



Goals for Today

Review:

AIB Update: Timelines and Deliverables

Early Childhood Update

Expert Review Teams Update

Deliverables FY '23

September:

1st: MSDE criteria to evaluate local implementation plans due to AIB

1st: LEA's submit 9th grade tracker report

October:

10th: LEA's administer statewide Kindergarten Readiness Assessment to all incoming kindergarten students

November:

1st: LEA's submit report on plans to enhance and expand behavioral health services

15th: LEA's submit report on technology spending and percentage of student/staff with adequate access to devices/connectivity

December:

1st: AIB to issue final draft of the Comprehensive Implementation Plan

1st: LEA's submit disaggregated data by eligible public and private PreK provider

1st: All staff in direct contact with students must complete annual behavioral and trauma training

1st: LEA's submit report on the use of federal and state funding

Recent Updates: AIB Meetings

AIB meetings held on July 20th, July 28, and August 4th

- Pillars 3 and 4: College and Career Readiness; More Resources for Students who Need Them
- Pillar 1: Early Childhood Education
- Expert Review Teams
- Pillars 2 and 5: High Quality and Diverse Teachers and Leaders; Governance and Accountability

Earl	y Child	hood Education											
Expan	d publicly	r funded full-day Pre-K	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY
1.1.1	Expand a	access to free full-day pre-K for low-income 3- and 4-year-old children (up to 300% of the federal poverty level)	+										F
	1.1.1(a)	State and local shares cover the cost of full-day pre-K for families of 3- and 4-year-old children with incomes up to 300% of the federal poverty level	-	✦									-,
	1.1.1(b)	Priority for available slots shall be given to 3- and 4-year-olds from low-income families; children with disabilities; homeless youth; and children from homes in which English is not the primary spoken language		\diamond			-						-
	1.1.1(c)	Interagency Commission on School Construction shall prioritize public school construction funding requests for high-quality pre-K classrooms and shall consider the availability of private eligible pre-K providers with these requests	•										
	1.1.1(d)	MSDE administers pre-K expansion grants to expand full-day pre-K slots and convert half-day slots to full-day slots	ſ			Ŷ							
	1.1.1(e)	Local health or social services departments shall notify families that their 3 or 4 year old child may be eligible for publicly funded pre- K services if they applied for economic services and the child is 3 or 4 years old by 9/1	Î										
	1.1.1(f)	Income-eligible families shall have access to extended day services through the Child Care Scholarship Program		\diamond									F
	1.1.1(g)	All 4-year-old children and 3-year-old children from low-income families who wish to enroll in full-day pre-K shall be served by FY26 and FY30, respectively					✦				•		
1.1.2	Expand a	access to full-day pre-K for 4-year-old children between 300-600% of the federal poverty level on a sliding scale				\diamond							F
	1.1.2(a)	MSDE shall establish a sliding scale to calculate the family share of full-day pre-K for families of 4-year-old children with incomes greater than 300% but less than 600% of the federal poverty level on or before 7/1/22		♦									Γ
	1.1.2(b)	MSDE implements the sliding scale for families of 4-year-old children with incomes greater than 300% but less than 600% of the federal poverty level (families with incomes greater than 600% of the federal poverty level pay the full cost of pre-K)				÷							
1.1.3	Impleme	ent a high-quality mixed-delivery (public and private) pre-K system		\diamond									F
	1.1.3(a)	Private providers must provide at least 30% of pre-K slots in FY23 and phase up to 50% of pre-K slots in FY27		\diamond				\Rightarrow					
	1.1.3(b)	LEAs may request a waiver from MSDE to include less than the required minimum percent of private providers		\diamond									F
1.1.4		Il enter into a memorandum of understanding (MOU) with MSDE, each eligible private provider participating in publicly funded pre-K ounty, and other applicable government agencies		•									
	1.1.4(a)	LEAs submit MOUs as part of their Blueprint Implementation Plans		•									
	1.1.4(b)	MOUs shall provide for services for children with disabilities		•									
	1.1.4(c)	MOUs shall provide for a process by which a parent is able to indicate a preference for eligible pre-K providers		•									
	1.1.4(d)	MOUs shall provide for the manner for processing the payment of the State share, local share, and family share for each child who is enrolled with an eligible pre-K provider		•									
	1.1.4(e)	MOUs shall provide for any agreed upon administrative costs to be retained by an agency that is party to the agreement and the manner in which the parties will meet the MOU requirements		•									
	1.1.4(f)	MOUs shall provide for a plan to address racial and socioeconomic integration in pre-K classrooms		•									
1.1.5	Require	public and private providers to meet high-quality standards to receive public funding		\diamond			\Rightarrow						F
	1.1.5(a)	Teachers shall hold State certification for teaching in early childhood education OR a bachelor's degree in any field while they pursue alternative certification					+						F

							 -	 	
	1.1.5(b)	Teaching assistants shall hold at least a Child Development Associate (CDA) certificate or an associate's degree				\Rightarrow			->
	1.1.5(c)	Program staff shall receive high-quality professional development		\diamond					-
	1.1.5(d)	Providers shall offer instructional staff salaries and benefits comparable to those of instructional staff employed by the county board of the county in which the program is located		\diamond					-
	1.1.5(e)	Providers shall maintain a child-to-instructional staff ratio of no more than 10 to 1 and maintain a class size of no more than 20 with, at a minimum, one teacher with high-staff qualifications		\diamond					
	1.1.5(f)	Providers shall offer a full-day pre-K program of at least 6.5 hours		\diamond					
	1.1.5(g)	Providers shall be inclusive of children with disabilities to ensure access to and full participation in all opportunities		\diamond					->
	1.1.5(h)	Providers shall offer curricula and learning environments aligned with the State Early Learning and Development Standards for at least the year prior to kindergarten entry		\diamond					
	1.1.5(i)	Providers shall individualize accommodations and supports for all students		\diamond					
	1.1.5(j)	Providers shall conduct evaluations to ensure continuous program improvement		\diamond					
	1.1.5(k)	Providers shall maintain on-site or accessible comprehensive services for students		\diamond					
	1.1.5(I)	Providers shall maintain community partnerships that promote access to comprehensive services for families of students		\diamond					
	1.1.5(m)	Providers shall maintain evidence-based health and safety standards		\diamond					
	1.1.5(n)	Providers shall achieve a quality rating level of 5 in the Maryland EXCELS program within five years		\diamond					->
1.1.6	Increase	the number of high-quality private pre-K providers and staff	-			\Rightarrow			
	1.1.6(a)	MSDE will establish application procedures for Early Childhood Education Enhancement Grants for private providers to assist in obtaining certification and professional development activities							
	1.1.6(b)	The Governor shall appropriate \$1 million annually for the Child Care Accreditation Support Fund to pay for application fees for an approved accrediting organization on behalf of (or to reimburse) a childcare provider	÷						->
	1.1.6(c)	Funding for the Child Care Incentive Program shall increase by 10% over the prior fiscal year to improve child care provider's quality of care through the purchase of office-approved materials, equipment, or supplies	\diamond					÷	
	1.1.6(d)	Funding for the Maryland Child Care Credential Program shall increase by 10% over the prior fiscal year for individuals with approved staff credentials to receive an achievement bonus or a reimbursement or voucher for training	Ŷ		÷				
	1.1.6(e)	MSDE awards eligible individuals funds to cover the cost of tuition and fees, textbooks, and eligible coursework expenses in degree programs related to early childhood education through the Child Care Career and Professional Development Fund	÷						-
	1.1.6(f)	Funding for Maryland's EXCELS program shall increase by 10% over the prior fiscal year and participating programs shall receive a bonus based on their initial and long-term publication of quality rating levels	\diamond			4			
	1.1.6(g)	MSDE identifies a primary contact employee for early child care in the Office of Child Care	\diamond						
1.1.7	MSDE an	d LEAs submit reports to the AIB and the General Assembly on pre-K expansion	\diamond						->
	1.1.7(a)	MSDE submits a report that includes a plan for verifying family income; distributing pre-K funds; identifying pre-K program preferences; and calculating state, local, and family shares	✦						
	1.1.7(b)	Local departments of social services and health shall each annually report to the General Assembly on the number of parents who were given a notification and subsequently enrolled their child in a publicly funded pre-K program by 12/1	∻						-
	1.1.7(c)	LEAs submit an annual report to the AIB and MSDE on the number of eligible Pre-K providers in the county (public and private), EXCELS ratings, and provider participation rate by 12/1		\diamond					-

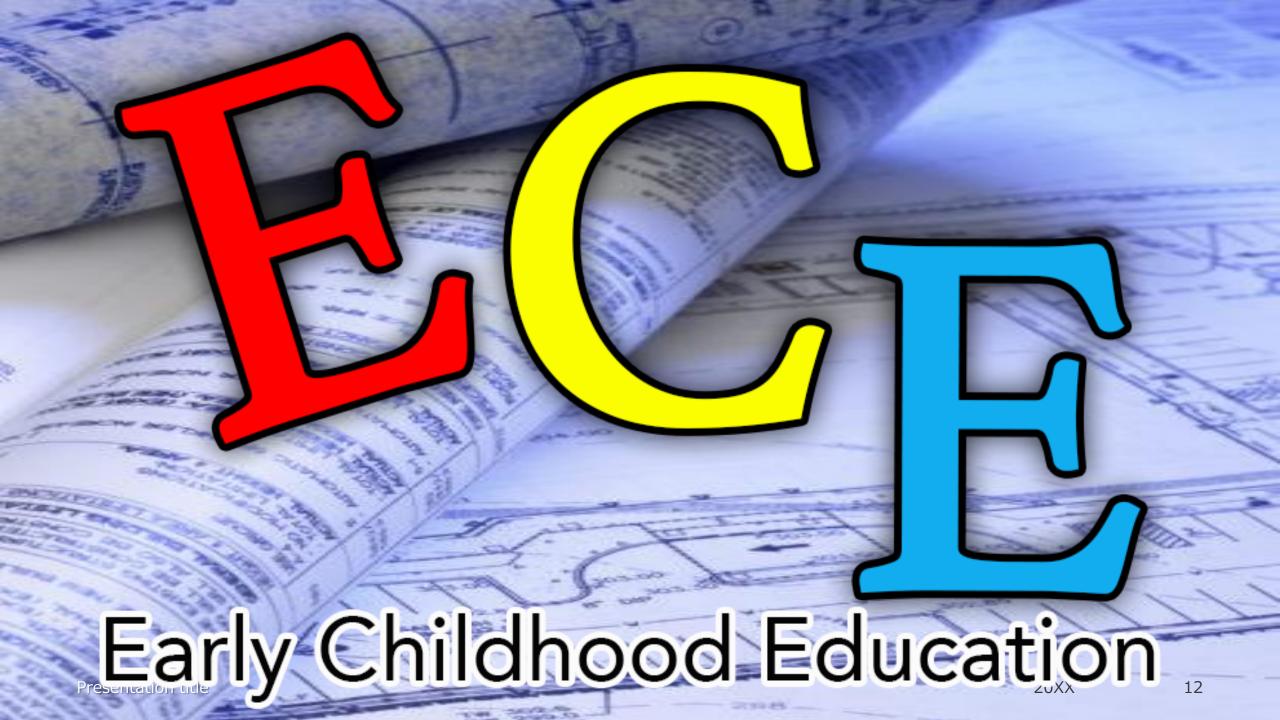
-					-									
	1.2	Kinderg	arten Readiness Assessment	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY32
_		1.2.1	Administer unbiased Kindergarten Readiness Assessment to all incoming kindergarten students		\diamond									•
		1.2.1(a)	The assessment shall be administered to all incoming kindergarten students in the State with the purpose of measuring school readiness to be used for diagnostic purposes, curriculum development, and early detection of learning challenges		\diamond									-
		1.2.1(b)	The assessment may include an evaluation of language and literacy skills, academic knowledge in mathematics, science, and social		\diamond									-
		1.2.1(c)	The assessment shall be completed on or before October 10 with the aggregate results returned within 45 days after administration		\Rightarrow									-
		1.2.1(d)	LEAs shall consult with kindergarten teachers in determining how to implement the assessment before administering it		\Rightarrow									-
		1.2.1(e)	The assessment shall be the sole diagnostic assessment for measuring school readiness		\diamond									-
		1.2.1(f)	MSDE shall adopt regulations to implement the assessment requirements		\diamond									-
		1.2.1(g)	LEAs shall provide professional development to instructional staff to support assessment administration		•									-
1.3	Expan	d family s	supports	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY32
	1.3.1	Create 3	0 new Family Support (Patty) Centers by FY29	ł							✦			
		1.3.1(a)	The Governor shall appropriate \$330,000 for each additional Patty Center that shall provide services to improve parenting skills, develop the family as a functioning unit, and promote their children's growth and development	ł							✦			
		1.3.1(b)	MSDE shall select the location of new Patty Centers	ł							✦			
		1.3.1(c)	The State shall provide funding for three additional Patty Centers per year between FY22-29	✦							÷			
	1.3.2	Create 1	35 new Judy Centers by FY30	ł								+		
		1.3.2(a)	The Governor shall appropriate \$330,000 for each additional Judy Center	ł								+		
		1.3.2(b)	LEAs that receive a Judy Center Grant shall administer the award; submit fiscal and program reports as required by MSDE; and coordinate the involvement of participating agencies and programs in any evaluation conducted by MSDE	ł										-
		1.3.2(c)	MSDE submits an annual report on the Judith P. Hoyer Early Childhood Education Enhancement Program to the Governor and the General Assembly by 11/1	ł										-
		1.3.2(d)	The State shall prioritize increasing the number of Judy Centers in communities with Title I schools	ł								♦		
		1.3.2(e)	The State shall create 9 additional Judy Centers per year between FY22-30	♦								÷		
		1.3.2(f)	MSDE shall establish application procedures for obtaining Judy Center grants; supervise and monitor the use of Grant funds; and evaluate whether Grant recipients are meeting annual benchmarks established by MSDE	-										-
		1.3.2(g)	MSDE shall conduct an evaluation process to measure the effectiveness of Judy Centers											
	1.3.3	Fully fun	d the Maryland Infants and Toddlers Program	-								+		
		1.3.3(a)	The Governor shall provide increasing amounts of funding for the Program between FY21-30 and \$22.7 million from FY31 and thereafter (adjusting for inflation each year)	-										-

AIB	Blue	eprint fo	or Maryland's Future Accountability & Implementation Board]										
Legend			end date included in Blueprint statute	1										
_	_		end date not included in Blueprint statute; dates in table are estimated based on Kirwan Commission final timeline											
Pillar 2	-		and Diverse Teachers & Leaders	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY 32
2.1	Recruit	and maintair	n a high-quality and diverse teacher workforce											
	2.1.1	Implement a	statewide marketing campaign to attract high quality and diverse teaching candidates											-
		2.1.1(a)	Governor appropriates at least \$250,000 in annual state budget for MSDE to implement these pillar requirements	+										-
		2.1.1(b)	MSDE establishes a diverse steering committee											
		2.1.1(c)	MSDE builds a digital recruitment platform and outreach program focused on candidates from historically underrepresented populations and fields experiencing teacher shortages											
		2.1.1(d)	MSDE gathers contact information of potential teaching candidates and provides them with information about teaching profession											
		2.1.1(e)	MSDE engages prospective teachers with messaging that cultivates their interest in the profession											
		2.1.1(f)	MSDE implements the "Talk to a Teacher" program to create opportunities for prospective teachers to communicate with role model teachers											
		2.1.1(g)	MSDE provides information to increase awareness of available state incentives for individuals pursuing a teaching certificate (e.g., Maryland Teaching Fellows Scholarship and LARP)											
		2.1.1(h)	MSDE provides information to increase awareness of persistent opportunity gaps and racial disparities between students and teachers in Maryland schools											
		2.1.1(i)	MSDE markets to counselors and career centers in secondary and postsecondary institutions through the outreach and digital recruitment platform											
	2.1.2	Provide fund	ing to the Maryland Teaching Fellows Scholarship to encourage highly-skilled and diverse candidates to teach in high-need schools	+										-
		2.1.2(a)	Annual allocation in State budget for MHEC phases up to award scholarships to at least \$18,000,000 for FY25 and beyond	+										-
		2.1.2(b)	MHEC awards scholarships to eligible students so as to reflect the geographic and racial diversity of Maryland's public schools students	+										-
	2.1.3	Expand Mary	land's loan assistance repayment program (LARP) for public school teachers	\diamond										
	2.1.4	MHEC impler	ments and administers the new Teacher Quality and Diversity Program to support students from historically underrepresented populations		\diamond									->
		2.1.4(a)	State budget includes at least \$1,000,000 appropriation to the Teacher Quality and Diversity Program annually		\diamond									->
		2.1.4(b)	MHEC increase awareness of Teacher Quality and Diversity Program Grants among higher education institutions		•-									-
		2.1.4(c)	MHEC may adopt regulations to award Teacher Quality and Diversity Program Grants		•-									
		2.1.4(d)	State may provide additional grant funding to a higher education institution in an amount equal to or less than the grant funding that they receive from a non-state source to increase the quality and diversity of applicants for its teacher training program (this amount cannot exceed \$500,000 in a single year)		•									-
		2.1.4(e)	MHEC provides assistance to higher education institutions applying for grants to increase quality and diversity of applicants for teacher training programs		•									-
	2.1.5	Monitor the	quality and diversity of State teacher candidates and existing teacher workforce		\diamond				\Rightarrow					-
		2.1.5(a)	MLDS submits annual progress report on improving the quality of the preparation and diversity of Maryland teacher candidates and new teachers		+									+
		2.1.5(b)	LEAs submit report on the diversity of their teacher workforce		✦									
		2.1.5(c)	AIB leads evaluation of statewide efforts to increase diversity amongst teacher prep program enrollees and graduates, as well as State teachers and leaders						+					
		2.1.5(d)	AIB submits report evaluation results and recommendations for alterations to State programs and policies needed to diversify State educator workforce						✦					

Increase	e rigor of teac	her preparation programs and licensure requirements									
2.2.1	State provides	Teacher Collaborative Grants to create models of teacher pre-service and in-service programs based on new requirements	-		+						
	2.2.1(a)	State allocates at least \$2,500,000 to MSDE each year for the Teacher Collaborative Grant Program	-		+						
[2.2.1(b)	MSDE awards and administers Teacher Collaborative Grants	-		+						
. 1	2.2.1(c)	MSDE annually reports on the number of grant applications received; the number of grants awarded; and the current status of each grantee and their	-			+					
2.2.2	Revise teach	er prep programs to meet new requirements					\uparrow				
	2.2.2(a)(1)	Set minimum length of teacher training practicums for alternative certification programs to 100 days	✦								
	2.2.2(a)(2)	Set minimum length of teacher training practicums for undergraduate and alternative certification programs to be equivalent to one full school year					+				
	2.2.2(a)(3)	Set minimum length of teacher training practicums for graduate teacher preparation programs to 100 days (may go up to the equivalent of one full school year)					+				
	2.2.2(a)(4)	Identify partner schools to offer practicums that have student bodies reflecting the diversity of public schools in the State or the diversity of the geographic area in which the school is located		•							
	2.2.2(a)(5)	Identify clinical mentor teachers in partner schools based on the career ladder when it is fully implemented to support students in teacher preparation programs					+				
	2.2.2(a)(6)	Clinical mentor teachers evaluate teacher practicum participants to ensure they display the competencies of a certified teacher					+			_	
	2.2.2(b)(1)	differentiation of instruction, assessment of student learning deficits, cultural competency, restorative practices, and effective classroom									
	2.2.2(b)(2)	Teacher prep programs provide training in knowledge and skills to understand and teach the Maryland curriculum frameworks								_	
	2.2.2(b)(3)	Teacher prep programs incorporate classroom observations of program participants in different school settings to determine if participant has aptitude and temperament for teaching.									
	2.2.2(b)(4)	Teacher prep programs develop a method for communicating and collaborating regularly with local school systems to strengthen teacher preparation, induction, and professional development systems									
	2.2.2(b)(5)	MSDE provides technical assistance and develops a systemic method of providing feedback to teacher preparation programs									
	2.2.2(b)(6)	MSDE assists teacher preparation programs in seeking and retaining highly qualified candidates, particularly individuals from historically underrepresented populations									
	2.2.2(b)(7)	MSDE and MHEC may authorize traditional or alternative teacher preparation programs to establish an apprenticeship program									
	2.2.2(b)(8)	MSBE and PSTEB, in consultation with the AIB, adopt regulations to revise teacher preparation program requirements									
	2.2.2(b)(9)	A teacher prep workgroup reviews current State requirements for teacher preparation programs		•							
2.2.3	Require in-st	ate teacher candidates to pass a portfolio-based assessment of teaching ability for graduation from a state program and for initial licensure					+				
	2.2.3(a)	MSDE determines whether a particular assessment of teaching skill required for initial certification more adequately measures the skills and knowledge required of a highly qualified teacher									
	2.2.3(b)	MSDE submits a report to the General Assembly on or before the next September 1 with its recommendations for revising qualifications for initial teacher licensure, as needed									
	2.2.3(c)	MSDE actively monitors and assesses impact of new teacher standards and assessments for any negative impact on the diversity of teacher candidates passing initial certification assessments									
	2.2.3(d)	MSDE reports results from monitoring and assessment to the AIB									
2.2.4	Require in-st	ate teacher candidates to pass a state-specific examination of reading instruction and grade-level content for initial licensure					+				
	Require teac	her candidates who graduated from an out-of-state institution to pass an exam of teaching ability within 18 months of being hired or hold National				<u> </u>	-				l

1	Impler	ment compre	hensive in-service educator training										
	2.3.1	Require all o	ertified school personnel who have regular and direct contact with students to complete annual training on student behavioral health	-								-	
		2.3.1(a)	MSBE adopts regulations to implement training on student behavioral health										
		2.3.1(b)	County boards determine method by which to provide training on student behavioral health to school personnel										
	2.3.2	MSDE, in co	llaboration with AIB, provides separate school leadership training programs on the Blueprint		•-							-	*
		2.3.2(a)	MSDE and AIB provide targeted training on the Blueprint to the State Superintendent of Maryland Public Schools, local superintendents, and senior instructional staff		•								+
		2.3.2(b)	MSDE and AIB provide targeted training on the Blueprint to members of the Maryland State Board of Education, county boards of education, and school principals		•-								*
	2.3.3	MSDE, in co	nsultation with LEAs and Education Deans and Directors, develops guidelines for comprehensive induction programs for all new teachers					+				-	+
		2.3.3(a)	Districts select highly competent teachers to serve as mentors from the career ladder (when well-established) and provide mentors with time during the normal work day to perform their role as part of their professional responsibilities										
		2.3.3(b)	Teacher induction program guidelines must incorporate the Teacher Induction, Retention and Advancement Pilot Program framework									\neg	
2.4 Es	tablish	new statew	ide educator career ladder and professional development system										Ĺ
2	2.4.1 Ir	mplement a r	ew program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations		•		_					-	+
		2.4.1(a)	MSDE hires National Board Coordinator to direct the NBC Support Program		•								
	F	2.4.1(b)	LEAs select local National Board Coordinators to support the program in each LEA		•							\neg	
2	2.4.2 L	EAs impleme	nt educator career ladder on or before 7/1/24				4			_		=	+
	T	2.4.2(a)	LEAs develop career ladder in accordance with State requirements and are otherwise subject to collective bargaining	•		+							
	F	2.4.2(b)	LEAs may convene a local career ladder development board	•		-•						\neg	\neg
	F	2.4.2(c)	LEA career ladder and associated salary increases take effect based on MSDE's recommendation and AIB's approval			•	≁					\neg	
	F		In selecting teachers to move up the career ladder, LEAs prioritize teachers who have experience in schools that reflect the racial and ethnic diversity of the State or receive a Concentration of Poverty Grant				$\mathbf{+}$				-	-	+
2	1.4.3 N		and implements a new system of professional development tied to the career ladder by 7/1/24				Ŷ			_		=	+
		2.4.3(a)	LEAs implement new system of professional development tied to the career ladder					+				=	+
	F	2.4.3(b)	LEAs implement new system of professional development tied to the career ladder for all new teachers						✦			=	+
2	1.4.4 L	EAs impleme	nt non-instructional time requirements for classroom teachers, including collaborative time				+			_	-	=	•
	T	2.4.4(a)	LEAs create more opportunities for teachers to work in teams during the workday				4				-	=	•
	F	2.4.4(b)	LEAs support teachers to identify and work with students who need extra help during the workday				÷					=	•
	F	244(c) 1	LEAs prioritize working time outside the classroom for newly licensed teachers and teachers in schools that are low-performing, have a high concentration of students in poverty, and/or have a large achievement gap				+					=	•
2	2.4.5 R		ng principals to be NBC teachers (waiver available through MSBE)								+	=	-
	T	2.4.5(a)	MSBE and PSTEB identify criteria that NBC teachers must meet to serve as a licensed principal										
	F	2.4.5(b)	MSBE and PSTEB establish a process through which an individual who is not an NBC teacher may receive a waiver to serve as a licensed principal									\neg	\neg

								 	 _	 _
2.5	Improv	e educator co	mpensation							
	2.5.1	implement \$1	0,000 salary increase for eligible NBC teachers by 7/1/22		+					+
	2.5.2	implement \$7	,000 salary increase for eligible NBC teachers working in low-performing schools by 7/1/22		\rightarrow					٢
[2.5.3	implement sa	lary increases in accordance with career ladder				ł			+
-		2.5.3(a)	Implement \$5,000 salary increase for lead teachers							•
		2.5.3(b)	Implement \$10,000 salary increase for distinguished teachers				ł			-
	[2.5.3(c)	Implement \$15,000 salary increase for professor distinguished teachers				${\leftarrow}$			•
		2.5.3(d)	Implement \$15,000 salary increase for distinguished principals				ł			•
_		2.5.3(e)	Implement salary increases associated with maintenance of NBC				4			•
	2.5.4	implement ini	itial 10% salary increase for teachers by 6/30/24	+		+				
_			County boards must demonstrate to the AIB that they have provided a 10% salary increase from FY19-FY24 as part of their updated implementation plans				✦			
	2.5.5	implement mi	inimum \$60,000 starting teacher salary by 7/1/26					+		



PROGRAM BREAKDOWN

o<u>CCPS Pre-K Programs</u>

6 Full day 4YO Pre-K programs (BES, WHES, SES, SLES, PAC 2) 11 Half Day 4YO Pre-K programs (HES, SES, BAES, CES, SLES, DES)

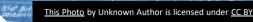
○<u>Head Start Programs</u>

 $\,\circ\,$ 2 Full Day 4YO programs (SES and PAC)

 4 Half day 4YO pre-K programs (HES and BAES- both have am and pm classes)

OPrivate Providers

O NONE



POSITIONS TO SUPPORT BLUEPRINT IMPLEMENTATION

OPrekindergarten Program Specialist

OEarly Childhood Supervisor

OBudget and Grant Specialist Position

PRE-K REGISTRATION/APPLICATION PROCESS

 \circ Online Applications

 $\odot Families offered spots for SY 22-23$

 Based on their income level which is based on the Federal Poverty Level (FPL).



ntrance P

and allowed

Part - North

BALLY -

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PILOT PROCESS

Teams determine causes for issues and develop recommendations

Teams deployed to schools affected by Covid-19 pandemic

Pilot Expert Review Team Rubric

4 Domains, 10 Indicators, and 23 Measures in the pilot rubric



OVERVIEW

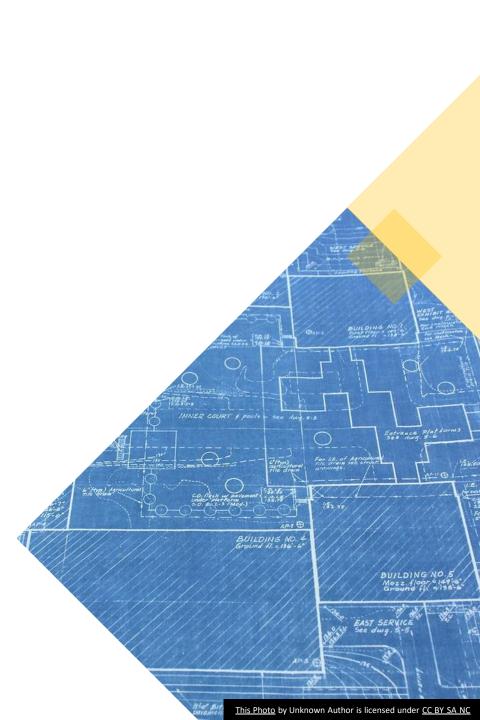
Six Expert Reviews per Visit

Three observe classroom instruction

Three facilitate interviews

Internal team debrief

Debrief with school leadership and central office staff



SITE VISIT PROCESS

ntrance ?

Prior to visit: Pre-meeting

During Visit: Classrooms are selected observe for at least 20 minutes per class.

Interviews are conducted on-site according to a researched-based protocol with defined questions.

Expert review team debrief with central office staff and school leaders

Draft report is developed

Final report is submitted to the school and school system and posted on MSDE's website

IMPACT ON CCPS

Generate New Ideas

Best Practices

Range of Perspectives



