State Driver Diagram: Rhode Island

Primary Drivers:

Secondary Drivers:

3-Year Aim:
All teachers in network schools will have equitable access to high levels of ownership over, and deep engagement in effective job-embedded professional learning (PL) grounded in the use of high-quality curriculum and instructional materials(HQCIM)

December Aim:
By December 2018, 20 teachers across three districts will be engaged in high quality job-embedded PL most relevant to the current context of the school/team grounded in the use of HQCIM.

Stakeholder Communication
Message the "what," "why," and "how" of the work to coalition members, educators, and other stakeholders

1. Knowledge of extant research on PL/HQCIM
2. Written communication and materials
3. Outreach events to district and school personnel
4. Baseline of teacher understanding and perception of PL/HQCIM

Shared Definitions of Quality
Build common language and benchmarks of quality for job-embedded PL grounded in the use of HQCIM

1. Definition of HQCIM
2. Criteria for determining HQCIM
3. Definitions of job-embedded PL grounded in HQCIM
4. Metrics of successful job-embedded PL grounded in HQCIM

Job-Embedded Learning Designs
Implement job-embedded professional learning structures that begin to build a body of empirical evidence of PL that improves teachers' implementation of HQCIM

1. PL structures (e.g. PLCs or coaching), drawn from both district capacity and research
2. Measures and aligned instruments
3. PL pilot design, including feedback captures and reflection
4. Data collection, analysis, and reporting