

## Performance Level Descriptors

| Evidence of Awareness   |   | Evidence of Commitment   |   | Evidence of Practice   |   | Evidence of Impact  |   |
|---|---|--|---|--|---|---|---|
| 0   | 1 | 2  | 3 | 4  | 5 | 6   | 7 |
| <p>(0) Most stakeholders express little interest in or involvement with the element. Key individuals (educators, leaders) who would have responsibilities relative to the element have little knowledge of the element and are not taking action to become involved.</p> <p>(1) Stakeholders indicate a general awareness of and interest in learning more about the element. Key individuals (educators, leaders) may be exploring the value, determining the demands of implementing the element.</p> |   | <p>(2) Key individuals (educators, leaders) who would have responsibilities relative to the element are seeking information and/or building capacity relative to the element. They may be uncertain about the demands, their adequacy to meet those demands, or their role.</p> <p><i>(2) Decision Point: Key individuals are actively seeking information.</i></p> <p>(3) Key individuals (educators, leaders) who would have responsibilities relative to the element understand what it will take to implement the element and are preparing to do so.</p> <p><i>(3) Decision Point: Key individuals are planning to implement the element and have a time frame for beginning.</i></p> |   | <p>(4) Stakeholders are interested mainly in the processes and tasks associated with the element. Concerns related to efficiency, organizing, managing, and scheduling dominate. Key individuals (educators, leaders) focus most of their effort on the short-term, day-to-day activity associated with the element. Changes in practice are made with a primary goal to increase efficiency of implementing the element.</p> <p><i>(4) Decision Point: Key individuals are implementing the element, but it has not yet become “routine” practice.</i></p> <p><i>(5) Key individuals (educators, leaders) are focused on maintaining their practice relative to the element. Implementation of the element among key individuals is stabilized—it has become routine practice. Few if any changes are being made to ongoing practice.</i></p> <p><i>(5) Decision Point: Key Individuals are implementing the element with fluidity, they are not spending time in preparation or considering how to make substantive changes to their practice.</i></p> |   | <p>(6) Stakeholders are focused on the impact of the element on the “clients” (students and/or families) within his/her immediate sphere of influence. They consider the relevance of the element for their clients; the evaluation of outcomes, and the changes that may be needed in their practice to improve outcomes.</p> <p><i>(6) Decision Point: Key individuals (educators, leaders) have made improvements in their practice in the last 3 months relative to the element to increase the impact for clients within their immediate sphere of influence.</i></p> <p>(7) Stakeholder perspectives focus on coordinating and cooperating with others relative to the element. Key individuals (educators, leaders) are combining their efforts with the related activities of colleagues to achieve a collective impact on students and/or families across their spheres of influence.</p> <p><i>(7) Decision Point: Key individuals have made changes in their practice in the last three months relative to the element in coordination with colleagues to improve the impact on clients across their spheres of influence.</i></p> |   |

