

Dear Educator,

Welcome to our New Teacher Orientation and Training (NTOT) for Westminster Public Schools! We are thrilled to get to know you for the first 5 days of NTOT, and the 2-3 year journey, where you will receive targeted support from a variety of school and District leaders. Your principal has carefully selected a mentor for you. This person can be your go-to for questions big and small. They know that...should they not be able to answer your questions, they *will* know who can--and how to help you find what you're looking for, or what you need.

Additionally, your building is full of other targeted support people, like your Data and Assessment Facilitator, your Empower Facilitator, a Literacy Lead and a Math Lead, SEL Advisory Leaders, PEDAL Advocates, as well as an expert Kagan Coach, trained to help you master structures that enhance student engagement. These school leaders will have specific and intentional [goals](#) while working with you-- especially during the first five months in WPS. Once you know them, and who they are, they will serve as a valuable resource as you work toward completing your New Teacher Induction (NTI) over your first 2-3 years.

Our **Purpose** for NTOT is to both *orient* and *train* you on our processes, our culture, and the key elements of our Competency Based System, *so that* you can help students attack challenges and complete projects with relevance and real-world impact.

It is **Essential** during NTOT and the NTI journey that new teachers understand the competencies and dispositions needed for students to thrive in the twenty-first century, *so that* you can plan for a classroom rich in creative problem solving, communication, collaboration, critical analysis, citizenship, and aspects of character while promoting social and emotional health. A growth mindset, and an emphasis on essential skills is embedded in our [CBS Instructional Model](#).

Student Agency comes from helping students own their own learning. When you embrace a CBS Model Classroom, and leverage our CBS tools, you'll help set the stage for a personalized learning experience for all students... *so that* your classroom is one that is intentional about student engagement, ownership, and application, in a District where we believe all students can learn.

Knowledge comes from deep and meaningful lesson planning, innovation, problem solving, project based learning, and high expectations for all students. Our proficiency scales serve as the ultimate curriculum guide, *so that* you can see where your students are, and help them close gaps, and accelerate to the next level and beyond.

We look forward to getting to know you, and providing a quality New Teacher Orientation and Training to help prepare you to thrive in a [High Reliability School](#), with immediate and continued success. Again, welcome to Westminster Public Schools!

Respectfully,

A handwritten signature in black ink, appearing to read 'm. lynch', with a long horizontal flourish extending to the right.

Michael J. Lynch

*Our WPS Instructional Model is designed from Marzano's *The New Art and Science of Teaching*. We also embrace and model his work on High Reliability Schools. We are proud to call Dr. Marzano one of our strongest partners, and closest friends.

**P.E.A.K. definitions for NTOT were adopted in part from Ted Dintersmith's work *What School Could Be*, (2018).

Michael J. Lynch
Director of Secondary Education and Professional Development
Westminster Public Schools
Educational Services Center
6933 Raleigh Street
Westminster, CO 80030
p. 720.542.5024
e. mlynch@westminsterpublicschools.org

CORE COMPETENCY PLAYBOOK

WPS Vision and Mission

Component Description: Westminster Public Schools prides itself on offering a learning environment *Where Education is Personal*. Our vision is *Preparing future leaders, learners and thinkers for a global community*. The [WPS Learning Model](#) grounds our work in five components: Leadership, Competency Based Design, Continuous Improvement, Learner Centered Classroom, and Shared Vision. To get started, you'll be introduced to 2 components: Competency Based Design and Shared Vision. As you continue to grow and learn in WPS, you'll notice that all the work and decision-making at WPS is centered around the five components. To that end, all of our schools are committed to achieving a Level 5 status of the *High Reliability Schools (Marzano, Warrick, Simms, 2014)* framework. Your principal will lead your building toward earning that distinction, and will count on you to be a part of that important work.

Professional Learning can encompass many different elements of our systems, processes, and procedures. During the 5 days of New Teacher Orientation and Training (NTOT), you'll be introduced to our [Human Resources department](#), and our New Teacher Support System that includes Principals, Mentors, Empower Facilitators, Literacy Leads, Math Leads, Data Facilitators, Kagan Coaches, SEL Leaders, CLDE specialists, and Instructional Coaches. You'll also be orientated and trained on several pieces of technology, including [PowerSchool](#), which serves as our Professional Development Platform. WPS is a Learning Organization, where teachers will continuously be supported and encouraged during the first 5 days of NTOT, with targeted specialists - especially during the first 5 months, and throughout your 2-3 year New Teacher Induction (NTI) certification process.

WPS Proficiency Scale		Domain: WPS Vision and Mission
Proficiency Scale Theme: Vision & Mission		
Learning Target Breakdown		
Score 4.0	<p>In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class. (Score 4.0 does not equate to more work but rather a higher level of performance as articulated in this sample task.)</p> <ul style="list-style-type: none"> Serves in a leadership role with regards to school vision and mission 	
	Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The learner...</p> <p>VM1 - Establishes classroom practices that align to the WPS and school's vision and mission</p> <p>VM2 - Relates the school vision and mission to professional growth goals</p> <p>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p>	
	Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).
Score 2.0	<p>VM1 — The learner will recognize or recall specific vocabulary (for example, WPS Learning Model, Continuous Improvement) and perform basic processes such as:</p> <ul style="list-style-type: none"> Identify the components of the WPS Learning Model Identify and locate the WPS "We Agree" statements Locate and use staff and student handbooks <p>VM2 — The learner will recognize or recall specific vocabulary (for example, Highly Reliable Schools) and perform basic processes such as:</p> <ul style="list-style-type: none"> Describe the goals of the school improvement plan Identify the school's Highly Reliable Schools status and goals Describe school walkthrough observation and evaluation protocols <p>However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).
Score 1.0	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).	
	Score 0.5	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).
Score 0.0	Even with help, no understanding or skill demonstrated.	

WPS Proficiency Scale		Domain: WPS Vision and Mission
Proficiency Scale Theme: Professional Learning Suggested New Title: Professionalism & Collegiality		
Learning Target Breakdown		
Score 4.0	<p>In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class. (Score 4.0 does not equate to more work but rather a higher level of performance as articulated in this sample task.)</p> <ul style="list-style-type: none"> Supports other new teachers with their professional learning 	
Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The learner...</p> <p>PL1- Demonstrates an understanding of Human Resources, the evaluation process and professional responsibilities</p> <p>PL2- Collaborates with the Targeted Support Team members throughout the first year including principal, mentor, data facilitator, Empower facilitator, math lead, literacy lead, Kagan coach, instructional coaches, SEL leads & PEDAL advocates</p> <p>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p>	
Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).	
Score 2.0	<p>PL1 — The learner will recognize or recall specific vocabulary (for example, RANDA, PowerSchool) and perform basic processes such as:</p> <ul style="list-style-type: none"> Describe the big ideas of Human Resources presentation "Smarter at Work" for professional decision making Identify key people in Human Resources Review all elements of RANDA for your evaluation and consider topics for goal setting Participate in required trainings to describe important professional responsibilities (i.e. Mandatory Reporting, Crisis Plan) Use PowerSchool to enroll in professional learning opportunities <p>PL2 — The learner will recognize or recall specific vocabulary (for example, targeted support team, NTOT Playbook, Professional Learning Communities, Communities of Practice) and perform basic processes such as:</p> <ul style="list-style-type: none"> Identify all members of the WPS new teacher targeted support team for your building and the district Locate the WPS New Teacher Playbook and related resources Monitor your progress towards proficiency on the WPS New Teacher proficiency scales Collaborate with colleagues in school and district PLCs and COPs Collaborate with mentor to plan for support and professional learning <p>However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).	
Score 1.0	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).	
Score 0.5	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Proficiency Scale Theme Name: Vision & Mission						
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Establish classroom practices that align to the WPS and school's vision and mission					
2.0	Identify the components of the WPS Learning Model					
2.0	Identify and locate the WPS "We Agree" statements and Profile of a Graduate					
2.0	Locate and use staff and student handbook					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Relate the school vision and mission to professional growth goals					
2.0	Describe the goals of the school improvement plan					
2.0	Identify the school's Highly Reliable Schools status and goals					
2.0	Describe school walkthrough observation and evaluation protocols					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>

Vocabulary		<i>Level of Understanding</i>				<i>My evidence for vocabulary understanding:</i>
Word/Phrase	<i>Meaning</i>	4.0	3.0	2.0	1.0	
WPS Learning Model						
Continuous Improvement						
Highly Reliable Schools						

Proficiency Scale Theme Name: Professional Learning Suggested New Title: Professionalism & Collegiality						
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Demonstrate an understanding of Human Resources, the evaluation process and professional responsibilities					
2.0	Describe the big ideas of Human Resources presentation "Smarter at Work" for professional decision making					
2.0	Identify key people in Human Resources					
2.0	Review all elements of RANDA for your evaluation and consider topics for goal setting					
2.0	Participate in required trainings to describe important professional responsibilities (i.e. Mandatory Reporting, Crisis Plan)					
2.0	Use PowerSchool to enroll in professional learning opportunities					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Collaborate with the Targeted Support Team members throughout the first year including principal, mentor, data facilitator, Empower facilitator, math lead, literacy lead, Kagan coach, instructional coaches, SEL leads & PEDAL advocates					
2.0	Identify all members of the WPS new teacher targeted support team for your building and the district					

2.0	Locate the WPS New Teacher Playbook and related resources					
2.0	Monitor your progress towards proficiency on the WPS New Teacher proficiency scales					
2.0	Collaborate with colleagues in school and district PLCs and COPs					
2.0	Collaborate with mentor to plan for support and professional learning					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>

Vocabulary		<i>Level of Understanding</i>				<i>My evidence for vocabulary understanding:</i>
Word/Phrase	<i>Meaning</i>	4.0	3.0	2.0	1.0	
RANDA						
PowerSchool						
Targeted Support Team						
NTOT Playbook						
Professional Learning Communities						
Communities of Practice						

CORE COMPETENCY PLAYBOOK

Learner-Centered Classroom

Component Description: WPS teachers define a true learner-centered classroom as a place where learners and teachers respond to and reflect on progress in order to build ownership and independence by involving teachers and other learners to become problem solvers, move through levels, meet their goals, and figure out their own path to success, where learners have the opportunity to make choices and demonstrate proficiency throughout the learner-centered classroom. Teachers instruct and guide individual learners, small groups, as well as the whole class to set high expectations for all learners and determine the most effective instructional strategies for each learner in the classroom.

During New Teacher Orientation and Training (NTOT), teachers new to Westminster Public Schools will get a chance to see a model of a CBS Learner Centered classroom while visiting your assigned school. Numerous tools will be visible that our teachers use to enhance the learning environment, and personalize the learners' experience. Please take a moment and open the [Competency Based Toolkit](#).

The foundations of a learner-centered classroom begin with an environment that ensures both physical and emotional safety and addresses the social and emotional needs of all learners. Here, we will focus on [Social and Emotional Learning](#) (SEL) as well as some key self-care practices for our teachers and staff! We will train you on key [Kagan© Cooperative Learning Structures](#) as a means to foster inclusivity, build trust, and support dynamic, active, and engaging lessons!

- Add ICAP, Goal Setting, Westminster Learning Plan

With all of that said, we realize that we use a unique lexicon at Westminster Public Schools, and we want to make sure you have access to our [Glossary of Terms](#) to help you as you jump right into your new position.

WPS Proficiency Scale		Domain: Learner-Centered Classroom
Proficiency Scale Theme: Learner-Centered Classroom Processes & Procedures		
Learning Target Breakdown		
Score 4.0	<p>In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class. (Score 4.0 does not equate to more work but rather a higher level of performance as articulated in this sample task.)</p> <ul style="list-style-type: none"> Serves as a model learner-centered classroom 	
	Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The learner...</p> <p>LCC1 - Begins to design and implement a learner-centered classroom, with support from colleagues</p> <p>LCC2 - Uses competency based strategies that give learners authentic opportunities for choice and voice within the classroom</p> <p>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p>	
	Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).
Score 2.0	<p>LCC1 — The learner will recognize or recall specific vocabulary (for example, code of collaboration, shared vision, SOP, flowchart) and perform basic processes such as:</p> <ul style="list-style-type: none"> Locate CBS Toolkit and discuss with your mentor and principal Identify the components of a model CBS Learner Centered Classroom Unpack the school vision to create a code of collaboration/cooperation and shared vision with students Identify needed classroom standard operating procedures (SOPs) <p>LCC2 — The learner will recognize or recall specific vocabulary (for example, parking lot, focus board) and perform basic processes such as:</p> <ul style="list-style-type: none"> Create tools that help to get to know your students and build relationships with them Identify possible relevant activities and units to motivate and inspire students Brainstorm possible roles/jobs within your classroom <p>However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).
Score 1.0	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).	
	Score 0.5	With help, a partial understanding of some of the simpler details and process (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).
Score 0.0	Even with help, no understanding or skill demonstrated.	

WPS Proficiency Scale		Domain: Learner-Centered Classroom
Proficiency Scale Theme: Learning Plans & Goal Setting		
Learning Target Breakdown		
Score 4.0	<p>In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class. (Score 4.0 does not equate to more work but rather a higher level of performance as articulated in this sample task.)</p> <ul style="list-style-type: none"> Serves as a model for learning plans and goal setting 	
Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The learner...</p> <p>LPGS1 - Creates and uses academic plans to address students' needs</p> <p>LPGS2 - Uses competency based strategies that give learners opportunities to set, achieve and celebrate goals</p> <p>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p>	
Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).	
Score 2.0	<p>LPGS1 — The learner will recognize or recall specific vocabulary (for example, parking lot) and perform basic processes such as:</p> <ul style="list-style-type: none"> Identify the purpose and key components of academic plans (i.e. Westminster Learning Plan, ICAP, Advanced Learning Plan, IEP) Work in teams to begin to create academic plans for students Identify strategies to involve students in creating their plans <p>LPGS2 — The learner will recognize or recall specific vocabulary (for example, data wall, data notebook, S.M.A.R.T goal, self-management, self-awareness, student agency) and perform basic processes such as:</p> <ul style="list-style-type: none"> Describe the student plans in WPS that support student goal setting and achievement (i.e. Westminster Learning Plan, ICAP, ALP) Identify tools and strategies to support student goal setting Identify and leverage elements that will help "personalize" the students' learning experience in order to meet their individualized goals Identify tools and strategies to help students track progress Make a plan to incorporate celebrations based on student goals <p>However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).	
Score 1.0	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).	
Score 0.5	With help, a partial understanding of some of the simpler details and process (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).	
Score 0.0	Even with help, no understanding or skill demonstrated.	

WPS Proficiency Scale		Domain: Learner-Centered Classroom
Proficiency Scale Theme: Social-Emotional Learning		
Learning Target Breakdown		
Score 4.0	<p>In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class. (Score 4.0 does not equate to more work but rather a higher level of performance as articulated in this sample task.)</p> <ul style="list-style-type: none"> Serves as a model learner-centered classroom 	
	Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The learner...</p> <p>SEL1 – Builds a trauma-responsive environment by implementing regular efforts toward a safe and collaborative classroom culture</p> <p>SEL2 - Creates a classroom learning/work environment where social emotional learning is integrated through lesson plans and activities that incorporate any of the fifteen SEL competencies that fall into one of the five SEL/CASEL domains</p> <p>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p>	
	Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).
Score 2.0	<p>SEL1 — The learner will recognize or recall specific vocabulary (for example, safe, significant, respected, related) and perform basic processes such as:</p> <ul style="list-style-type: none"> Identify at least one strategy to support students with each of the four elements of Flourishing (Safe, Significant, Respected, Related) Identify at least one strategy to build connectedness/positive classroom community <p>SEL2 — The learner will recognize or recall specific vocabulary (for example, competencies, SEL, CASEL) and perform basic processes such as:</p> <ul style="list-style-type: none"> Identify resources in order to create a lesson plan/learning activity that focuses on at least one of the SEL competencies Identify and explain key components of the district's SEL framework/CASEL Competencies <p>However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).
Score 1.0	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).	
	Score 0.5	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).
Score 0.0	Even with help, no understanding or skill demonstrated.	

Proficiency Scale Theme Name: Learner-Centered Classroom Processes & Procedures						
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Begin to design and implement a learner-centered classroom, with support from colleagues					
2.0	Locate CBS Toolkit and discuss with your mentor and principal					
2.0	Identify the components of a model CBS Learner Centered Classroom					
2.0	Unpack the school vision to create a code of collaboration/cooperation and shared vision with students					
2.0	Identify needed classroom standard operating procedures					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Use competency based strategies that give learners authentic opportunities for choice and voice within the classroom					
2.0	Create tools that help to get to know your students and build relationships with them					
2.0	Identify possible relevant activities and units to motivate and inspire students					
2.0	Brainstorm possible roles/jobs within your classroom					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>

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Vocabulary		<i>Level of Understanding</i>				<i>My evidence for vocabulary understanding:</i>
Word/Phrase	<i>Meaning</i>	4.0	3.0	2.0	1.0	
Code of Collaboration						
Shared Vision						
Standard Operating Procedures						
Parking Lot						
Focus Board						
Flowchart						

Proficiency Scale Theme Name: Learning Plans & Goal Setting						
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Create and use academic plans to address students' needs					
2.0	Identify the purpose and key components of academic plans (i.e. Westminster Learning Plan, ICAP, Advanced Learning Plan, IEP)					
2.0	Work in teams to begin to create academic plans for students					
2.0	Identify strategies to involve students in creating their plans					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Use competency based strategies that give learners opportunities to set, achieve and celebrate goals					
2.0	Describe the student plans in WPS that support student goal setting and achievement (i.e. Westminster Learning Plan, ICAP, ALP)					
2.0	Identify tools and strategies to support student goal setting					
2.0	Identify and leverage elements that will help "personalize" the students' learning experience in order to meet their individualized goals					
2.0	Identify tools and strategies to help students track progress					
2.0	Make a plan to incorporate celebrations based on student goals					

<i>My evidence for this target:</i>	<i>SMART goal for this target:</i>

Vocabulary		<i>Level of Understanding</i>				<i>My evidence for vocabulary understanding:</i>
Word/Phrase	<i>Meaning</i>	4.0	3.0	2.0	1.0	
Student Agency						
Westminster Learning Plan						
ICAP						
Advanced Learning Plan						
IEP						
Data Wall						
Data Notebook						
S.M.A.R.T goal						
Self-management						
Self-awareness						
Student Agency						

Proficiency Scale Theme Name: Social-Emotional Learning						
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Build a trauma-responsive environment by implementing regular efforts toward a safe and collaborative classroom culture					
2.0	Identify at least one strategy to support students with each of the four elements of Flourishing (Safe, Significant, Respected, Related)					
2.0	Identify at least one strategy to build connectedness/positive classroom community					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Create a classroom learning/work environment where social emotional learning is integrated through lesson plans and activities that incorporate any of the fifteen SEL competencies that fall into one of the five SEL/CASEL domains					
2.0	Identify resources in order to create a lesson plan/learning activity that focuses on at least one of the SEL competencies					
2.0	Identify and explain key components of the district's SEL framework/CASEL Competencies					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>

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Vocabulary		<i>Level of Understanding</i>				<i>My evidence for vocabulary understanding:</i>
Word/Phrase	<i>Meaning</i>	4.0	3.0	2.0	1.0	
Safe						
Significant						
Respected						
Related						
Competencies						
SEL						
CASEL						

CORE COMPETENCY PLAYBOOK

Proficiency Scales

Component Description: The Westminster Public Schools Competency Based System (CBS) recognizes that every child learns differently, and their learning should be personalized so they are engaged at all times. CBS requires students to show mastery of learning topics before moving on to the next level. This approach allows some students to progress quicker, while others may take more time to learn. The end goal is that students are prepared for the all-important day after graduation. We will train and support you on the critical foundations to a CBS. Competency Based instruction and assessment is rooted in our WPS proficiency scales, which describe the steps that students and teachers need to take to eventually reach a learning target or master a topic.

During New Teacher Orientation and Training (NTOT), teachers new to Westminster Public Schools will learn how to use our [proficiency scales](#) to plan and implement instruction and assessment, as well as report student progress in our Learning Management System, [Empower](#).

WPS Proficiency Scale		Domain: Proficiency Scales
Proficiency Scale Theme: Proficiency Scale Instruction		
Learning Target Breakdown		
Score 4.0	<p>In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class. (Score 4.0 does not equate to more work but rather a higher level of performance as articulated in this sample task.)</p> <ul style="list-style-type: none"> Serves in a leadership role with regards to proficiency scales 	
	Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The learner...</p> <p>PS1 - Uses Proficiency Scales to plan instruction and score student work to determine proficiency</p> <p>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p>	
	Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).
Score 2.0	<p>PS1 — The learner will recognize or recall specific vocabulary (for example, maximum achievable score, proficiency scale) and perform basic processes such as:</p> <ul style="list-style-type: none"> Describe how scoring is different a competency based system Locate proficiency scales and associated resources Describe the parts of a proficiency scale and how it is used Use proficiency scales to identify the Maximum Achievable Score (MAS) of activities Align units and lessons from instructional resources to proficiency scales Describe how to use a proficiency scale to score an activity or assessment <p>However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).</p>	
	Score 0.5	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Proficiency Scale Theme Name: Proficiency Scale Instruction						
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Use Proficiency Scales to plan instruction and score student work to determine proficiency					
2.0	Describe how scoring is different a competency based system					
2.0	Locate proficiency scales and associated resources					
2.0	Describe the parts of a proficiency scale and how it is used					
2.0	Use proficiency scales to identify the Maximum Achievable Score (MAS) of activities					
2.0	Align units and lessons from instructional resources to proficiency scales					
2.0	Describe how to use a proficiency scale to score an activity or assessment					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>

Vocabulary		Level of Understanding				My evidence for vocabulary understanding:
Word/Phrase	Meaning	4.0	3.0	2.0	1.0	
Proficiency Scale						
Maximum Achievable Score						

CORE COMPETENCY PLAYBOOK

Westminster Instructional Model

Component Description: The WPS Instructional Model is based on [*The New Art and Science of Teaching* \(Marzano, 2017\)](#) where teachers implement the elements and leaders monitor the depth of implementation.

* Add more

Student engagement is at the heart of everything we do to ensure successful and meaningful learning experiences. Broadly, student engagement can be seen when students are independently driven by their own questioning, when they are interested in the material and lesson delivery, when they are emotionally connected to the learning, and when they are inspired in the classroom.

WPS Proficiency Scale		Domain: Westminster Instructional Model
Proficiency Scale Theme: Instructional Model		
Learning Target Breakdown		
Score 4.0	<p>In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class. (Score 4.0 does not equate to more work but rather a higher level of performance as articulated in this sample task.)</p> <ul style="list-style-type: none"> Serves in a leadership role with regards to the Westminster Instructional Model 	
	Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The learner...</p> <p>IM1 - Uses the language and elements of the WPS Instructional Model when discussing, designing and implementing instruction</p> <p>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p>	
	Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).
Score 2.0	<p>IM1 — The learner will recognize or recall specific vocabulary (for example, Instructional Model, Category, Design Area, Element) and perform basic processes such as:</p> <ul style="list-style-type: none"> Describe the elements of the WPS Instructional Model, and use the components to create professional goals Use the Context category of the WIM to plan for classroom set up, management and engagement Locate the Instructional Model element folios and use at least one to adjust your instruction based on feedback <p>However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).</p>	
	Score 0.5	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

WPS Proficiency Scale		Domain: Westminster Instructional Model
Proficiency Scale Theme: Student Engagement & Cooperative Learning		
Learning Target Breakdown		
Score 4.0	<p>In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class. (Score 4.0 does not equate to more work but rather a higher level of performance as articulated in this sample task.)</p> <ul style="list-style-type: none"> Serves in a leadership role with regards to Kagan Cooperative Learning 	
	Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The learner...</p> <p>SECL1 - Implements Kagan Cooperative Learning practices in the classroom</p> <p>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p>	
	Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).
Score 2.0	<p>SECL1 — The learner will recognize or recall specific vocabulary (for example, positive interdependence, individual accountability, equal participation, simultaneous interaction, cooperative learning) and perform basic processes such as:</p> <ul style="list-style-type: none"> Create a classroom setup conducive to cooperative learning Incorporate Kagan Cooperative Learning structures in your lesson plans for knowledge building or classbuilding Identify components of Kagan’s basic principles (PIES) Explain the elements of Brain Friendly Teaching/Learning Compare and contrast key differences between group work and cooperative learning Adjust instruction based on Kagan coaching cycles <p>However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).</p>	
	Score 0.5	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Proficiency Scale Theme Name: Instructional Model						
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Use the language and elements of the WPS Instructional Model when discussing, designing and implementing instruction					
2.0	Describe the elements of the WPS Instructional Model, and use the components to create professional goals					
2.0	Use the Context category of the WIM to plan for classroom set up, management and engagement					
2.0	Locate the Instructional Model element folios and use at least one to adjust your instruction based on feedback					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>

Vocabulary		Level of Understanding				My evidence for vocabulary understanding:
Word/Phrase	Meaning	4.0	3.0	2.0	1.0	
Instructional Model						
Category						
Design Area						
Element						

Proficiency Scale Theme Name: Student Engagement & Cooperative Learning						
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Implement Kagan Cooperative Learning practices in the classroom					
2.0	Create a classroom setup conducive to cooperative learning					
2.0	Incorporate Kagan Cooperative Learning structures in your lesson plans for knowledge building or classbuilding					
2.0	Identify components of Kagan's basic principles (PIES)					
2.0	Explain the elements of Brain Friendly Teaching/Learning					
2.0	Compare and contrast key differences between group work and cooperative learning					
2.0	Adjust instruction based on Kagan coaching cycles					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>

Vocabulary		<i>Level of Understanding</i>				<i>My evidence for vocabulary understanding:</i>
Word/Phrase	<i>Meaning</i>	4.0	3.0	2.0	1.0	
Cooperative Learning						
Positive Interdependence						
Individual Accountability						

Equal Participation						
Simultaneous Interaction						

CORE COMPETENCY PLAYBOOK

Instructional Resources and Planning

Component Description: A multitude of resources are available to teachers and students that help improve engagement and excitement for learning. Our District has embraced these tools, and monitors their usage and effectiveness throughout the year. This helps us stay relevant, and eliminate subscriptions that can become obsolete or ineffective over time. This [site](#) provides teachers with the information they need to begin utilizing the District resources in their classrooms. Instructional coaches can support you with planning and implementing instruction using these resources. Through NTOT, and the continued support you will receive throughout the year, you will learn how to integrate our instructional resources into Competency Based units and [lesson planning](#).

WPS Proficiency Scale		Domain: Instructional Resources and Planning
Proficiency Scale Theme: Instructional Resources & Planning		
Learning Target Breakdown		
Score 4.0	<p>In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class. (Score 4.0 does not equate to more work but rather a higher level of performance as articulated in this sample task.)</p> <ul style="list-style-type: none"> Serves in a leadership role with regards to instructional planning 	
	Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The learner...</p> <p>IRP1 - Uses the details of a personalized competency based philosophy to plan and implement instruction</p> <p>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p>	
	Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).
Score 2.0	<p>IRP1 — The learner will recognize or recall specific vocabulary (for example, tier 1, tier 2 and tier 3 vocabulary, content language objective, primary and supplemental instructional resource, cumulative review) and perform basic processes such as:</p> <ul style="list-style-type: none"> Identify the essential Tier 1, 2 and 3 vocabulary at the appropriate level(s) and plan for explicit vocabulary instruction Utilize a unit plan template to plan units of instruction aligned to proficiency scales Identify proficiency scales matched to the unit of instruction and the lessons within Identify related skills (at same level, below level and above level) and locate data to determine student needs Identify content language objectives of lessons Identify primary and supplemental instructional resources for instruction, remediation, extension and cumulative review Identify opportunities for blended instruction using digital resources (i.e. Empower, Lexia, Nearpod) to support student needs <p>However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).</p>	
	Score 0.5	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Proficiency Scale Theme Name: Instructional Resources & Planning						
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Use the details of a personalized competency based philosophy to plan and implement instruction					
2.0	Identify the essential Tier 1, 2 and 3 vocabulary at the appropriate level(s) and plan for explicit vocabulary instruction					
2.0	Utilize a unit plan template to plan units of instruction aligned to proficiency scales					
2.0	Identify proficiency scales matched to the unit of instruction and the lessons within					
2.0	Identify related skills (at same level, below level and above level) and locate data to determine student needs					
2.0	Identify content language objectives of lessons					
2.0	Identify primary and supplemental instructional resources for instruction, remediation, extension and cumulative review					
2.0	Identify opportunities for blended instruction using digital resources (i.e. Empower, Lexia, Nearpod) to support student needs					
<i>My evidence for this target:</i>						

Vocabulary		Level of Understanding				My evidence for vocabulary understanding:
Word/Phrase	Meaning	4.0	3.0	2.0	1.0	

Tier 1, 2, 3 Vocabulary						
Content Language Objective						
Primary Instructional Resource						
Supplemental Instructional Resource						
Cumulative Review						

CORE COMPETENCY PLAYBOOK

Recording and Reporting

Component Description: *Empower* is our Learning Management System where teachers record and report evidence of student learning by providing scores for activities, proficiency scales and performance levels. Empower is also a tool teachers can leverage to provide personalized, blended learning opportunities. Playlists can be developed and shared between teachers that help keep students progressing forward toward reaching their learning goals.

WPS Proficiency Scale		Domain: Recording and Reporting
Proficiency Scale Theme: Recording and Reporting in Empower		
Learning Target Breakdown		
Score 4.0	<p>In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class. (Score 4.0 does not equate to more work but rather a higher level of performance as articulated in this sample task.)</p> <ul style="list-style-type: none"> Provides support to colleagues with Empower 	
	Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The learner...</p> <p>RR1 - Uses the details of personalized competency based philosophy to score student work and determine proficiency</p> <p>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p>	
	Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).
Score 2.0	<p>RR1 — The learner will recognize or recall specific vocabulary (for example, mounting evidence, activity score, overall standard/scale score, Teacher Verification Report, Marzano True Score Estimator) and perform basic processes such as:</p> <ul style="list-style-type: none"> Locate tools in Empower for scoring activities Locate tools in Empower for updating overall scores for proficiency scales (i.e. Scoring Tab, Grading Spreadsheet, MTSE) Locate the Empower TVR for scoring levels Provide instruction and support for students and guardians on the use of Empower Plan for communicating with parents about student progress <p>However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).</p>	
	Score 0.5	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Proficiency Scale Theme Name: Recording and Reporting in Empower						
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Use the details of personalized competency based philosophy to score student work and determine proficiency					
2.0	Locate tools in Empower for scoring activities					
2.0	Locate tools in Empower for updating overall scores for proficiency scales (i.e. Scoring Tab, Grading Spreadsheet, MTSE)					
2.0	Locate the Empower TVR for scoring levels					
2.0	Provide instruction and support for students and guardians on the use of Empower					
2.0	Plan for communicating with parents about student progress					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>

Vocabulary		Level of Understanding				My evidence for vocabulary understanding:
Word/Phrase	Meaning	4.0	3.0	2.0	1.0	
Mounting Evidence						
Activity Score						
Overall Standard/Scale score						
Teacher Verification Report						

Marzano True Score Estimator						
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CORE COMPETENCY PLAYBOOK

Assessment of and for Learning

Component Description: At Westminster Public Schools, we use [large-scale assessments](#) to monitor students' progress and help educators determine the best instruction to meet the needs of all students. Each assessment produces valid, reliable data to guide academic growth.

We administer universal screening assessments throughout the year; these include Acadience Reading (early literacy skills) and Renaissance Star 360® (early literacy, reading and math). These assessments can also be used for progress monitoring to determine success of instructional interventions.

Colorado's state content assessment system includes the Colorado Measures of Academic Success (CMAS) and PSAT/ SAT. While these annual end-of-the-year assessments are required by both state and federal laws, more importantly, they are the only common measure of students' achievement of the Colorado Academic Standards in English language arts, math, science and social studies. In WPS, we use the results of CMAS and PSAT/SAT to analyze the effectiveness of our curriculum and programming.

During new teacher orientation and training (NTOT), educators will learn the role of each assessment. Throughout the year, educators will be required to complete training prior to administering the assessments.

All schools are encouraged to use the [item frames](#) developed by Marzano Resources in English Language Arts (ELA), mathematics, and science. These frames provide teachers with explicit directions as to how to construct practice items that will give students experience with the types of items they will encounter in state and national tests.

These items frames can be used as part of a cumulative review process to review important content regularly. Of course, the important content is articulated as Proficiency Scales. During a particular time set aside for review, the teacher would review the content of the Proficiency Scale that is currently being addressed. In addition, the teacher would identify a previously addressed topic or topics to include in the review process.

Throughout the year, teachers give students formative and summative assessments matched to the proficiency scales in order to monitor student progress. Assessment of and for learning can take on many forms - online assessments from the primary instructional resource, probing conversations, observations, presentations, performances, projects, and many more.

WPS Proficiency Scale		Domain: Assessment of and for Learning
Proficiency Scale Theme: Administering Assessments		
Learning Target Breakdown		
Score 4.0	<p>In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class. (Score 4.0 does not equate to more work but rather a higher level of performance as articulated in this sample task.)</p> <ul style="list-style-type: none"> Serves in a leadership role with regards to assessment administration 	
	Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The learner...</p> <p>AA1 - Administers large-scale assessments with fidelity</p> <p>AA2 - Administers classroom assessments to monitor student performance, provide support and adjust instruction</p> <p>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p>	
	Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).
Score 2.0	<p>AA1 — The learner will recognize or recall specific vocabulary (for example, Renaissance STAR, Acadience Reading, PSAT 8/9, ACCESS, CMAS, PSAT, SAT, SAC) and perform basic processes such as:</p> <ul style="list-style-type: none"> Describe the process and guidelines for administering large-scale assessments (i.e. STAR, Acadience Reading, PSAT 8/9, ACCESS, PSAT, SAT, CMAS) Identify your School Assessment Coordinator (SAC) Identify your school's Data and Assessment Facilitator (DAF) <p>AA2 — The learner will recognize or recall specific vocabulary (for example, formative assessment, summative assessment, self-assessment) and perform basic processes such as:</p> <ul style="list-style-type: none"> Identify types of formative assessments Identify types of summative assessments Identify strategies for self and peer assessment <p>However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).
Score 1.0	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).	
	Score 0.5	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).
Score 0.0	Even with help, no understanding or skill demonstrated.	

WPS Proficiency Scale		Domain: Assessment of and for Learning
Proficiency Scale Theme: Analysis of Assessment Data		
Learning Target Breakdown		
Score 4.0	<p>In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class. (Score 4.0 does not equate to more work but rather a higher level of performance as articulated in this sample task.)</p> <ul style="list-style-type: none"> Serves in a leadership role with regards to data driven instruction 	
	Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The learner...</p> <p>AAD1 - Works independently and in teams to analyze student data to improve learner performance</p> <p>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p>	
	Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).
Score 2.0	<p>AAD1 — The learner will recognize or recall specific vocabulary (for example, progress monitoring, data driven instruction) and perform basic processes such as:</p> <ul style="list-style-type: none"> Locate assessment results and identify next steps based on results Plan for and implement small group instruction based on assessment results Describe your PLC's plan for using data to drive instruction and identify students who need additional support <p>However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).</p>	
	Score 0.5	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Proficiency Scale Theme Name: Administering Assessments						
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Administer large-scale assessments with fidelity					
2.0	Describe the process and guidelines for administering large-scale assessments (i.e. STAR, Acadience Reading, PSAT 8/9, ACCESS, PSAT, SAT, CMAS)					
2.0	Identify your School Assessment Coordinator (SAC)					
2.0	Identify your school's Data and Assessment Facilitator (DAF)					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Administer classroom assessments to monitor student performance, provide support and adjust instruction					
2.0	Identify types of formative assessments					
2.0	Identify types of summative assessments					
2.0	Identify strategies for self and peer assessment					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>

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Vocabulary		<i>Level of Understanding</i>				<i>My evidence for vocabulary understanding:</i>
Word/Phrase	<i>Meaning</i>	4.0	3.0	2.0	1.0	
Renaissance STAR						
Acadience Reading						
PSAT 8/9						
ACCESS						
CMAS						
PSAT/SAT						
SAC						
Formative Assessment						
Summative Assessment						
Self-assessment						

Proficiency Scale Theme Name: Analysis of Assessment Data						
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Work independently and in teams to analyze student data to improve learner performance					
2.0	Locate assessment results and identify next steps based on results					
2.0	Plan for and implement small group instruction based on assessment results					
2.0	Describe your PLC's plan for using data to drive instruction and identify students who need additional support					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>

Vocabulary		Level of Understanding				My evidence for vocabulary understanding:
Word/Phrase	Meaning	4.0	3.0	2.0	1.0	
Progress Monitoring						
Data Driven Instruction						

CORE COMPETENCY PLAYBOOK

Blended Interventionist Framework

Component Description: Competency Based Education requires us all to be agile educators, including within systems traditionally regarded as rigid and unyielding, like special-, gifted-, Title I- and Culturally and Linguistically Diverse Education. As a Competency Based System, WPS molds to the needs of the students rather than the other way around. Therefore, the *Blended Interventionist Framework* describes our district's unique approach for addressing the complex needs of students who have a disability, have giftedness, come from poverty and/or are learning English. This framework is successfully accomplished through *collaboration across disciplines, flexibility, high-yield practices* and *universal design principles* that encompass its four cornerstones for improving student outcomes.

WPS Proficiency Scale		Domain: Blended Interventionist Framework
Proficiency Scale Theme: Blended Interventionist Framework		
Learning Target Breakdown		
Score 4.0	<p>In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class. (Score 4.0 does not equate to more work but rather a higher level of performance as articulated in this sample task.)</p> <ul style="list-style-type: none"> Serves in a leadership role with regards to the Blended Intervention Framework 	
Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The learner...</p> <p>BIF1 - Articulates the purpose of the Interventionist Framework and how it helps students with diverse learning needs in the context of a Competency Based System to a colleague</p> <p>BIF2 - Actively takes part or helps lead the Interventionist Framework at their assigned school collaboratively with building administration, interventionists and general educators</p> <p>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p>	
Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).	
Score 2.0	<p>BIF1 — The learner will recognize or recall specific vocabulary (for example, siloes (in the context of education), interventionists, collaboration, high-yield practices, flexibility (in the context of the framework), universal design) and perform basic processes such as:</p> <ul style="list-style-type: none"> Understand the impact of siloed practices for our most vulnerable children Understand the impacts that labels can have on children, both good and bad Describe the similarities & differences among the various special programs <p>BIF2 — The learner will recognize or recall specific vocabulary (for example, CLDE, SpEd, GT, PEDAL) and perform basic processes such as:</p> <ul style="list-style-type: none"> Describe how it fits within hand-in-glove with competency-based education Identify and describe the 4 cornerstones of the Interventionist Framework Describe the role of the interventionists & general educators at WPS in this context <p>However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).	
Score 1.0	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).	
Score 0.5	With help, a partial understanding of some of the simpler details and process (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Proficiency Scale Theme Name: Blended Interventionist Framework						
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Articulate the purpose of the Interventionist Framework and how it helps students with diverse learning needs in the context of a Competency Based System to a colleague					
2.0	Understand the impact of siloed practices for our most vulnerable children					
2.0	Understand the impacts that labels can have on children, both good and bad					
2.0	Describe the similarities & differences among the various special programs					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>
		4.0	3.0	2.0	1.0	Why is this important to learn?
4.0	Serve as a recognized leader in helping others with this practice/activity					
3.0	Actively take part or help lead the Interventionist Framework at their assigned school collaboratively with building administration, interventionists and general educators					
2.0	Describe how it fits within hand-in-glove with competency-based education					
2.0	Identify and describe the 4 cornerstones of the Interventionist Framework					
2.0	Describe the role of the interventionists & general educators at WPS in this context					
<i>My evidence for this target:</i>						<i>SMART goal for this target:</i>

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Vocabulary		<i>Level of Understanding</i>				<i>My evidence for vocabulary understanding:</i>
Word/Phrase	<i>Meaning</i>	4.0	3.0	2.0	1.0	
siloes (in the context of the framework)						
interventionists						
collaboration						
high-yield practices						
flexibility (in the context of the framework)						
universal design						
CLDE						
SpEd						
GT/PEDAL						