

# INSTRUCTIONAL PRACTICES

## Curriculum-Based Professional Learning Program Rubric

### HQIM IMPLEMENTATION

Evaluator		Rating Committee	
Vendor			
Title of Curriculum-Based PL Program			
Grade Range of Curriculum-Based Program		Specific Grade Evaluated	

Is the CBPL vendor from a state-adopted HQIM publishing company? ☐ Yes ☐ No

This evaluation rubric assesses the alignment of curriculum-based professional learning with English Language Arts and mathematics instructional practices, the [Mississippi College—and Career-Readiness Standards \(MCCRS\)](#), and state-approved high-quality instructional materials (HQIM). It outlines essential considerations for high-quality professional learning and presents four **Gateways** to evaluate these materials. Each **Gateway** features **Criteria**, related **Indicators**, and **Guiding Points**.



The evaluation rubric is designed to allow reviewers to determine a threshold for quality for each gateway. Remember to focus on what is present in the high-quality professional learning submitted materials rather than what might be inferred.

### Scoring Protocol and Criteria:

- **No evidence (0):** 0): Indicates that either none of the criteria are met, **OR** any existing examples are not high quality.
- **Limited (1 or 2):** Indicates that all full-point criteria exist; however, the quality is low, **OR** only one full-point criterion is present and of low quality.
- **Adequate (2 or 4):** Indicates that the evidence provided meets the indicator and is of high quality.

### The Curriculum-Quality Professional Learning Program Rubric is comprised of four sections:

**Gateway 1:** Content and HQIM Expertise - **This is a requirement for submission.**

→ Advance to Gateway 2 only if Gateway 1 scores **4** points.

**Gateway 2:** Quality of Professional Learning Design - **This is a requirement for submission.**

→ Advance to Gateway 3 only if Gateway 2 scores at least **10** points.

**Gateway 3:** Using Data to Plan and Improve - **This is a requirement for submission.**

→ Advance to Gateway 4 only if the HQPL Program has a subtotal score of at least **20** points.

**Gateway 4:** Content and HQIM Expertise and Cost Structure

→ To secure a contract, a vendor must have a total score of at least **25** points.



**NOTE:** If a Tier I HQIM submitted by the CBPL vendor is not adopted, the CBPL program will not undergo review.

# GATEWAY 1

## Content and HQIM Expertise

For each HQIM and content expertise, potential vendors must meet both indicators (depending on the type of professional learning they are applying for) unless they are applying for both types, in which case they must meet both 1.a and 1.b.

Criterion 1.1: CONTENT AND HQIM EXPERTISE			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING POINTS	SCORE
<b>1a. Professional learning provider understands MS state-adopted HQIM’s approach, design principles, and structure/components.</b> <b>2 possible points</b>	<ul style="list-style-type: none"> <li>Professional learning provider is the author or publisher of the HQIM in which they claim to have expertise, <b>OR</b></li> <li>Professional learning provider has a letter of assurance from the author or publisher of the HQIM attesting to their expertise, <b>OR</b></li> <li>Professional learning provider describes the approach, design principles, and structure/components of the HQIM, and how it supports student achievements of grade-level MCCRS content, <b>AND</b></li> <li>Professional learning provider’s response is accurate, specific, and comprehensive.</li> </ul>	<ul style="list-style-type: none"> <li>The HQIM in which the professional learning provider claims to have expertise.</li> <li>The provider describes a method and clear examples for differentiating session materials for curricula published across multiple platforms (if applicable).</li> <li>The extent to which the professional learning provide describes the approach, design principles, and structure/components of the HQIM, and the HQIM supports student achievement of grade-level MCCRS content.</li> </ul>	<b>0 1 2</b>
<b>1b. Professional learning provider demonstrates an understanding of the content standards and shifts, and the MS state-adopted HQIM that align with them.</b> <b>2 possible points</b>	<ul style="list-style-type: none"> <li>Professional learning provider describes which HQIM are aligned with the content-specific shifts and practices, <b>AND</b></li> <li>Demonstrates understanding of the role that HQIM plays in bringing the MCCRS and shifts to light in the classroom, <b>AND</b></li> <li>Uses updated and/or recent vetted tools to support materials selection.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence that the professional learning provider understands what constitutes HQIM alignments with shifts and practices.</li> <li>Evidence that the professional learning provider names specific HQIM materials and accurately describes why they align to MCCRS and shifts.</li> <li>Evidence that the professional learning provider understands which tools and resources are available to measure HQIM alignment to the MCCRS and shifts. Tools must be updated and/or recent (less than 10 years old).</li> </ul>	<b>0 1 2</b>

Gateway 1 Points AVAILABLE	Gateway 1 Points ACHIEVED	GATEWAY 1 RATING
4	Sum of points from Criterion 1.1	<input type="checkbox"/> <b>Meets</b> (score of 4 points) <b>PROCEED TO GATEWAY 2</b> <input type="checkbox"/> <b>Does Not Meet</b> (score of 0-3 points) <b>STOP REVIEW</b>

# GATEWAY 2

## Quality of Professional Learning Design

Gateway 2 examines how the program demonstrates the Logistics of Local Adoption and the 8 Elements of Effective Implementation. Educators use evidence from curriculum-based professional learning to score each indicator to determine the Gateway rating.

**NOTE: The vendor will be scored based on the chosen type of curriculum-based professional learning.**

Criterion 2.1: INITIAL IMPLEMENTATION			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING POINTS	SCORE
<b>2L.1. Professional learning materials are specific to the MS state-adopted HQIM, educators' roles (e.g., position, subject area, and grade level), and their levels of expertise.</b> <b>2 possible points</b>	<ul style="list-style-type: none"> <li>Professional learning is designed for teachers and leaders new to a HQIM, subject area, or grade level, <b>AND</b></li> <li>Professional learning is specific to HQIM and appropriate grade-level bands, as called for by the standards.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence that the audience for the professional learning includes teachers and leaders.</li> <li>The HQIM and grade levels the professional learning intends to address are clearly defined.</li> <li>Evidence that the professional learning is designed for teachers and leaders new to the specific HQIM addressed in the professional learning.</li> <li>Evidence that the professional learning addresses teachers' and leaders' varied experience levels.</li> </ul>	<b>0 1 2</b>
<b>2L.2. Professional learning prioritizes equity by helping educators examine how assumptions and practices can impact instruction, and professional learning builds or reinforces educators' beliefs that every student should have access to rigorous, grade-level instruction.</b> <b>2 possible points</b>	<ul style="list-style-type: none"> <li>Professional learning builds and/or reinforces educators' beliefs that all students can be successful with rigorous, grade-level-appropriate work, <b>AND</b></li> <li>Professional learning supports educators with building awareness of their assumptions and how those assumptions can impact instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning builds an understanding that assumptions can impact the delivery of instruction and student academic identity and achievement.</li> <li>Instances in which the professional learning addresses common misconceptions about students with diverse and/or individualized learning needs, including the misconception that students who are academically behind cannot access grade-level content and/or the misconception that English Learners operate from a deficit.</li> <li>Evidence that professional learning supports teachers and leaders in examining their own</li> </ul>	<b>0 1 2</b>

		<p>beliefs and assumptions about the HQIM and the impact it can have on instruction and implementation.</p> <ul style="list-style-type: none"> <li>• Instances in which the professional learning identifies how ineffective delivery can negatively impact and disadvantage some students.</li> <li>• Evidence of the underlying belief that <b>ALL</b> student deserves high-quality instruction and access to rigorous, grade-level work.</li> <li>• Instances in which the professional learning references research that illustrates how assumptions can impact student achievement.</li> </ul>	
<p><b>2L.3. Professional learning is grounded in examples of student work and provides opportunities to examine sample student work for alignment to the district vision for excellent and equitable instruction.</b></p> <p><b>2 possible points</b></p>	<ul style="list-style-type: none"> <li>• Professional learning incorporates examination of samples of types of work from students interacting with the HQIM, <b>AND</b></li> <li>• Professional learning provides opportunities to examine how students will interact with tasks, texts, or other key components of an HQIM, <b>AND</b></li> <li>• Professional learning connects both to the district vision for instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Instances in which the professional learning provides opportunities to examine sample student work and connect it to the district vision for excellent, equitable instruction.</li> <li>• Instances in which the professional learning builds participants' understanding of the types of tasks and/or texts that students will interact within an HQIM.</li> <li>• Opportunities for educators to participate in a lesson- or content-specific instructional approach by wearing a "student hat."</li> </ul>	<b>0 1 2</b>
<p><b>2L.4. Professional learning incorporates active engagement and collaboration opportunities and uses appropriate adult learning strategies in various formats.</b></p> <p><b>2 possible points</b></p>	<ul style="list-style-type: none"> <li>• Professional learning artifacts incorporate opportunities for active engagement and collaboration, <b>AND</b></li> <li>• Professional learning artifacts employ appropriate adult learning strategies in a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Instances in which the professional learning establishes norms for participation, shared objectives for education, and opportunities for participants and facilitator(s)/presenter(s) to introduce themselves to each other.</li> <li>• Opportunities for participants to practice the skills they are expected to learn.</li> <li>• Active engagement includes a variety of formats (e.g., discussion, demonstrations, inquiry, reflection, practice, modeling, and coaching).</li> <li>• There are opportunities for participants to express their needs and choose activities within the professional learning that best addresses them.</li> <li>• Opportunities for participants to collaborate.</li> </ul>	<b>0 1 2</b>

		<ul style="list-style-type: none"> <li>Modeling of instructional approaches used within the HQIM and opportunities for participants to practice implementing instructional approaches from the HQIM.</li> <li>Opportunities for participation in a lesson or part of a lesson by wearing a “student hat.”</li> <li>Opportunities to observe other teachers and students using the materials (e.g., video from pilot classrooms or HQIM-provided videos).</li> </ul>	
<b>2L.5. Professional learning connects the vision for instruction to the HQIM.</b> <b>2 possible points</b>	<ul style="list-style-type: none"> <li>Professional learning includes at least two opportunities for participants to connect the vision of content-specific, excellent, and equitable grade-level instruction to the HQIM.</li> </ul>	<ul style="list-style-type: none"> <li>Instances in which an explicit connection is made between the content-specific vision for excellent and equitable instruction and the HQIM.</li> <li>Evidence of an underlying belief that all students deserve high-quality instruction and access to meaningful, grade-level work.</li> <li>Instances in which the professional learning synthesizes a vision for excellent instruction with a vision for equity and clarifies the role HQIM plays in both.</li> <li>Instances in which the professional learning highlights supports available to serve <b>ALL</b> student to engage in rigorous, grade-level content.</li> </ul>	<b>0 1 2</b>
<b>2L.6. Professional learning builds teachers’ and leaders’ understanding of what it means to implement their MS state-adopted HQIM skillfully, including design principles and the arc of learning. It connects to a content-specific vision for excellent and equitable grade-level instruction.</b> <b>2 possible points</b>	<ul style="list-style-type: none"> <li>Professional learning includes multiple activities to build teachers’ and leaders’ comprehensive understanding of what skillful implementation of their HQIM looks like, including design principles and arc of learning, <b>AND</b></li> <li>Professional learning connects district plans for skillful implementation to a content-specific vision for excellent and equitable grade-level instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence that professional learning helps educators understand why skillful or integral implementation is essential.</li> <li>Activities that help participants understand what skillful implementation of the HQIM looks like.</li> <li>Evidence that the professional learning addresses the design principles of the HQIM.</li> <li>Evidence that the professional learning describes how instructional materials are sequenced and scaffolded to support all students, specifically those with diverse learning needs such as English Learners.</li> <li>Evidence that the professional learning builds educators’ understanding of the design and arc of learning of the HQIM (e.g., the progression of</li> </ul>	<b>0 1 2</b>

		<p>units, the rationale for why the materials are organized in that way, the typical or most common progression of learning within lessons, how the arc of learning connects to other content areas and grade levels).</p> <ul style="list-style-type: none"> <li>• Evidence that the professional learning helps participants, teachers and leaders, make a connection between strong implementation of the HQIM and achieving a content-specific vision for excellent and equitable grade-level instruction.</li> <li>• Evidence that professional learning supports a mindset of growth, continuous improvement, and risk-taking when implementing the HQIM skillfully.</li> <li>• Opportunities for participants to deepen their understanding of the standards and HQIM alignment to the MSCCR Standards.</li> </ul>	
<p><b>2L.7. Professional learning provides time for teachers and leaders to understand best practices for preparing to teach and internalize lessons and units in the MS state-adopted HQIM.</b></p> <p><b>2 possible points</b></p>	<ul style="list-style-type: none"> <li>• Professional learning includes opportunities for teachers and leaders to examine best practices for preparing to teach lessons and units using protocols and processes aligned to the HQIM, <b>AND</b></li> <li>• Professional learning includes time for teachers to internalize and rehearse first units and lessons with colleagues who teach the same content and HQIM.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of planning protocols aligned to the HQIM.</li> <li>• Opportunities for teachers to internalize lessons and units in preparation for the first weeks of school.</li> <li>• Opportunities for teachers to plan and rehearse lessons or portions of lessons with colleagues who teach the same content and HQIM.</li> <li>• Evidence that the professional learning addresses best practices for preparing to teach lessons and units throughout the school year.</li> </ul>	<b>0 1 2</b>



<p><b>2L.8. Professional learning equips teachers and leaders to account for and navigate any publisher-specific logistical and technological considerations involved in classroom use of the MS state-adopted HQIM, such as the components of the materials, how they are organized, and how teachers and students access them.</b></p> <p><b>2 possible points</b></p>	<ul style="list-style-type: none"> <li>Professional learning supports teachers and leaders in navigating logistical and technological considerations involved in classroom use of their HQIM, such as the components of the materials, how they are organized, and how teachers and students can access them.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence that the professional learning describes the components of HQIM including physical and digital tools and addresses how they are organized within the HQIM in a specific way to its publisher.</li> <li>Evidence that the professional learning describes how to access various components of the HQIM (e.g., digital and print).</li> <li>Evidence that the professional learning addresses hybrid, blended, and/or remote learning settings.</li> <li>Evidence that the professional learning addresses how technology, along with and embedded within the HQIM, can support collaboration</li> <li>Evidence that the professional learning supports participants to understand the resources available within HQIM materials that provide a deeper look into the materials.</li> </ul>	<p><b>0 1 2</b></p>
<p><b>2L.9. Professional learning equips leaders to allocate essential resources and time necessary for strong MS state-adopted HQIM implementation according to the 8 Elements of Effective Implementation.</b></p> <p><b>2 possible points</b></p>	<ul style="list-style-type: none"> <li>Professional learning equips leaders to allocate essential resources and time, <b>AND</b></li> <li>Professional learning provides an overview of essential resources and time needed for strong implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Instances in which the professional learning addresses the resources required for implementing the HQIM (texts, technology needs, student and teacher print materials, manipulatives, etc.).</li> <li>Evidence of supporting leaders with addressing common logistical challenges with time and resource allocation when launching the HQIM (e.g., timelines for delivery and distribution of materials to schools and/or classrooms, adjusting instruction time in schedules, and rostering users on digital platforms, etc.).</li> <li>Professional learning provides time for analysis of sample schedules and time requirements of the HQIM.</li> </ul>	<p><b>0 1 2</b></p>
<p style="text-align: right;"><b>TOTAL SCORE CRITERION 2.2</b></p> <p style="text-align: right;"><b>Meets: 15-18   Partially Meets: 10-14   Does Not Meet: 0-9</b></p>			

Gateway 2 Points AVAILABLE	Gateway 2 Points ACHIEVED	GATEWAY 2 RATING
18	Sum of points from Criterion 2.1	<input type="checkbox"/> <b>Meets</b> (score of 15-18 points) <b>PROCEED TO GATEWAY 3</b> <input type="checkbox"/> <b>Partially Meets</b> (score of 10-14 points) <b>PROCEED TO GATEWAY 3</b> <input type="checkbox"/> <b>Does Not Meet</b> (score of 0-9 points) <b>STOP REVIEW</b>

# GATEWAY 3

## Using Data to Plan and Improve

Supporting materials support teachers in fully utilizing instructional practices. Educators use evidence from the supporting materials to score each indicator to determine the Gateway rating.

Criterion 3.1: USING DATA TO PLAN AND IMPROVE			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING POINTS	SCORE
<b>3a. Professional learning provider has specific systems and processes to learn about clients' goals, resources, and requirements to tailor approaches and/or services to meet clients' needs.</b> <b>2 possible points</b>	<ul style="list-style-type: none"> <li>Professional learning provider has systems and processes to learn about clients' goals, resources, and requirements to meet clients' needs.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence that the professional learning provider has systems and processes to learn about and account for a client's context (e.g., goals, resources, and requirements) <i>before</i> facilitation to inform planning and increase the effectiveness of their services.</li> <li>Descriptions of protocols, systems, or processes used with clients before professional learning facilitation.</li> </ul>	<b>0 1 2</b>
<b>3b. Professional learning provider evaluates the impact of its services to ensure participants' learning and to drive improvement.</b> <b>2 possible points</b>	<ul style="list-style-type: none"> <li>Professional learning provider evaluates the impact of its professional learning services on three or more Guskey levels, <b>AND</b></li> <li>Professional learning provider has a process for collecting, sharing, and debriefing impact and evaluation data with clients.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of collecting data on the impact of professional learning for one client on at least three Guskey levels of evaluation.</li> <li>Evidence that the provider has a process for collecting, sharing, and debriefing impact and evaluation data with district partners.</li> <li>Evidence that the professional learning provider engages participants to provide feedback on the quality of services and/or facilitation.</li> <li>Instances in which the provider measures the effectiveness of professional learning in various formats.</li> <li>Evidence that the provider uses data to improve their professional learning services.</li> <li>Specific data demonstrates improvement's impact on the quality of the professional learning.</li> </ul>	<b>0 1 2</b>

<p><b>3c. Professional learning provider evaluates facilitators for knowledge of content, content pedagogy, HQIM, and adult learning practice. Professional learning provider has systems and processes to provide facilitators with training as needed.</b></p> <p><b>2 possible points</b></p>	<ul style="list-style-type: none"> <li>Professional learning provider provides specific examples of how it evaluates facilitator candidates for hire for knowledge of MCCRS content, content pedagogy, HQIM, and adult learning practices, <b>AND</b></li> <li>The professional learning provider has systems and processes to provide facilitators with initial training.</li> </ul>	<ul style="list-style-type: none"> <li>Description of systems, protocols, or practices aligned to content and/or HQIM used to hire all facilitators (performance tasks, interview, or application questions).</li> <li>Evidence of evaluation for knowledge of MCCRS content, content pedagogy, and adult learning practices.</li> <li>Description of systems and processes that provide facilitators with initial training.</li> </ul>	<p><b>0 1 2</b></p>
<p><b>3d. Professional learning provider has a process to evaluate facilitator/coach effectiveness and uses that data to improve overall services and address individual facilitators' needs.</b></p> <p><b>2 possible points</b></p>	<ul style="list-style-type: none"> <li>Professional learning provider has a defined process to evaluate facilitator/coach effectiveness and address individual facilitator needs, <b>AND</b></li> <li>Professional learning provider has a defined process to use data to improve overall services.</li> </ul>	<ul style="list-style-type: none"> <li>A process for evaluating facilitators with the goal of improvement and maintenance.</li> <li>Specific, concrete examples of facilitators' evaluations (e.g., timelines, self-evaluations, agendas, feedback protocols).</li> <li>A description of how the provider uses data from evaluations of facilitators to improve overall services.</li> <li>A description of how the process for evaluating facilitators was used to address individual facilitator's needs.</li> </ul>	<p><b>0 1 2</b></p>
<p><b>3e. Professional learning provider has a process in place to differentiate materials for MS state-adopted HQIM published across multiple platforms, to stay up to date on changes to publication formats and content, and/or to stay informed on current MS state-adopted HQIM available on the market.</b></p> <p><b>2 possible points</b></p>	<ul style="list-style-type: none"> <li>Professional learning provider has a straightforward process for staying current on publication formats.</li> <li>Professional learning provider has a straightforward process for staying up to date on materials that meet the MDE definition of HQIM and the evaluation process that can impact whether materials meet the definition of HQIM.</li> </ul>	<ul style="list-style-type: none"> <li>A specific process for staying current on publication formats or content updates to HQIM and updating materials accordingly. <ul style="list-style-type: none"> <li><b>For organization that are the author/publisher:</b> How you ensure alignment and collaboration between the product, engineering, and professional learning teams.</li> <li><b>For non-publishers:</b> How you communicate and collaborate with the author(s)/publisher(s) to stay current on content changes and publication format. How do you update your professional learning materials to reflect changes to the HQIM?</li> </ul> </li> <li>A specific process for ensuring they are up to date on materials that meet the definition of HQIM and any updates to the MDE evaluation</li> </ul>	<p><b>0 1 2</b></p>

		processes that can impact whether materials meet the definition of HQIM.	
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Gateway 3 Points AVAILABLE	Gateway 3 Points ACHIEVED	GATEWAY 3 RATING
10	Sum of points from Criterion 3.1	<input type="checkbox"/> <b>Meets</b> (score of 8-10 points) <b>PROCEED TO GATEWAY 4</b> <input type="checkbox"/> <b>Partially Meets</b> (score of 6-7 points) <b>PROCEED TO GATEWAY 4</b> <input type="checkbox"/> <b>Does Not Meet</b> (score of 0-5 points) <b>STOP REVIEW</b>

SUB TOTAL SCORE (Gateway 1, 2, and 3)			
GATEWAY 1	GATEWAY 2	GATEWAY 3	SUB TOTAL

# GATEWAY 4

## Content and HQIM Expert Presentation

Educators use evidence from supporting materials to score each indicator and determine the Gateway rating.

Criterion 4.1: PRESENTATION			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING POINTS	SCORE
<b>4a. Professional learning provider provides learning activities to ensures teachers and leaders experience and acquire new knowledge and skills with the MS state-adopted HQIM.</b> <b>2 possible points</b>	<ul style="list-style-type: none"> <li>Professional learning provider provided objectives and goals that were clear and aligned to the HQIM or content.</li> <li>Professional learning provider's session incorporated prior experiences into the activities.</li> </ul>	<ul style="list-style-type: none"> <li>Specific tasks are developed that require teachers and leaders to access prior knowledge or experience with the HQIM or MCCRS.</li> </ul>	<b>0 1 2</b>
<b>4b. Professional learning provider ensure teachers and leaders have time to process or analyze their experience. The new knowledge and skills should align with the MS state-adopted HQIM and MCCRS.</b> <b>2 possible points</b>	<ul style="list-style-type: none"> <li>Professional learning provider allocated time to deepen teacher and leader's understanding of the presented materials.</li> </ul>	<ul style="list-style-type: none"> <li>A process for connecting new knowledge or skills to the HQIM or MCCRS.</li> <li>Examples of high-quality supporting resource with corresponding guidance.</li> </ul>	<b>0 1 2</b>
<b>4c. A Professional learning provider should ensure that teachers and leaders demonstrate new understandings and can apply new skills to the MS state-adopted HQIM and MCCRS.</b> <b>2 possible points</b>	<ul style="list-style-type: none"> <li>Professional learning provider provided opportunities during the session to collaborate on shared activities.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of evaluation for knowledge of MCCRS content, content pedagogy, and adult learning practices.</li> <li>Evidence of current research and best practices in education and includes interactive components for skill and knowledge development</li> </ul>	<b>0 1 2</b>
<b>4d. Professional learning provider should ensure that teachers and leaders can take the new skills and knowledge and apply them to the</b>	<ul style="list-style-type: none"> <li>Professional learning provider's activities were relevant for HQIM- or content-related needs.</li> <li>The professional learning provider's session advanced the understanding of engaging with the HQIM in a continuous learning cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of a learning design that utilizes varied, research-based learning designs tailored to adult learning theories and participant needs.</li> </ul>	<b>0 1 2</b>

<b>MS state-adopted HQIM and MCCRS throughout the year.</b> <b>2 possible points</b>	<ul style="list-style-type: none"> <li>Professional learning provider's session increased teacher and leader's capacity to use data to improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>A specific process includes follow-up, coaching, and continuous feedback loops for sustainable impact.</li> <li>Examples of connection to student achievement goals.</li> </ul>	
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Gateway 4 Points AVAILABLE	Gateway 4 Points ACHIEVED	GATEWAY 4 RATING
8	Sum of points from Criterion 4.1	<input type="checkbox"/> <b>Meets</b> (score of 7-8 points) <b>PROCEED TO COST FORMULA</b> <input type="checkbox"/> <b>Partially Meets</b> (score of 5-6 points) <b>PROCEED TO COST FORMULA</b> <input type="checkbox"/> <b>Does Not Meet</b> (score of 0-4 points) <b>STOP REVIEW</b>

TOTAL SCORE (Gateway 4 Cost)			
SUB TOTAL	GATEWAY 4	COST FORMULA	TOTAL