

# INSTRUCTIONAL PRACTICES

## Curriculum-Based Professional Learning Program Rubric

### SYSTEM DESIGN AND LEADER SUPPORT

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: SYSTEM DESIGN AND LEADER SUPPORT			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING POINTS	SCORE
<b>2S.1. Professional learning materials are specific to an 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 school and district leaders who manage teachers and/or HQIM implementation and</li> <li>Professional learning is specific to an HQIM.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence that the audience for professional learning includes the appropriate stakeholders who manage and support teachers and/or HQIM implementation.</li> <li>Evidence of the content area and grade levels the professional learning intends to address.</li> <li>Proof that the professional learning speaks to or differentiates for levels of expertise.</li> <li>Evidence that the professional learning is specific to an HQIM.</li> </ul>	<b>0 1 2</b>
<b>2S.2. Professional learning prioritizes equity by helping leaders examine how their 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 supports leaders in building an awareness of their assumptions and practices and how they can negatively impact instruction and</li> <li>Professional learning builds and/or reinforces leaders' beliefs that every student can be successful with rigorous, grade-level-appropriate work.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning builds an understanding that assumptions can negatively impact students' achievements.</li> <li>Professional learning supports leaders to examine their assumptions, practices, and beliefs about student achievement and the role instructional materials play in combating negative assumptions.</li> <li>Instances in which 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</li> </ul>	<b>0 1 2</b>

		<p>misconception that English Learners operate from a deficit.</p> <ul style="list-style-type: none"> <li>• Evidence of an underlying belief that every student deserves high-quality instruction and access to rigorous, grade-level work.</li> <li>• Instances in which professional learning references research that illustrates how assumptions can negatively impact student achievement.</li> </ul>	
<p><b>2S.3. Professional learning is grounded in evidence of student learning, especially student work, and equips leaders to monitor and identify trends within students' achievement of grade-level content and teachers' implementation of their HQIM.</b></p> <p><b>2 possible points</b></p>	<ul style="list-style-type: none"> <li>• Professional learning equips leaders with building their understanding of what student interaction with the HQIM looks like and</li> <li>• Professional learning connects student interaction with the HQIM to the vision of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Instances in which professional learning provides opportunities to connect student work to the content-specific vision for excellent and equitable grade-level instruction.</li> <li>• Instances in which leaders can analyze student work from the HQIM.</li> <li>• Instances in which professional learning addresses how student work can serve as a pathway to identifying challenges and trends regarding implementation, student needs, and gaps in knowledge, possibly resulting from inequitable practices and/or access, especially for students with diverse learning needs such as English Learners.</li> </ul>	<b>0 1 2</b>
<p><b>2S.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 multiple opportunities for active engagement, collaboration, and</li> <li>• Professional learning artifacts use appropriate adult learning strategies in a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for participants to practice the skills they are expected to learn.</li> <li>• Opportunities for collective participation include various formats (e.g., discussion, demonstrations, inquiry, reflection, practice, modeling, coaching, etc.).</li> <li>• Opportunities for collaboration with session participants.</li> <li>• Instances in which 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> </ul>	<b>0 1 2</b>
<p><b>2S.5. Professional learning supports leadership to define and refine a vision for strong implementation of</b></p>	<ul style="list-style-type: none"> <li>• Professional learning supports leaders in defining and refining a vision for strong implementation of</li> </ul>	<ul style="list-style-type: none"> <li>• Activities that build and/or reinforce a vision for strong implementation of the HQIM by including resources such as a model lesson (live or video) or HQIM-specific implementation guidance (e.g.,</li> </ul>	<b>0 1 2</b>

<p><b>the HQIM that aligns with a broader vision for excellent and equitable grade-level instruction.</b></p> <p><b>2 possible points</b></p>	<p>the HQIM that connects back to the broader vision for excellent and equitable grade-level instruction.</p>	<p>observation tool and arc of units and lessons across the year) and for an understanding of how the HQIM can meet the needs of all students, including necessary adaptations.</p> <ul style="list-style-type: none"> <li>• Activities that deepen leaders' knowledge of the shifts and pedagogy that underpins strong implementation decisions.</li> <li>• Instances in which professional learning helps leaders connect the strong implementation of the HQIM and the broader vision for excellent and equitable grade-level instruction.</li> <li>• Instances in which professional learning supports leaders' development of clear expectations for equity that are connected to a broader vision for excellent and equitable instruction rooted in the HQIM.</li> <li>• Evidence of an underlying belief that every student deserves high-quality instruction and access to meaningful, grade-level work.</li> </ul>	
<p><b>2S.6. Professional learning prepares leaders to build coherence across their systems by examining and adjusting systems-level procedures, policies, and processes to monitor and support the implementation of the HQIM.</b></p> <p><b>2 possible points</b></p>	<ul style="list-style-type: none"> <li>• Professional learning comprehensively prepares leaders to examine and adjust systems-level structures, policies, and processes to support the implementation of the HQIM.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that professional learning builds the understanding that implementation is an ongoing process requiring adjustment of methods, systems, and structures.</li> <li>• Activities that prepare leaders to adjust those systems-level structures, policies, and processes to ensure they can support the smooth implementation of the HQIM.</li> <li>• Leaders have opportunities to share and address the challenges of HQIM implementation with each other.</li> </ul>	<p><b>0 1 2</b></p>
<p><b>2S.7. Professional learning develops leaders' abilities to provide and support professional learning, including coaching, observations, and feedback anchored in the HQIM.</b></p> <p><b>2 possible points</b></p>	<ul style="list-style-type: none"> <li>• Professional learning equips leaders to provide and support professional learning that is anchored in the HQIM and</li> <li>• Professional learning develops leaders' ability to provide feedback to teachers on the quality of implementation in a way that is connected and aligned with the HQIM.</li> </ul>	<ul style="list-style-type: none"> <li>• Instances in which the professional learning identifies ongoing professional learning systems and processes that leaders may need to support strong implementation of HQIM (e.g., observation protocols, collaborative planning time for teachers, professional learning calendars, meeting agendas, etc.).</li> <li>• Activities that prepare leaders to adjust systems-level structures, policies, and processes</li> </ul>	<p><b>0 1 2</b></p>

		<p>to ensure they can support the smooth implementation of the HQIM.</p> <ul style="list-style-type: none"> <li>Professional learning supports a mindset of continuous development and feedback related to the implementation of the HQIM for all stakeholders (e.g., feedback is given in various contexts, planning meetings, PLCs, co-teaching, and in multiple formats).</li> <li>Evidence of how and to what end observational feedback is used with teachers.</li> <li>Professional learning supports leaders using data and observational evidence to support ongoing professional learning plans. Instances in which professional learning supports leaders to use data to address the teachers' needs and challenges with continued professional education.</li> <li>Instances in which participants can observe the implementation of the HQIM (in real-time or using examples from the provider) and practice providing feedback.</li> <li>The tools leaders use to provide feedback to teachers are deeply connected and aligned to the HQIM and content-specific vision of excellent instruction.</li> <li>Instances in which professional learning supports leaders to create a professional learning plan aligned with the HQIM and with various structures and differentiation for a level of skill and knowledge of the HQIM.</li> </ul>	
<b>2S.8. Professional learning equips leaders to allocate essential resources and time for a strong HQIM implementation.</b> <b>2 possible points</b>	<ul style="list-style-type: none"> <li>Professional learning equips leaders to allocate essential resources and time, and</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 (e.g., texts, technology needs, student and teacher print materials, manipulatives, etc.).</li> <li>Professional learning provides time for analysis of sample schedules and time requirements of the HQIM.</li> <li>Evidence of addressing common logistical challenges and considerations when allocating resources (e.g., the time needed for material</li> </ul>	<b>0 1 2</b>



		<p>delivery, resource distribution planning, rostering users on digital platforms, etc.).</p> <ul style="list-style-type: none"> <li>• Instances in which the professional learning addresses how the support implementation support changes over the years, what consumables need to be ordered each year, planning multiple years of professional learning, supporting teachers new to the HQIM after the first year, etc.).</li> </ul>	
<p><b>2S.9. Professional learning supports district and school leaders to use relevant data to monitor, support, and improve implementation.</b></p> <p><b>2 possible points</b></p>	<ul style="list-style-type: none"> <li>• Professional learning provider demonstrates an understanding of relevant data for monitoring and supporting HQIM implementation and</li> <li>• Professional learning provider equips leaders to establish or refine a system and processes for using data to inform the following steps to support HQIM implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• The provider supports leaders by regularly establishing routines for collecting and analyzing data aligned to the HQIM. The provider supports leaders in understanding their next steps to support implementation because of the data collected, alignment with the HQIM, and the specific support it offers.</li> <li>• Evidence that the provider supports leaders by using relevant data aligned to the HQIM to drive implementation improvement.</li> <li>• Opportunities for leaders to analyze selected student work from the HQIM to gain insight into how skillful teachers and students are using the materials.</li> <li>• Instances in which leaders synthesize data to determine trends across classrooms or schools.</li> </ul>	<p><b>0 1 2</b></p>
<p style="text-align: right;"><b>TOTAL SCORE CRITERION 2.4</b></p> <p><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