, Leadership for Racial Equity, Transformational Leadership)</td>
<td>• Ongoing Personal Professional Development (Instructional Leadership, Leadership for Racial Equity, Transformational Leadership)</td>
</tr>
</tbody>
</table>

Note: ITL2s will not serve as a responsible teacher, serve as an activities coordinator, assessment coordinator, assign coverages, schedule parent-teacher conferences for other teachers, mediate teacher-to-teacher and/or teacher-to-administrator conflicts, or serve as an administrative assistant.

Balancing Transparency and Confidentiality

Entering/Sharing Evidence on Teacher Practice:

• All observations are to be documented in the RISE Software.
• NOTE: Details/training for ITL2s will be provided in September/October prior to beginning observation cycles with teachers.
• ITL2s should focus on the quality (not quantity) of evidence collected and entered for each teacher.
• Teachers may continuously enter additional evidence/artifacts.

Maintaining Confidentiality:

• Evidence and/or ratings of any teacher’s practice will only be shared with principals and the teacher.

Domain 5: Evaluating Success in the ITL2 Role

Step 1 - (September): Self-Assessment of Practice (RISE)
Step 2 - (September): Self-Assessment of Practice (5th Domain)
Step 3 - (All year): Formal RISE Observation Process and Evidence Collection (Domains 1-5)
Step 4 - (November): The 5th Domain Evidence and Performance Review Conference

Continuation of Step 3: Formal Observation Process and Evidence Collection

Step 5 - (January): Summative Evaluation Process (for pre-tenured CLTs only)
Step 6 - (February): Self-Assessment of Practice (RISE)
Step 7 - (February/March): The 5th Domain Evidence and Performance Review Conference

Continuation of Step 3: Formal Observation Process and Evidence Collection

Step 8 - (May/June): End-of-year Summative Process and The 5th Domain Evidence and Performance Review Conference.
### Required Documentation for ITL2s

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Partnership Agreements</td>
<td>August &amp; February</td>
<td>ITL2(s), Principal(s) &amp; ITL2 Coordinators</td>
</tr>
<tr>
<td>ITL2 Caseload Assignments</td>
<td>October</td>
<td>ITL2(s), Principal(s) &amp; ITL2 Coordinators</td>
</tr>
<tr>
<td>Teacher Partnership Agreements</td>
<td>October &amp; February</td>
<td>ITL2 &amp; Teacher</td>
</tr>
<tr>
<td>Domain 5: Self-Assessments</td>
<td>November, January &amp; May</td>
<td>ITL2(s), Principal(s) &amp; ITL2 Coordinators</td>
</tr>
<tr>
<td>Domain 5: Evidence Collection</td>
<td>Ongoing</td>
<td>ITL2(s), Principal(s) &amp; ITL2 Coordinators</td>
</tr>
</tbody>
</table>

### Guidelines for Establishing ITL2 Caseloads

When determining caseloads, the following guidelines should be considered:

<table>
<thead>
<tr>
<th>Administrator Caseload</th>
<th>ITL2 Caseload</th>
<th>Supported Growth Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20 Teachers per:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Principal</td>
<td>ITL2 Teaching Periods:</td>
<td>Schools with ITL2s:</td>
</tr>
<tr>
<td>• Director</td>
<td>• 4 out of 8 periods = 5 Teachers</td>
<td>• Up to 1/3 of Teachers</td>
</tr>
<tr>
<td>• Academic AP</td>
<td>• 3 out of 8 periods = 7 Teachers</td>
<td>Schools without ITL2s:</td>
</tr>
<tr>
<td></td>
<td>• 3 out of 9 periods = 10 Teachers</td>
<td>• Up to 1/2 of Teachers</td>
</tr>
<tr>
<td>• EIP Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pre-Tenured Teachers</td>
<td>Tenured Teachers</td>
<td>• Tenured Teachers</td>
</tr>
<tr>
<td>• Other Teachers</td>
<td>Non-SGP</td>
<td></td>
</tr>
</tbody>
</table>

**High Touch – Administrator**  
**High Touch – ITL2**  
**Low Touch – Administrator**  

**High Touch – Peer Review**  
**Low Touch – Administrator**

### Sample ITL2 Scheduling Breakdowns

<table>
<thead>
<tr>
<th>Number of ITL2 Teaching Periods</th>
<th>4 out of 8 Periods</th>
<th>3 out of 8 Periods</th>
<th>4 out of 9 Periods</th>
<th>3 out of 9 Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4 Teaching</td>
<td>3 Teaching</td>
<td>4 Teaching</td>
<td>3 Teaching</td>
<td>3 Teaching</td>
</tr>
<tr>
<td>• 1 Lunch</td>
<td>1 Lunch</td>
<td>1 Lunch</td>
<td>1 Lunch</td>
<td>1 Lunch</td>
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<tr>
<td>• 1 Prep</td>
<td>1 Prep</td>
<td>1 Prep</td>
<td>1 Prep</td>
<td>1 Prep</td>
</tr>
<tr>
<td>• 2 ITL2</td>
<td>3 ITL2</td>
<td>3 ITL2</td>
<td>3 ITL2</td>
<td>4 ITL2</td>
</tr>
</tbody>
</table>

### Instructional Quality Assurance & Certification (IQA-C)

All ITL2s are required to complete the IQA-C for Career Ladder Teachers. Requirements include:

- **Level 1**: Framework for Teaching (FFT) Proficiency Assessment *(8/16-9/30)*
- **Level 2 Part 1**: CEL 5 Dimensions Pre-Assessment *(10/1-10/19)*
- **Level 2 Part 2**: Post-Observation Video Conference Assessment *(3/4-3/31)*
- **Level 2 Part 3**: CEL 5 Dimensions Post-Assessment *(4/22-5/10)*
- **Level 2 Part 4**: Monthly Calibration Activities *(Bi-Monthly Beginning 11/1)*
“A commitment to professional learning is important, not because teaching is of poor quality and must be ‘fixed,’ but rather because teaching is so hard that we can always improve it.”

~Charlotte Danielson
# ITL2 Learning Structure Syllabus

**Summer 2012**

## Overall Learning Outcomes:
- Know and adhere to program requirements for their role
- Apply the Instructional Teacher Leadership Structure in order to support teachers in impacting student achievement
- Plan and facilitate an effective opening session for their staff
- Keep teachers focused on raising student achievement
- Assess teacher performance accurately
- Provide feedback to move teachers along a development continuum

<table>
<thead>
<tr>
<th>Day</th>
<th>Essential Questions:</th>
<th>Objectives:</th>
</tr>
</thead>
</table>
| Day 1   | **Module 1: Setting Up Learning Structure**
          How will we work together to continuously grow in our new roles?         | • Understand the components of ITL2 Training.                                 |
| 8/6     | **Module 2: Introducing the Leading Structure**
          How does the ITL2 program raise student achievement through impacting teacher effectiveness? | • Understand job responsibilities.                                            |
|         |                      | • Understand the connections between job responsibilities, effective teacher, and raising student achievement |
|         |                      | • Understand how ITL2s will interact with key stakeholders                  |
|         |                      | • Understand the career ladder teacher evaluation tool performance areas (1-4 & 5) |
|         | **Module 3: Partnership Structure (with principals)**
          How do we work together as an instructional leadership team?            | • Articulate the components of Effective Teacher Leadership (Domain 5)         |
|         |                      | • Share Learnings with Principal Partners                                   |
|         |                      | • Build a partnership agreement                                              |
|         |                      | • Agree upon and understand communication protocols                          |
|         |                      | • Agree upon and understand Domain 5 evaluation cycles                       |
|         |                      | • Determine challenges in working with staff                                |
|         |                      | • Create a plan for messaging and introduction of the ITL2 to staff         |
| Day 2   | **Module 4: Relationship and Work Structures (CEL)**
          How do we establish work structures for success in the CLT roles?      | • Articulate how to build relationships through observing & conferring        |
| 8/7     | How does observing and conferring well support the development of effective relationships? | • Describe strategies and processes for establishing relationships with teachers based on the work of observing, analyzing and giving feedback |
|         |                      | • Articulate how you will build relationships during your first month in the building |
|         |                      | • Describe your relationship with Center for Educational Leadership         |
|         |                      | • Describe the ideal relationship you will cultivate with your principal    |
| Day 3   | **Module 5: Defining Effective Leadership**
          How can we define and organize strategies for success in teaching and leading? | • Articulate how the Learning and Leading Structure and the frameworks within it can be used for effective leadership and the creation of effective learning environments for teachers. |
| 8/8     | Continued Day 2      |                                                                             |


<table>
<thead>
<tr>
<th>Day</th>
<th>Essential Questions:</th>
<th>Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 4 8/9</td>
<td><strong>Module 6: Focusing on Student Achievement</strong>&lt;br&gt;How will I focus my teachers on raising student achievement?</td>
<td>• Define raising student achievement.  &lt;br&gt;• Identify how you, in your role, will keep teachers focused on student achievement.  &lt;br&gt;• Identify common challenges to keeping teachers focused on student achievement and brainstorm possible next steps to address challenges.  &lt;br&gt;• Practice re-focusing teachers on student achievement through role playing typical challenging scenarios.</td>
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<tr>
<td></td>
<td><strong>Module 7: Facilitating Effective Professional Development</strong>&lt;br&gt;What role does effective facilitation play in increasing teacher effectiveness?</td>
<td>• Identify and describe skillful facilitation indicators  &lt;br&gt;• Identify opportunities for facilitating professional learning  &lt;br&gt;• Through viewing a modeled professional learning session, articulate concrete strategies for facilitating effective PD sessions  &lt;br&gt;• Demonstrate and receive feedback to improve the skillful facilitator performance areas through the facilitation of a sample sessions.</td>
</tr>
<tr>
<td>Day 5 8/14</td>
<td><strong>Module 8: Focusing on Equity</strong>&lt;br&gt;How will I engage in Courageous Conversations about race?</td>
<td>• Understand the impact of race on student achievement and the role that racism plays in institutionalized academic achievement disparities.  &lt;br&gt;• Understand and be able to apply the three components of the Courageous Conversations Protocol.</td>
</tr>
<tr>
<td>Day 6 8/15</td>
<td><strong>Module 8: Focusing on Equity</strong>&lt;br&gt;How will I engage in Courageous Conversations about race?</td>
<td>Day 5 Continued  &lt;br&gt;Day 5 Continued  &lt;br&gt;Day 5 Continued  &lt;br&gt;Day 5 Continued</td>
</tr>
<tr>
<td>Day 7 8/16</td>
<td><strong>Module 9: Evaluating Teacher Practice</strong>&lt;br&gt;How do I evaluate teaching practice through observation?</td>
<td>• Understand the components of iQA-C training and certification  &lt;br&gt;• Identify and control for bias and interpretation in an observation  &lt;br&gt;• Identify, align and assess evidence of teaching practice using the Framework for Teaching Rubric</td>
</tr>
<tr>
<td>Day 8 8/17</td>
<td><strong>Module 10: Focusing on Curriculum</strong>&lt;br&gt;How does the integration of the Common Core contribute to our responsibilities as teacher leaders?</td>
<td>• Understand the aspects of the Common Core integration that will impact their work as teachers and teacher leaders.  &lt;br&gt;• Articulate how they will take steps to aid teacher understanding of Common Core adoption through their role in observing and providing feedback and professional development to teachers.  &lt;br&gt;<strong>Closure &amp; Next Steps</strong>  &lt;br&gt;Celebrate the leadership of Career Ladder Teachers  &lt;br&gt;• Understand the responsibilities and intended impact of each Career Ladder Role  &lt;br&gt;• Identify and be able to communicate the combined impact of Career Ladder Teachers on Teacher Effectiveness and Student Learning</td>
</tr>
</tbody>
</table>
# Habits of Thinking for Effective Teacher Leadership

The habits of thinking will be used to guide our work with teachers to ensure that the observation process results in improved practice. This is an example process for how instructional leaders use what they’ve noticed about teaching and learning to inform their leadership decisions. This example assumes the data from this process is **based upon multiple observations**.

<table>
<thead>
<tr>
<th>Habits of Thinking for Instructional Leadership</th>
<th>Example</th>
</tr>
</thead>
</table>
| **Noticing**
Specific facts related to teaching and learning that I’ve recorded during an observation. | Each student had one textbook open on his/her desk to look up information about early civilization. |
| **Wondering**
Based on what I saw (or didn’t see), I’m curious or would like to know... | Are there other resources available for students to access core content learning? |
| **Analysis**
I’m using what I know about what learning would look like in the “ideal” in relation to this context I’ve observed. I will now think about this information as it compares with my noticing and wonderings. | My knowledge of readers and the reading process is that there are a variety of readability levels in our classrooms. Also, the process of reading is a complex one that entails syntax (structure of language), phonographic understanding (letter/sound correlation) and semantics (comprehension). What I’m seeing in the classroom is that students in this classroom have one textbook to access information. |
| **Theories**
Based on multiple observations and a preponderance of data, this is one theory about why student learning is as I’ve observed... | The teacher may not have the reading content knowledge and/or skill set to know how to teach reading within the content areas. |
| **Leadership Implications**
Using this theory as a guide, this is one implication for professional development and my decisions as a leader. As I implement next steps, I realize that I’ll need to gather additional information and data to measure effectiveness. | What does this teacher need to learn about reading content knowledge and pedagogy that is pertinent to promoting student understanding (e.g., text features of non-fiction to navigate any text)? What resources and/or support can I provide to support their growth and development? |

**Reference:** Center for Educational Leadership, University of Washington College of Education
Transformational Leadership Tactics

As transformational leaders, you are charged with facilitating change in your schools and within the practice of your teachers. This is no easy task! As Heifetz & Linsky observe, “Adaptive [complex] change often stimulates resistance because it challenges people’s habits, beliefs, and values. It asks them to take a loss, experience uncertainty, and even express disloyalty to people and cultures. Because change forces people to question and perhaps redefine aspects of their identity, it also challenges their sense of competence. Loss, disloyalty, and feeling incompetent: That’s a lot to ask. No wonder people resist.” The good news is that there are tactics (strategies or methods) that teacher leaders can employ that will increase their ability to lead change.

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Walk on Solid Ground</td>
<td><em>Be Prepared &amp; Clarify Your Message:</em> Know what you stand for if you want others to stand with you. Develop a deep understanding and a clear way of communicating your purpose and the ideas you have to share with others.</td>
</tr>
<tr>
<td>Stay Detached</td>
<td><em>Protect Yourself &amp; Stay Energized:</em> Find ways to take the long view and keep yourself from being overly invested in every detail of your day-to-day work with teachers. Instead, remember to look beyond momentary lapses, keep your long term goals in view, and celebrate success along the way.</td>
</tr>
<tr>
<td>Confront Reality</td>
<td><em>Face the Facts &amp; Meet Teachers’ Needs:</em> Ask questions that help you focus on the real situation in teachers’ classrooms and in your school and recognize that behavior is often as much a product of organizational culture as it is of each individual’s characteristics.</td>
</tr>
<tr>
<td>Be Ambitious &amp; Humble</td>
<td><em>Be a Leader &amp; Elicit Trust:</em> Embody a paradoxical mix of ambition for students and personal humility. Do all you can to ensure that your teachers know what is expected of them and have what they need to implement the teaching practices that you share with them, but guard against sending the message that you “know it all”.</td>
</tr>
<tr>
<td>Focus on Student Achievement</td>
<td><em>Embrace Your Purpose:</em> Remember that your primary goal is to increase student achievement through increased teacher effectiveness. When possible, turn the focus of conversations to how strategies or teaching practices can help students.</td>
</tr>
<tr>
<td>Disrupt</td>
<td><em>Be Courageous &amp; Facilitate Change:</em> Courageous leadership requires you to see what others don’t want to see, and do what others don’t want to do. You must have the courage to set and enforce standards of behavior, and the courage to do what it takes to change destructive existing habits.</td>
</tr>
</tbody>
</table>

Adapted from: Instructional Coaching: A Partnership Approach to Improving Instruction (Knight, 2007, pp. 197-218)
# Mindful Inquiry Protocol

<table>
<thead>
<tr>
<th>Stages</th>
<th>Nine Healthy Ways to Communicate</th>
<th>The Art of Mindful Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listen</strong></td>
<td>1. Reflect back on what is being said. Use their words, not yours.</td>
<td><em>What I heard you say was...</em></td>
</tr>
<tr>
<td></td>
<td>2. Begin where they are, not where you want them to be.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Be curious and open to what they are trying to say.</td>
<td><em>Tell me more about what you meant by...</em></td>
</tr>
<tr>
<td></td>
<td>4. Notice what they are saying and what they are not.</td>
<td></td>
</tr>
<tr>
<td><strong>Inquire</strong></td>
<td>5. Emotionally, relate to how they are feeling. Nurture the relationship.</td>
<td>*What (angered/hurt/excited) you most about what happened?</td>
</tr>
<tr>
<td></td>
<td>6. Notice how you are feeling. Be honest and authentic.</td>
<td></td>
</tr>
<tr>
<td><strong>Respond</strong></td>
<td>7. Take responsibility for your part in the conflict or misunderstanding.</td>
<td><em>What’s familiar about what happened?</em></td>
</tr>
<tr>
<td></td>
<td>8. Try to understand how their past affects their relationship with you.</td>
<td><em>How did it affect you then?</em></td>
</tr>
<tr>
<td></td>
<td>9. Stay with the process and the relationship, not just the solution.</td>
<td><em>How does it affect your now?</em></td>
</tr>
</tbody>
</table>

*From: The Art of Mindful Facilitation (Lee Mun Wah, 2004)*
# Adult Learning Strategies

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Holding Environment**          | - Construct an effective “holding environment” that supports and challenges different learners and makes them feel safe to take risks.  
                                | - This can often feel like a tension between building trust and rapport and holding high expectations for adults.                         |
| **Differentiation of Learning Experiences** | - Utilize different kinds of experiences and engagement for different types and levels of knowing and learning in order to meet different adult learners’ needs  
                                | - Think about how different adults learn best and create opportunities for such learning to take place.                                 |
| **Social Learning**              | - Provide opportunities for learners to interact with and observe others in a social context.  
                                | - This type of social interaction is important because it allows learners to draw on social experiences to guide their decision-making and thinking. |
| **Transformative Learning**      | - Create learning experiences that transform thinking & beliefs.  
                                | - When adults experience something that challenges their current view of the world, it causes them to reflect, critically think and re-evaluate their beliefs. Thus, frustration or even failure can lead to new learning. |
| **Reflective Practice**          | - Provide opportunities to construct meaning from experience.  
                                | - When adults integrate thought and action with reflection, they are able to think critically about their actions with the goal of improving one's professional practice |
| **Motivation**                   | - Think about why and when adults choose to learn and what motivates them.  
                                | - Adults typically need to know “why” they need to engage in new learning and are typically motivated due to internal versus external factors. |
RISE Domains 1-5

**DOMAIN 1: Planning and Preparation**
- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Planning Coherent Instruction
- Designing Ongoing Formative Assessments

**DOMAIN 2: The Classroom Environment**
- Creating a Learning Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

**DOMAIN 3: Teaching and Learning**
- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment to Inform Instruction
- Demonstrating Flexibility and Responsiveness
- Assessment Results and Student Learning
- Implementing Lessons Equitably

**DOMAIN 4: Professional Responsibilities**
- Reflecting on Teaching and Student Learning
- System for Managing Students' Data
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

**RISE DOMAIN 5: Teaching and Professional Excellence**
- Establishing Transformational Leadership
- Building & Maintaining Effective Relationships
- Fostering Teacher Growth
- Impacting Student Growth
- Demonstrating Professional Growth
<table>
<thead>
<tr>
<th>Power Component</th>
<th>Elements</th>
</tr>
</thead>
</table>
| 1b: Demonstrating Knowledge of Students              | • Child & adolescent development  
• Learning process  
• Students’ skills, knowledge & language proficiency  
• Students’ interests, culture & special needs |
| 1c: Setting Instructional Outcomes                   | • Value, sequence & alignment  
• Clarity  
• Balance  
• Suitability for diverse learners |
| 2b: Establishing a Culture for Learning              | • Importance of the content and of learning  
• Expectations for learning and achievement |
| 2d: Managing Student Behavior                        | • Expectations  
• Monitoring of student behavior  
• Response to student misbehavior |
| 3b: Using Questioning & Discussion Techniques        | • Quality of questions/prompts  
• Discussion techniques  
• Student participation |
| 3c: Engaging Students in Learning                    | • Activities and assignments  
• Grouping of students  
• Instructional materials  
• Structure and pacing |
| 3d: Using Assessment to Inform Instruction           | • Assessment criteria  
• Teacher monitoring of student learning  
• Student self-assessment and monitoring feedback of students  
• Lesson adjustment |
| 3f: Assessment Results & Student Learning            | • Evidence of student learning and growth  
• Success of African American and other students of color |
| 3g: Implementing Lessons Equitably                   | • Evidence of culturally responsive pedagogy  
• Engagement and achievement of African American students  
and other students of color |
| 4a: Reflecting on Teaching & Student Learning        | • Accuracy  
• Use in future teaching |
| 4b: System for Managing Students' Data               | • Student completion of assignments  
• Student progress in learning  
• Non-instructional data |
| 4c: Communicating with Families                      | • Information about the instructional program  
• Information about individual students  
• Engagement of families in the instructional program |
<table>
<thead>
<tr>
<th>Professional Values</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambitious Goals</td>
<td>▪ By constantly striving to set and meet high expectations in all endeavors, we will model a culture of achievement for those around us.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Attitude</td>
<td>▪ We will maintain focus and flexibility even in the most difficult circumstances.</td>
</tr>
<tr>
<td></td>
<td>▪ By adapting during periods of stress, we will be prepared to focus on what we can control: Our impact on student and teacher achievement.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Engagement</td>
<td>▪ We will work with a sense of urgency.</td>
</tr>
<tr>
<td></td>
<td>▪ We will seek out and welcome experiences, resources, and feedback in order to grow.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing Reflection</td>
<td>▪ We will own a personal responsibility to reflect and draw lessons from previous experiences and apply them to future endeavors.</td>
</tr>
<tr>
<td></td>
<td>▪ We will assume responsibility for our mistakes and hold ourselves accountable for constant professional growth.</td>
</tr>
</tbody>
</table>
Principal Partnership Agreement

Please discuss the following questions and prompts with your principal and capture decisions and key take-aways below. Upon completion, print and sign three copies of the Partnership Agreement. Keep one for your records, share one with your principal, and submit one to Kim Basinger (Via Email: kbasinger1@pghboe.net or in person at the next ITL2 Seminar).

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Summary of Agreements/Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What roles do I take on?</strong></td>
<td></td>
</tr>
<tr>
<td>Review the description of the ITL2 Role in the Program of Studies. How, if at all, are these roles impacted by school-specific factors? Note any adjustments to the guidelines (if applicable).</td>
<td></td>
</tr>
<tr>
<td><strong>How will I establish and sustain trust with teachers?</strong></td>
<td></td>
</tr>
<tr>
<td>Discuss the balance of transparency and confidentiality in work with teachers to support teacher buy-in and trust. Note specific strategies/parameters discussed.</td>
<td></td>
</tr>
<tr>
<td><strong>How and when will we communicate?</strong></td>
<td></td>
</tr>
<tr>
<td>Discuss and note regular meeting times and protocols for sharing progress updates (including strengths, challenges, and progress towards goals).</td>
<td></td>
</tr>
<tr>
<td><strong>What are the important dates that I need to put on my calendar?</strong></td>
<td></td>
</tr>
<tr>
<td>Review calendars in the Program of Studies and add any additional school-based events/milestones. (Also note on this document.)</td>
<td></td>
</tr>
<tr>
<td><strong>How and when will we determine which teachers I will work with?</strong></td>
<td></td>
</tr>
<tr>
<td>Review guidelines in Program of Studies and discuss/note strategies and timelines for determining caseloads.</td>
<td></td>
</tr>
<tr>
<td><strong>How and when will we communicate decisions about RISE caseloads with staff?</strong></td>
<td></td>
</tr>
<tr>
<td>Discuss and note specific plans (including key talking points) for communicating decisions about caseloads to staff.</td>
<td></td>
</tr>
<tr>
<td><strong>How will I know if I am successful?</strong></td>
<td></td>
</tr>
<tr>
<td>Discuss specific results that are expected over the next year.</td>
<td></td>
</tr>
<tr>
<td><strong>How will we handle conflict?</strong></td>
<td></td>
</tr>
<tr>
<td>Discuss and note specific strategies/expectations for resolving conflict (e.g., teachers that are unhappy the support that they are getting).</td>
<td></td>
</tr>
</tbody>
</table>

**SIGNATURES:**

ITL2(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Signature(s)</th>
<th>Date</th>
</tr>
</thead>
</table>

Principal(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Signature(s)</th>
<th>Date</th>
</tr>
</thead>
</table>
# Teacher Partnership Agreement

Please discuss the following questions and prompts with each teacher in your caseload and capture decisions and key takeaways below. Upon completion, print and sign two copies of the Partnership Agreement. Keep one for your records, share one with the teacher.

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Summary of Agreements/Expectations</th>
</tr>
</thead>
</table>
| **What do you hope to accomplish in our work together?**  
Discuss specific ways that the ITL2 and teacher can work together to realize goals. | |
| **What questions or concerns do you have about working with me?**  
Discuss specific ways that the ITL2 and teacher can work together to address your questions or concerns. | |
| **How will the RISE process guide our work together?**  
Review expectations for formal and informal observations, evidence collection and feedback. | |
| **What support can I provide?**  
In addition to frequent observation and feedback, discuss supports that the ITL2 can provide to help the teacher accomplish his or her goals. | |
| **When will we work together?**  
Discuss specific times in the teacher's schedule that are available to work together. Determine frequency, days, times, etc. | |
| **What aspects of the work that we do together are confidential?**  
Discuss the balance of transparency and confidentiality in the ITL2/teacher relationship and set parameters for sharing evidence (with principals and/or in the RISE Software). | |
| **How will we handle conflict?**  
Discuss norms/agreements for addressing concerns and/or engaging in difficult conversations. | |
| **How will we know about student achievement in your classroom?**  
Discuss specific data that will be collected and determine a plan for monitoring progress/growth. Set specific goals that can be monitored at least quarterly. | |
| **How will we know if we are successful?**  
Discuss specific ways that the ITL2 and teacher will know if (1) the ITL2 is meeting the needs of the teacher AND (2) the teacher is demonstrating growth. | |

ITL2 NAME: ___________________________ ITL2 SIGNATURE: ___________________________ DATE: ____________

TEACHER NAME: ___________________________ TEACHER SIGNATURE: ___________________________ DATE: ____________
Section 4:

Calendar Resources

“We aim above the mark to hit the mark.”

~Ralph Waldo Emerson
<table>
<thead>
<tr>
<th>Month</th>
<th>Week</th>
<th>Learning</th>
<th>Leading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>6-10</td>
<td>Summer Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13-17</td>
<td>Summer Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20-24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27-31</td>
<td>Complete Principal Partnership Agreement</td>
<td>Lead Back to School PD Session</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>3-7</td>
<td></td>
<td>Begin Informal Observations w/Principal</td>
<td>9/3-Holiday</td>
</tr>
<tr>
<td></td>
<td>10-14</td>
<td></td>
<td></td>
<td>9/17-Holiday</td>
</tr>
<tr>
<td></td>
<td>17-21</td>
<td></td>
<td></td>
<td>9/26-Holiday, 9/27-19th Seminar</td>
</tr>
<tr>
<td></td>
<td>24-28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>1-5</td>
<td>Determine Caseload w/Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8-12</td>
<td></td>
<td></td>
<td>10/11-Half Day, Open House</td>
</tr>
<tr>
<td></td>
<td>15-19</td>
<td>Complete Caseload Partnership Agreements</td>
<td>Instructional Round #1 (17-19)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22-26</td>
<td></td>
<td></td>
<td>10/22-19th Seminar</td>
</tr>
<tr>
<td></td>
<td>29-2</td>
<td>Complete 5D Assessment (IQA-C Level2 Part1)</td>
<td>Complete 1st Round of Informals for Caseload</td>
<td>11/2-CRE #1</td>
</tr>
<tr>
<td>November</td>
<td>5-9</td>
<td>Complete IQA-C Level 1</td>
<td></td>
<td>11/6-In-Service, 11/14-RCs</td>
</tr>
<tr>
<td></td>
<td>12-16</td>
<td>Begin IQA-C Calibration (IQA-C Level2 Part4)</td>
<td>Instructional Round #2 (14-16)</td>
<td></td>
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<tr>
<td></td>
<td>19-23</td>
<td>Complete Domain 5 Self-Assessment</td>
<td></td>
<td>11/22-11/33 - Holiday</td>
</tr>
<tr>
<td></td>
<td>26-30</td>
<td>Complete Domain 5 Performance Review</td>
<td></td>
<td>11/29-19th Seminar</td>
</tr>
<tr>
<td>December</td>
<td>3-7</td>
<td></td>
<td></td>
<td>12/14-ITL2 Retreat</td>
</tr>
<tr>
<td></td>
<td>10-14</td>
<td></td>
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<tr>
<td></td>
<td>17-21</td>
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<td></td>
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<tr>
<td></td>
<td>24-28</td>
<td>Winter Break ~ Winter Break ~ Winter Break ~ Winter Break ~ Winter Break</td>
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<tr>
<td>January</td>
<td>31-4</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>7-11</td>
<td></td>
<td></td>
<td>1/17-19th Seminar</td>
</tr>
<tr>
<td></td>
<td>14-18</td>
<td></td>
<td></td>
<td>1/21-Holiday, 1/25-CRE #2</td>
</tr>
<tr>
<td></td>
<td>21-25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>28-1</td>
<td>Complete Domain 5 Self-Assessment</td>
<td>Conduct Caseload Mid-Year Reflections</td>
<td>1/28-29-In-Service, 1/31-RCs</td>
</tr>
<tr>
<td>February</td>
<td>4-8</td>
<td>Complete Domain 5 Performance Review</td>
<td>Revisit Caseload Partnership Agreements</td>
<td>Instructional Round #3 (5-8)</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>Revisit Principal Partnership Agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18-22</td>
<td>Provide Feedback on Year 2 Structure</td>
<td></td>
<td>2/28-19th Seminar</td>
</tr>
<tr>
<td>March</td>
<td>4-8</td>
<td></td>
<td></td>
<td>Instructional Round #4 (5-7)</td>
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<tr>
<td></td>
<td>11-15</td>
<td></td>
<td></td>
<td>3/9-CRE #3</td>
</tr>
<tr>
<td></td>
<td>18-22</td>
<td></td>
<td></td>
<td>3/22-Half Day for Students</td>
</tr>
<tr>
<td></td>
<td>25-29</td>
<td>Spring Break ~ Spring Break ~ Spring Break ~ Spring Break ~ Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>1-5</td>
<td>Complete IQA-C Level2 Part 2 (Post Ob Video)</td>
<td>Instructional Round #5 (2-5)</td>
<td></td>
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<tr>
<td></td>
<td>8-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15-19</td>
<td></td>
<td></td>
<td>4/15-RCs</td>
</tr>
<tr>
<td></td>
<td>22-26</td>
<td></td>
<td></td>
<td>4/25-19th Seminar</td>
</tr>
<tr>
<td></td>
<td>29-3</td>
<td>Provide Final Feedback on Year 2 Structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>6-10</td>
<td>Complete 5D Assessment (IQA-C Level2 Part3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13-17</td>
<td></td>
<td></td>
<td>5/17-CRE #4</td>
</tr>
<tr>
<td></td>
<td>20-24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>3-7</td>
<td>Complete Domain 5 Performance Review</td>
<td></td>
<td>6/6-ITL2 Retreat</td>
</tr>
<tr>
<td></td>
<td>10-14</td>
<td></td>
<td></td>
<td>6/13-Last Day, 6/14-In-Service</td>
</tr>
<tr>
<td></td>
<td>17-21</td>
<td></td>
<td></td>
<td>6/17-In-Service</td>
</tr>
<tr>
<td></td>
<td>24-28</td>
<td>Summer Break ~ Summer Break ~ Summer Break ~ Summer Break ~ Summer Break</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY:**
- **ITL2 Full Cohort Training**
- **Monthly ITL2 Seminars**
- **Coaching for Racial Equity**
- **Instructional Rounds**
# ITL2 Training: Year-At-A-Glance

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Description</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/6</td>
<td>Monday</td>
<td>9:00-5:00</td>
<td>Learning &amp; Leading Structures</td>
<td>Greenway</td>
</tr>
<tr>
<td>8/7</td>
<td>Tuesday</td>
<td>8:00-4:00</td>
<td>Relationships &amp; Work Structures</td>
<td>PFT</td>
</tr>
<tr>
<td>8/8</td>
<td>Wednesday</td>
<td>8:00-4:00</td>
<td>Defining Effective Leadership</td>
<td>Greenway</td>
</tr>
<tr>
<td>8/9</td>
<td>Thursday</td>
<td>8:00-4:00</td>
<td>Student Achievement &amp; Facilitation</td>
<td>Greenway</td>
</tr>
<tr>
<td>8/14</td>
<td>Tuesday</td>
<td>8:00-4:00</td>
<td>Introducing the Equity Framework</td>
<td>Greenway</td>
</tr>
<tr>
<td>8/15</td>
<td>Wednesday</td>
<td>8:00-4:00</td>
<td>Introducing the Equity Framework</td>
<td>Greenway</td>
</tr>
<tr>
<td>8/16</td>
<td>Thursday</td>
<td>8:00-4:00</td>
<td>Navigating Difficult Situations</td>
<td>Greenway</td>
</tr>
<tr>
<td>8/17</td>
<td>Friday</td>
<td>8:00-4:00</td>
<td>Observer Training &amp; Certification</td>
<td>Greenway</td>
</tr>
<tr>
<td>9/27</td>
<td>Thursday</td>
<td>4:00-6:00</td>
<td>ITL2 Seminar 1</td>
<td>Greenway</td>
</tr>
<tr>
<td>10/17-10/19</td>
<td>Wednesday</td>
<td>8:00-3:00</td>
<td>Instructional Rounds #1</td>
<td>Carrick, Fulton, Brashear, Colfax, Concord, Langley, Fulton</td>
</tr>
<tr>
<td>10/25</td>
<td>Thursday</td>
<td>4:00-6:00</td>
<td>ITL2 Seminar 2</td>
<td>Greenway</td>
</tr>
<tr>
<td>11/2</td>
<td>Friday</td>
<td>8:00-4:00</td>
<td>Coaching for Racial Equity</td>
<td>Greenway</td>
</tr>
<tr>
<td>11/14</td>
<td>Wednesday</td>
<td>8:00-3:00</td>
<td>Instructional Rounds #2</td>
<td>UPrep, Whittier, UPrep, Allderdice, Sterrett, W, Liberty, Colfax</td>
</tr>
<tr>
<td>11/29</td>
<td>Thursday</td>
<td>4:00-6:00</td>
<td>ITL2 Seminar 3</td>
<td>Greenway</td>
</tr>
<tr>
<td>12/14</td>
<td>Friday</td>
<td>8:00-4:00</td>
<td>ITL2 Retreat</td>
<td>Greenway</td>
</tr>
<tr>
<td>1/17</td>
<td>Thursday</td>
<td>4:00-6:00</td>
<td>ITL2 Seminar 4</td>
<td>Greenway</td>
</tr>
<tr>
<td>1/25</td>
<td>Friday</td>
<td>8:00-4:00</td>
<td>Coaching for Racial Equity</td>
<td>Greenway</td>
</tr>
<tr>
<td>2/5-2/8</td>
<td>Tues-Fri</td>
<td>8:00-3:00</td>
<td>Instructional Rounds #3</td>
<td>Obama, Phillips, Langley, Allegheny ES, Sterrett, Dillworth ES</td>
</tr>
<tr>
<td>2/28</td>
<td>Thursday</td>
<td>4:00-6:00</td>
<td>ITL2 Seminar 5</td>
<td>Greenway</td>
</tr>
<tr>
<td>3/5-3/7</td>
<td>Tues-Thurs</td>
<td>8:00-3:00</td>
<td>Instructional Rounds #4</td>
<td>South Brook, Minadeo, Carmalt, Perry, Spring Hill, Arlington</td>
</tr>
<tr>
<td>3/9</td>
<td>Saturday</td>
<td>8:00-4:00</td>
<td>Coaching for Racial Equity</td>
<td>Greenway</td>
</tr>
<tr>
<td>4/2-4/5</td>
<td>Tuesday</td>
<td>8:00-3:00</td>
<td>Instructional Rounds #5</td>
<td>Manchester, Greenfield, Schiller Carrick, Woolslair</td>
</tr>
<tr>
<td>4/25</td>
<td>Thursday</td>
<td>4:00-6:00</td>
<td>ITL2 Seminar 6</td>
<td>Greenway</td>
</tr>
<tr>
<td>5/17</td>
<td>Friday</td>
<td>8:00-4:00</td>
<td>Coaching for Racial Equity</td>
<td>Greenway</td>
</tr>
<tr>
<td>5/30</td>
<td>Thursday</td>
<td>4:00-6:00</td>
<td>ITL2 Seminar 7</td>
<td>Greenway</td>
</tr>
<tr>
<td>6/6</td>
<td>Thursday</td>
<td>8:00-4:00</td>
<td>ITL2 Retreat</td>
<td>Greenway</td>
</tr>
</tbody>
</table>

**ITL2 Full Cohort Training**
- 8 Extended Year ($460/day) & 2 Full Day Releases

**Monthly ITL2 Seminars**
- After School (Workshop Rate)

**Coaching for Racial Equity**
- 1 Saturday ($460/day) & 3 Full Day Releases

**Instructional Rounds**
- 5 Full Day Releases
<table>
<thead>
<tr>
<th>Group</th>
<th>Members</th>
<th>Schedule</th>
<th>CEL Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Round 1</td>
<td>Round 2</td>
</tr>
<tr>
<td>E1</td>
<td>Beth Hope, Beth Kowalick, Brenda Renner, Diane Swearingen</td>
<td>Lea Bivins, Matthew Dumbrowski, Michele Kelly</td>
<td>10/17 @Carroll (8-4)</td>
</tr>
<tr>
<td>E2</td>
<td>Amy James, Danielle Kruth, Ellen Connelly, Heidi Tomasko, Jen Gadd, Matthew Kruth</td>
<td>Monica Werheim, Nancy Watts, Paula Foley, Robin Stefanak, Yarra Howze</td>
<td>10/18 @Sterrett (8-4)</td>
</tr>
<tr>
<td>E3</td>
<td>Amy Stanza, Angela Minahan, Colleen Pilsarski, Diana Lininger</td>
<td>Jenny Kellman, Lauren Scanga, Lea Hutson, Phyllis Soroczek, Teresa Pante</td>
<td>10/17 @Fulton (8-4)</td>
</tr>
<tr>
<td>E4</td>
<td>Cerise Josephs, Gina Kasab, Jacqueline Trevisan, Kathryn Calla, Kelly Folino, Michelle Rhodes</td>
<td>Molly Peck, Patricia Rygalski, Rebecca Gaetner</td>
<td>10/18 @Concord (8-4)</td>
</tr>
<tr>
<td>ITL2: ELA</td>
<td>Alaina Spanoudakis, Dawn Weiss, Eric Rogalsky, James Boyer, Leslie Perkins, Mark Sammartino</td>
<td>Michele Masdea, Nicole Murray, Nicole Warden, Sherri Troup, Susan Christensen</td>
<td>10/17 @Carroll (8-4)</td>
</tr>
<tr>
<td>S2</td>
<td>Harold Michie, Lorilyn Crabb, Margie Wiskerman, Paul Sabella, Mark Sammartino</td>
<td>Steve Wilk, Tamara Allen, Tammy Schmidt, Taris Washington</td>
<td>10/18 @Minadeo (8-4)</td>
</tr>
<tr>
<td>S3</td>
<td>Barbara Phip</td>
<td>Jennifer Canning, Kathleen Ramos, Kelly Gavlik, Kiley Kizlan, Pam Gonicar</td>
<td>10/17 @Brashear (8-11)</td>
</tr>
<tr>
<td>C1</td>
<td>April Ragland, Cynthia Young, Dana Boesenberg, Devin Browne, Jen Gruber</td>
<td>Jennie Canning, Kathleen Ramos, Kelly Gavlik, Kiley Kizlan, Pam Gonicar</td>
<td>10/17 @Brashear (8-11)</td>
</tr>
<tr>
<td>C2</td>
<td>Adam Deutsch, Amanda Gilson, David Hairson, Debra Dankmeyer, Jessica Zaremski</td>
<td>Kalliee Tispras, Latahki Ford, Oscar Miller, Steven Scoville</td>
<td>10/17 @Brashear (12-3)</td>
</tr>
<tr>
<td>C3</td>
<td>April Ragland, Carrie Verdi, Daniel Kliber, Joel Graham</td>
<td>Kalliee Tispras, Latahki Ford, Oscar Miller, Steven Scовille</td>
<td>10/17 @Brashear (8-11)</td>
</tr>
<tr>
<td>C4</td>
<td>Alfonzo Delulio, Amy Boyd, Faye Williams, Jeron Morris, Karen Arnold</td>
<td>Kalliee Tispras, Latahki Ford, Oscar Miller, Steven Scoville</td>
<td>10/17 @Brashear (12-3)</td>
</tr>
<tr>
<td>C5</td>
<td>Donna Smith, Jake House, Katy Thompson, Matthew Basinger, Michelle Graham</td>
<td>Rhonda Threet, Sabina Berger, Sabrina Stevens, Tiffany Francis</td>
<td>10/19 @Fulton (8-11)</td>
</tr>
</tbody>
</table>
Career Ladder Teacher Pay Roll Information
2012-2013

Summary of Payments for Extended Year

<table>
<thead>
<tr>
<th>CLT Role</th>
<th>Summer Days Worked</th>
<th>Summer Pay Date</th>
<th>Summer Pay Amount</th>
<th>Carry Over Days(^1)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRI</td>
<td>9</td>
<td>August 15</td>
<td>9 x $400 = $3,600</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>CRI/PRC - A</td>
<td>10</td>
<td>August 15</td>
<td>10 x $400 = $4,000</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>CRI/PRC - B</td>
<td>13</td>
<td>August 15</td>
<td>13 x $400 = $5,200</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>ITL2</td>
<td>8</td>
<td>August 15</td>
<td>8 x $400 = $3,200</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>LES</td>
<td>4</td>
<td>August 15</td>
<td>5 x $400 = $2,000(^2)</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>PRC</td>
<td>5</td>
<td>August 15</td>
<td>5 x $400 = $2,000</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

\(^1\)Carry over days will be paid at the $400 daily rate and will be divided equally across CLT paychecks throughout the school year.
\(^2\)LESs will be paid for all 5 additional days in the summer. Each LES will schedule their 1 additional day independently in coordination with the LES Coordinator(s) and principal.

General Payroll Information

- The payment for each additional day worked in the summer will be paid at $400.00/day. All applicable taxes and deductions will be taken, and if a direct deposit account is established these payments will be forwarded to those accounts.

- Payment for these earnings will show in the “Hours and Earnings” box on the pay check with a description of “[CLT Role] Extended Year”.

- Any inquiries about these payments should be directed to zz-Trouble. Please copy your principal and program coordinator.

- The first regular pay of the 2012 – 2013 program year will occur on September 15, 2012 and will include the following:

  1. Select Teacher Differential, which will be paid over twenty equal periods -- $250/pay -- $5,000/year
     - Payment for these earnings will show in the “Hours and Earnings” box on the pay check with a description of “[CLT Role] Select”.

  2. Extended Day Differential, which will be paid over twenty equal periods -- $115/pay -- $2,300/year
     - Payment for these earnings will show in the “Hours and Earnings” box on the pay check with a description of “[CLT Role] Extended Day”.

  3. Remaining Extended Year Differentials (based on carry over days noted in the chart above)
     - Payment for these earnings will show in the “Hours and Earnings” box on the pay check with a description of “[CLT Role] Extended Year”.


### Breakdown of Additional Training Dates

<table>
<thead>
<tr>
<th>Role</th>
<th>Summer (8:00-4:00)</th>
<th>Evening(^1) (4:00-6:00)</th>
<th>Weekend (8:00-4:00)</th>
<th>Flex Time(^2) (8-Hours)</th>
<th>Total Required</th>
<th>Pullout</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRI</strong></td>
<td>9</td>
<td>8 CRI Seminars</td>
<td>0-2</td>
<td>2-4</td>
<td>15</td>
<td>8-10</td>
</tr>
<tr>
<td><strong>CRI/PRC Option A</strong></td>
<td>10</td>
<td>8 CRI Seminars +4 PRC Workshop Rate</td>
<td>0-2</td>
<td>1-4</td>
<td>15-16</td>
<td>8-10</td>
</tr>
<tr>
<td><strong>CRI/PRC Option B</strong></td>
<td>13</td>
<td>8 CRI Seminars +4 PRC Workshop Rate</td>
<td>0-2</td>
<td>2-4</td>
<td>19</td>
<td>8-10</td>
</tr>
<tr>
<td><strong>PRC</strong></td>
<td>5</td>
<td>+4 PRC Workshop Rate</td>
<td>0-2</td>
<td>0</td>
<td>5</td>
<td>0-3</td>
</tr>
<tr>
<td><strong>ITL2</strong></td>
<td>8</td>
<td>8 ITL2 Seminars Workshop Rate</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>8-10</td>
</tr>
<tr>
<td><strong>LES</strong></td>
<td>4</td>
<td>TBD</td>
<td>0(^3)</td>
<td>1</td>
<td>5</td>
<td>8-10 +Ongoing Training</td>
</tr>
</tbody>
</table>

\(^1\) Each 2-hour after school session is equivalent to \(\frac{1}{3}\) of a full 8-hour day (1 Full Day = 4 After School Sessions). Some CLT role groups have allocated carry over days that can be counted towards the application listed above; however some do not and will be compensated at workshop rate.

\(^2\) Flex time is provided to account for the unstructured time that CLTs are required to work to fulfill their role. Ranges are provided for both Weekend Days and Flex Time because the specific training for CLTs may be differentiated (even within roles). Not applicable for all CLT roles as per indicated days reflected in the collective bargaining agreement.

\(^3\) LESs participating in Coaching for Racial Equity will work 1 Saturday. This day will count as the LESs 1 Flex Day. Identified PRC Equity Leads will be compensated per diem for their participation in the Coaching for Racial Equity scheduled Saturday session.
## Learning & Leading: 3-Month Work Plan

<table>
<thead>
<tr>
<th>Calendar</th>
<th>ITL2 Deliverables &amp; Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td></td>
</tr>
<tr>
<td>6-10</td>
<td></td>
</tr>
<tr>
<td>13-17</td>
<td><strong>Complete Principal Partnership Agreement</strong> (if not completed during summer session). Remember to print and sign 3 copies.</td>
</tr>
</tbody>
</table>
| 20-24    | **Lead Back to School PD Session**  
**Post brief reflection on Back to School PD Session in the ITL2 Moodle** |
| 27-31    | **Complete Principal Partnership Agreement** (if not completed during summer session). Remember to print and sign 3 copies.  
**Lead Back to School PD Session**  
**Post brief reflection on Back to School PD Session in the ITL2 Moodle** |
| 3-7      | 9/3-Holiday  
**Continue work in ITL2 Proficiency System**  
**Create a 4-week co-observation schedule with principal(s)**  
**Begin Informal Co-Observations w/Principal** |
| 10-14    | **Continue work in ITL2 Proficiency System**  
**Adjust co-observation schedule as needed**  
**Continue to conduct informal co-observations with principal(s)** |
| 17-21    | 9/17-Holiday  
**Continue work in ITL2 Proficiency System**  
**Adjust co-observation schedule as needed**  
**Continue to conduct informal co-observations with principal(s)** |
| 24-28    | 9/26-Holiday  
**Continue work in ITL2 Proficiency System**  
**Adjust co-observation schedule as needed**  
**Continue to conduct informal co-observations with principal(s)** |
| **October** |                                |
| 1-5      | **Complete ITL2 Proficiency System** (consider starting the assessment)  
**Determine Caseload w/Principal** (submit caseload to ITL Coordinators by October 5th) |
| 8-12     | 10/11-Half Day (Open House)  
**Connect with each teacher on your caseload. Determine a time to meet to begin Partnership discussions (Partnership agreements are for you and your teachers and do NOT need to be turned in to ITL2 coordinators).**  
**Complete ITL2 Proficiency System** (seriously consider starting the assessment®) |
| 15-19    | **Instructional Round #1 (17-19)**  
**Complete ITL2 Proficiency System** (but focus on 5D this week)  
**Window for 5D Pre-Assessment opens on 10/15 (Access account through introductory email. Remember this is JUST a pre-assessment. It is not high stakes)**  
**Complete Caseload Partnership Agreements** (These are for you and your teachers. The conversation is the important part. Use the form to document notes for your records.)  
**1st Round of Informal Observations for Caseload** (Remember, informal observations are brief "pop-ins" and should not take an extensive amount of your time.) |
| 22-26    | **Instructional Round #2 (14-16)**  
**Complete 5D Pre-Assessment: IQA-C Part 2** (Window closes on 11/12)  
**Complete 1st Round of Informal Observations for Caseload** (Remember, informal observations are brief "pop-ins" and should not take an extensive amount of your time.) |
| 29-2     | **Instructional Round #1 (17-19)**  
**Complete 5D Pre-Assessment: IQA-C Part 1** (Window closes on 11/12)  
**Complete 1st Round of Informal Observations for Caseload** (Remember, informal observations are brief "pop-ins" and should not take an extensive amount of your time.) |
| **November** |                                |
| 5-9      | **Instructional Round #2 (14-16)**  
**Prepare for November observation cycles**  
**Share observation schedule with principal(s) and caseload teachers**  
**Complete ITL2 Proficiency Assessment** (Window closes on 11/12)**  
**Note:** There are 2 parts to the assessment. Each part takes approximately 2 hours to complete. You may want to plan to take the assessment on 2 different days  
**Complete Domain 5 Self-Assessment** (Deadline is 11/23)  
**Ensure that Domain 5 Performance Review is scheduled with principal(s)** |
| 12-16    | **Instructional Round #2 (14-16)**  
**Adjust observation schedule as needed (be sure to communicate any changes with teachers/principal(s))** |
| 19-23    | 11/22-11/33 Holiday  
**Complete Domain 5 Self-Assessment** (Deadline is 11/23)  
**Ensure that Domain 5 Performance Review is scheduled with principal(s)** |
| 26-30    | **Instructional Round #2 (14-16)**  
**Adjust observation schedule as needed (be sure to communicate any changes with teachers/principal(s))**  
**Complete Domain 5 Performance Review** (Deadline is 11/30) |

**Milestones noted in BOLD**