Acknowledgments

Many people across Missouri contributed to the development and evolution of this Blueprint and the overall District Continuous Improvement Framework. Special recognition goes to the following partners who have collaboratively helped shape the statewide District Continuous Improvement Framework.

- The Commissioner, Deputy Commissioner, and Assistant Commissioners at the Missouri Department of Elementary and Secondary Education for their vision and leadership
- DESE Division of Learning Services who worked collaboratively to create alignment across offices and to support districts in their efforts to implement effective educational systems
- Directors and Consultants from statewide Regional Professional Development Centers for their ongoing commitment to DCI
- Staff from the Northern Arizona University Institute for Human Development for leadership and ongoing support for the design and development of District Continuous Improvement
- The participating DCI Districts for their willingness to collaborate, share, and inform the future of education for Missouri students


The contents of this framework were developed under a grant from the US Department of Education to the Missouri Department of Elementary and Secondary Education (#H323A170020). However, these contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.

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Personnel from the Institute for Human Development (IHD), at Northern Arizona University, provide training, education, and service for people with disabilities and conduct research focusing on improving educational and disability systems. For over ten years, this team has worked closely with the Missouri Department of Elementary and Secondary Education, Office of Special Education to infuse research into professional development and the statewide system of support. This translation of research into practice occurs through the reciprocal exchange of information, between community members, partner organizations, state agencies, and the IHD. IHD is part of a national network of University Centers for Excellence in Developmental Disabilities (UCEDD).
## Common Acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Explanation</th>
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<tr>
<td>CST</td>
<td>Coaching Support Team</td>
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<td>CT</td>
<td>Collaborative Teams</td>
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<td>CTE</td>
<td>Collective Teacher Efficacy</td>
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<td>CWIS</td>
<td>Collaborative Work Implementation Scale/Survey</td>
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<td>DACL</td>
<td>Developing Assessment Capable Learners</td>
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<td>DBDM</td>
<td>Data-Based Decision Making</td>
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<tr>
<td>DCI</td>
<td>District Continuous Improvement</td>
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<td>DLT</td>
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<td>ESSA</td>
<td>Every Student Succeeds Act</td>
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<td>ETLP</td>
<td>Effective Teaching and Learning Practices</td>
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<td>HQPD</td>
<td>High Quality Professional Development</td>
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<td>MMD</td>
<td>Missouri Model Districts</td>
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<td>PD</td>
<td>Professional Development</td>
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<td>PLM</td>
<td>Professional Learning Module</td>
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<td>RPDC</td>
<td>Regional Professional Development Center</td>
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<td>SAPP</td>
<td>Self-Assessment Practice Profile</td>
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<tr>
<td>SBIC</td>
<td>School-Based Implementation Coaching</td>
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<td>VLP</td>
<td>Virtual Learning Platform</td>
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For definitions of terms used through the Blueprint, see the Glossary of Terms (starting on p. 74) in the Appendix.
Preface

The District Continuous Improvement (DCI) Framework was developed through the work with Missouri Model Districts (MMD). MMD began with the 2017 - 2018 school year as an opportunity offered to 15 selected districts (91 buildings) in an effort to advance and sustain effective educational practices. In the 2018 - 2019 school year the second cohort of 49 districts (207 buildings) was added to MMD. Based on the lessons learned through MMD, the Missouri Department of Elementary and Secondary Education (DESE) initiated District Continuous Improvement in the 2019 - 2020 school year, adding an additional 60+ DCI districts with almost 300 buildings. Additionally in the 2019 - 2020 school year ESSA (Every Student Succeeds Act) districts were invited to participate, adding another 27 districts. There are currently a total of 143 districts participating in DCI. Using a district-level approach, District Continuous Improvement integrates effective academic and behavioral practices into a framework for achieving exceptional student outcomes.

Outcomes

The Missouri Department of Elementary and Secondary Education is committed to maintaining a statewide system designed to support district leaders and educators to achieve exceptional outcomes for all students. Through this partnership, DESE and participating districts work collaboratively to achieve the following outcomes.

- Scale-up the DCI Framework as a cohesive system of support that can be implemented statewide in any district, regardless of demographics
- Collaborate across statewide systems and resources that support effective education for ALL Missouri students
- Collect data to inform District Continuous Improvement and DESE regarding outcomes and goals for effective teaching and learning, identifying the non-negotiables (what works) and areas of flexibility when implementing in various contexts
- Implement effective educational practices resulting in exceptional outcomes for all students, especially students showing risk factors, including students with disabilities
Benefits of Participation

When districts agree to participate, an important partnership begins. Through the use of the District Continuous Improvement Framework, and working collaboratively with DESE, participating districts/buildings will experience the following benefits of participation.

- Districts engage in an in-depth implementation and evaluation of integrated academic and behavioral practices leading to improved instruction and student learning. Teachers and administrators benefit from professional development (PD) activities that focus on policy, process, and instruction - all research based and data driven. Students benefit not only from the improved instruction, but also by learning how to be more active participants in their own learning (Developing Assessment Capable Learners) and learning about their own thinking and learning process and how best to approach any given learning situation (Metacognition).

- Collaboration across statewide systems is an important element, providing insights for DESE’s continued development of processes, resources, and expectations for supporting statewide effective education for all Missouri students.

- Districts build internal capacity and expertise to support ongoing district/school-based coaching. Coaching has proven to be essential for transferring new knowledge and skills into practice. Research has shown implementation with fidelity to dramatically improve with coaching (see pages 19-20 for a more detailed description). When districts integrate coaching into their ongoing professional learning, both the quality of teaching and results for students improve.

- Sharing lessons learned and insights with other districts/buildings is key to this statewide initiative. Lessons learned provide valuable strategies that are shared at regional and statewide collaborative meetings. Recently, district leaders had the opportunity to share strategies for implementation at regional meetings. Five meetings took place across the state, with approximately 800 participants in total attendance. Districts sent teams to participate in large and small group shared learning and conversation on focused topic. Participants report appreciation for the opportunity to interact with colleagues across the region and state.

- Districts engage in a data-driven process. By using data as a part of the process (Data-Based Decision Making), district leaders as well as
teachers make decisions based on clear data, not only for district-level processes and procedures but for student-level outcomes and work plans.

- Districts gain access to online tools that provide timely data regarding implementation.

Key Activities

The following key activities describe the interactive role of participating districts and buildings.

- Participating in site visits from DESE and your Coaching Support Team (CST) Facilitator
- Developing a district-wide DCI implementation plan through use of the Implementation Checklist
- Participating in collection of educator data in the form of video recordings, interviews, and surveys (all data collection falls within district policy guidelines)
- Utilizing tools (CWIS, SAPP, VLP) to gather information regarding district and building implementation
- Participating in regional and state meetings for professional development
- Providing ongoing feedback and recommendations for improving the DCI Framework and process
- Engaging consistently with a CST
- Engaging in district- and building-level professional development, as determined in collaboration with the CST

Support for Active Engagement and Implementation with Fidelity

DESE provides a Statewide System of Support to participating districts through a partnership with MoEdu-SAIL (Missouri Educational Systems and Instruction for Learning) and Regional Professional Development Centers (RPDCs). The Statewide System of Support provides the following.

- Coordination of training and coaching for the districts/buildings
- Development of School-Based Implementation Coaching at the district and building levels

One district developed a video to provide a consistent introduction to DCI for staff in all of their buildings. They shared this video with their Coaching Support Team and it was consequently made available to all participating districts.
As one teacher noted, "I love that all instruction is given a little at a time with specific examples. After the first training, I started using learning targets. At the next, I refined my learning targets and implemented success criteria. Each training is like that... the pace is good, with many layers of support."

- Resources and supports to allow the districts and buildings to more effectively participate in District Continuous Improvement
- On-site technical assistance and observation visits
- Cross-district collaboration and sharing

The content for the DCI Framework consists of eight DCI Practices (described in detail beginning on p. 8) which are delivered through a professional development approach consisting of training, coaching, and online learning. Coaching is provided through Coaching Support Teams, comprised of members from MoEdu-SAIL and RPDCs, widening the breadth of available expertise in effective teaching/learning practices (general and special education), behavioral practices (Schoolwide Positive Behavioral Supports), leadership, data, technology, and educational systems change.

Additionally, districts/buildings will have access to DESE endorsed training and professional development materials (PowerPoints, handouts, Coaching Companion resources, and Walkthrough Tools) for districts wanting to provide their own in-house professional development. District leaders and teachers have access to an online learning platform which provides 24-7 access to the Professional Learning Modules.

Together, these elements form the DCI Framework and professional development approach through which partners collaborate for exceptional outcomes for all Missouri students.
Introduction to the Blueprint

By definition, a blueprint is a detailed plan of action. This Blueprint describes an approach and processes for implementing effective educational practices in Missouri districts and schools. It is a guide for developing educational systems to achieve exceptional outcomes for their students.

The Blueprint is a dynamic document - a "guide" rather than a "cookbook" in that processes described may change in response to lessons learned during implementation. The contexts of Missouri districts are highly variable and diverse. The Blueprint balances the requirements of implementing evidence-based educational practices with a guided process for determining ways of supporting implementation within each unique district context.

Fourth Edition

This new edition is informed by feedback from districts, Coaching Support Team members, and DESE. The fourth edition clarifies content and includes updated material and revised graphics.

Why have a Blueprint?

Effective educational practices are worthy of sustaining and scaling-up. This Blueprint is the road map for leading districts through all stages of the processes, from initial implementation through sustaining and scaling-up. Annual revisions to this document incorporate changes based on lessons learned focusing on continued quality improvement.

Intended Audience

The intended users of this Blueprint include all partners in District Continuous Improvement, including district and building leadership teams together with teachers within participating districts, Coaching Support Teams, RPDCs, and DESE.

Overview of Contents

The contents begin with a description of the key functions of evidence-based educational practices and systems at district and building levels. This is followed by a description of the statewide support available to assist districts with effective and efficient implementation of these practices. The Blueprint concludes with supplemental resources, links, and other references.
Setting the Stage: Introduction

Suggested Use for the Blueprint

District leaders and Coaching Support Team members should familiarize themselves with the entirety of the Blueprint in order to gain a shared understanding of the integrated pieces; conduct self-assessments of current practices and resulting outcomes; and formulate an action plan.

Current team members have used the Blueprint in the following ways.

- With all staff at the beginning of the school year to review principles of the DCI Framework and DCI Practices
- To build common vocabulary with the Glossary section
- During data team meetings
- To improve implementation of effective strategies by referring to the Practice Profiles (located in the back of the Blueprint)
- During coaching sessions

Companion Materials

The Step-by-Step Guide and the Administrator’s Guide to Coaching are two companion products that provide valuable additional information for implementing the DCI Framework and Practices. Together with the Blueprint, the three documents create a foundational set for District Continuous Improvement.

“Classroom educators will find the Practices section useful as it gives an overview and builds meaning and understanding of key components.”

Step-by-Step Guide

The Step-by-Step Guide provides direction and recommendations for how to effectively implement the DCI Framework. The Step-by-Step Guide is organized by essential function, as described throughout the Practice Profiles (PP). Practice Profiles not only provide educators with concrete examples of the "how to" but also serve as a vehicle for self-monitoring implementation and growth.

Administrator's Guide to Coaching

The purpose of the Administrator’s Guide to Coaching is to provide direction and recommendations for establishing an effective approach to professional learning through coaching. This guide focuses on key aspects of successful coaching and information school leaders need to create the conditions necessary for coaching implementation within a district/building.
Effective Education Practices

The District Continuous Improvement Framework for improving educational systems is based on the work of many researchers: however, two seminal pieces of research are most evident in this Framework. The first is the research conducted by Dr. John Hattie. In 2008, Dr. Hattie published Visible Learning, the result of over 800 meta-analyses relating to student achievement.¹ The second is the work of Moving Your Numbers, a study conducted under the guidance of Dr. Martha Thurlow, Director of the National Center on Educational Outcomes (NCEO) and supported by the Office of Special Education Programs (OSEP).²

Dr. Hattie's work identified educational practices shown to have a high impact on student achievement – practices that influence learning at a greater than average rate. Hattie's work, including his "barometer of influence" and the effective practices chosen for DCI, is described in greater detail starting on page 13 of this Blueprint. As his research is on-going, the most recent findings are referenced in DCI materials.

The results of the Moving Your Numbers research identified six practices common to effective district-level school improvement.

1. Use data well
2. Focus your goals
3. Select and implement shared instructional practices (individually and as teacher teams)
4. Implement deeply
5. Monitor and provide feedback and support
6. Inquire and learn (at the district, school, and teacher team level)

The DCI Framework focuses on three foundational educational practices essential for establishing a collaborative, data-driven teaching environment. The Framework additionally addresses two effective teaching and learning practices identified from evidence-based practices shown to be highly effective in improving student achievement. Finally, to ensure fidelity and sustainability, the supportive context prioritizes coaching, efficacy, and leadership to build internal capacity and support each element through the scaling up process. DCI materials, the MoEdu-SAIL website, and the DESE Virtual Learning Platform provide additional resources.
The DCI Practices (see Figure 1 below), from which the content of the Professional Learning Modules is derived, are organized into three key components.

- **Foundations** - three foundational educational practices essential for collaborative and data-informed instruction and decision making: Collaborative Teams (CT), Data-Based Decision Making (DBDM), and Common Formative Assessment (CFA)

- **Effective Teaching and Learning Practices (ETLP)** - two practices, selected from evidence-based practices shown to be highly effective in improving student achievement: Developing Assessment Capable Learners (DACL) with Feedback and Metacognition

- **Supportive Context** - three practices that create a supportive context, sustaining and advancing effective teaching and learning: School-Based Implementation Coaching (SBIC), Collective Teacher Efficacy (CTE), and Leadership

As noted earlier, the eight DCI Practices are delivered through a professional development approach consisting of training, coaching, and online learning. Additionally, districts/buildings will have access to accompanying professional development materials (PowerPoints, handouts, Coaching Companion resources, and Walkthrough Tools) for each DCI Practice.

Figure 1. DCI Practices

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A DCI district completed a mid-year reflection with their District Leadership Team. Many positive comments were noted regarding the depth of focus and the sound structures related to DCI. One leader noted that "the DCI process is producing good ideas and collaborative efforts in our building." Another discussed the importance of talking to each other and learning new strategies from each other.
Practices: *Foundations*

**Key Component: Foundations**

The three foundational pieces of the DCI Practices are Collaborative Teams, Data-Based Decision Making, and Common Formative Assessment.

**Foundations: Collaborative Teams**

When educators effectively implement group processes (create teams) and intentionally collaborate about the most effective practices within curriculum, instruction, assessment, and climate, the result is quality teaching. Quality teaching is further enhanced when educators have the processes built into their system, which allows for dialogue, discussion, and planning for all students.

*Essential functions of Collaborative Teams*

- Educators collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement
- Educators effectively implement group processes in Collaborative Team meetings
- Educators intentionally use collaborative skills in Collaborative Team meetings

**Reflection Questions**

How often and how well does your team discuss the following?

- Data and how to monitor student progress?
- Instructional practices that are connected to student learning?
- Data to identify students needing re-teaching?
- Alignment of instructional practices to academic standards?

What group processes does your team use (i.e. agendas, minutes, norms, and roles)?

What collaborative behaviors does your team use (i.e. pausing, paraphrasing, posing questions, putting ideas on the table, providing data, paying attention to self and others, and presuming positive intentions)?

**LINKS**

The VLP online learning platform and the presenter materials on the MoEdu-SAIL website provide additional in-depth content on each element of the framework.
School and district leadership teams should use a consistent DBDM process to identify and address student, school, and district improvement needs. Similarly, small groups of teachers should use a consistent DBDM process to identify students’ academic and social/behavioral needs and select practices that address those needs.

**Data-Based Decision Making Cycle: GAINS**

The GAINS process is designed to be flexible and to accommodate for various data-based decision making models that are being used in educational settings. The four GAINS steps are aligned to the Practice Profile essential functions and are a synthesis of concepts included in most DBDM models, with an emphasis on examining how instruction impacts learning.

**Reflection Questions**

- How systematic is your team’s approach to student data analysis?
- When a common misunderstanding is discovered in the student data, how does your team address it?
- How does your team assess impact when implementing an instructional change or new practice?

**Essential functions of Data-Based Decision Making**

- **Gather:** Educators establish a collaborative process for collecting data
- **Analyze:** Educators implement a process for examining and interpreting data
- **Intentionally Act & Analyze Again:** Educators determine instructional action steps
- **Notice & Adjust:** Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly

Finally, through the GAINS process, educators repeat the steps with new data to promote meaningful gains in student learning.
Foundations: Common Formative Assessment

Formative assessment provides ongoing information that can guide and improve teaching and learning during a learning cycle such as a lesson, unit, or course. It may include collaboratively developed assessment instruments as well as formative assessment strategies that are embedded in instruction, rather than administered as separate events. Educators use common formative assessments within a district or building to ensure that student and teacher performance is consistent across grade levels and departments.

The Common Formative Assessment DCI Practice is a systematic and cyclical process designed to provide timely teacher/student feedback on curricula and student learning to improve both instructional practices and academic achievement. Common Formative Assessment is not another instrument or event nor should it be included in grading — but rather it is a collection of practices to improve teaching and accelerate learning.³

**Essential functions of Common Formative Assessment**

- Educators develop clear and meaningful learning targets to guide instruction and student learning
- Educators establish clear and measurable student success criteria in a rubric, scoring guide, or checklist
- Educators construct and/or use quality assessment instruments of sound design and that measure the learning targets
- Educators use assessment data to improve student learning

**Reflection Questions**

What are ways in which you make sure the learning targets in your classroom are clear and meaningful?

Are your success criteria clearly aligned to learning targets? How do you make sure that your success criteria clearly relate to what students say and do?

How do you ensure that the assessments you use are high quality and provide opportunities to clearly show where students are in relation to mastery of the learning target?

NOTE: Educators use many forms of measurement and assessment to determine what students are learning and how instruction or other learning environment functions should be changed in order to improve learning. Other forms include summative and diagnostic assessments. This Blueprint and accompanying professional development materials focus on common formative assessment. Refer to the resources in this Blueprint for additional guidance on these other types of assessment.
Putting the Foundations into Place

The foundation is established when educator teams hold collaborative solution-driven dialogues using data to describe teaching/learning practices and learner outcomes. A collaborative approach to data analysis can help all educators understand the connection between data, instructional decisions, and academic and social/behavioral outcomes for students. In order to have data available for decision making, districts and school buildings must develop and implement efficient data collection systems to ensure accurate and complete data describing both teaching practices and learner outcomes. Figure 2 highlights key elements of each of the above described foundation.

Figure 2. Foundations

<table>
<thead>
<tr>
<th>Collaborative Teams</th>
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<tbody>
<tr>
<td>Collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement</td>
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<tr>
<td>Effectively implement group processes in collaborative meetings</td>
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<td>Intentionally use collaborative skills in team meetings</td>
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<tr>
<th>Data-Based Decision Making</th>
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<tbody>
<tr>
<td>Establish a collaborative process for collecting data</td>
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<tr>
<td>Implement a process for examining and interpreting data</td>
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<td>Determine instructional action steps</td>
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<td>Use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly</td>
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<td>Develop clear and meaningful learning targets to guide instruction and student learning</td>
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<tr>
<td>Establish clear and measurable student success criteria in a rubric, scoring guide, or checklist</td>
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<tr>
<td>Construct and/or use quality assessment instruments which are of sound design and measure the learning targets, which are aligned to the Missouri Learning Standards</td>
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<tr>
<td>Use assessment data to improve student learning</td>
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Key Component: Effective Teaching and Learning Practices

John Hattie's seminal work, Visible Learning, was based on more than 800 meta-analyses of 50,000 research articles, about 150,000 effect sizes, and about 240 million students. Since that 2008 book, Hattie continues to update effect sizes based on his current research. The most recent effect sizes are from his December 2017 published results. Hattie uses a “Barometer of Influence” as a graphic illustration showing the influence of the practice on learning (see Figure 3).

The effect size is a value determined through statistical analysis to show the relative impact of a practice or intervention. Any effect above zero means achievement is raised by the practice. Alternatively, if the effect size of a practice is below zero and shown in the red zone of the barometer, then the practice has actually detracted from learning. The average effect (one year growth in one year time) size is 0.40. For any teaching/learning practice to be considered worthwhile, it needs to show an improvement in student learning of at least an average gain.

The following practices are included in the framework as they influence learning at a greater than average rate, higher than .40.

ETLP: Developing Assessment Capable Learners

According to John Hattie, students who are “assessment capable” know where they are going, where they are now, and how to get there. The term assessment capable learner does not describe students who have effective test taking strategies. Rather it means that students

• know their current level of understanding;
• know the expectations for learning and are confident they can learn them;
• can select effective learning strategies;
• view their own errors as opportunities to learn and seek feedback regarding their efforts; can monitor their own progress in learning and adjust their learning strategies accordingly; and
• know that they are learning and can teach others.

To become assessment capable, students need teachers who use what Frey, Hattie and Fisher call high yield practices. High yield practices are teaching practices that have an effect size above .40. The higher a practice’s effect
DACL is a marathon, not a sprint, as one district leader noted. The information is valuable but is to be delivered and practiced in small steps to get valuable results!

size, the more powerful it is in changing student achievement. The following high yield practices, as illustrated in Figure 4 below, have been identified to contribute to the development of assessment-capable learners.\textsuperscript{5, 6, 7}

- Self-Reported Grades – effect size 1.33. The practice includes strategies that help students predict their own performance.

- Teacher Clarity - effect size .75. When teachers have clarity they know what students need to learn, communicates those expectations and success criteria to students, and present lessons in a consistent manner.

- Challenging Tasks – effect size .72. Challenging tasks are those that are neither too hard nor too easy, but challenging enough to make students pause and consider what they need to do next. When teachers provide challenging tasks and equip students with problem-solving strategies a growth mindset can be developed.

- Feedback – effect size .70. For Feedback to be effective it must be timely, specific, understandable, and actionable. Feedback may support the learner with the task, the process of learning, or their own self-regulation.

- Learning Goals – effect size .68. Goals help students understand learning intentions. When students know the learning expectations, they tend to work toward achieving them.

Students who are assessment capable learners are accountable for their own progress and become motivated, effective, self-regulating learners. What do assessment capable learners do? Across all aspects of their learning, they do the following.

- Understand what they are supposed to learn through established learning targets set daily by the teacher.
• Monitor their own progress
• Set goals in relation to the learning targets
• Reflect on their learning

**Essential functions of Developing Assessment Capable Learners**
- Educators teach students to determine “Where am I Going?”
- Educators teach students to determine “Where am I Now?”
- Educators teach students to determine “How do I Close the Gap?”

**Reflection Questions**
- When coaching students to develop learning goals, do you use rubrics or scoring guides and sample work?
- Do you provide ongoing and meaningful feedback to students?
- Do you provide opportunity for students to self-reflect and document their learning?

**Feedback**
Integral to Developing Assessment Capable Learners is the practice of Feedback. When educators teach students to determine “Where am I Now?,” they do so through effective feedback. Feedback is defined as “information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding.”

The main purpose of feedback is to improve students’ understanding of “Where am I now?” in relation to a learning target and goal. Notice how the practice of providing effective feedback fits within the practice of Developing Assessment Capable Learners.

Feedback can occur in many forms; however, not all forms are effective. Research shows learning improves when feedback addresses a specific learning task, incorporates strategies for improving performance on tasks, and is available in multiple modalities. Praise, punishment, and extrinsic rewards are the least effective forms of feedback.

**Essential functions of effective Feedback**
- Educators provide descriptive task feedback to all students that clearly links to learning goal and success criteria.
- Educators provide feedback about strengths and offers information to guide improvement to all students multiple times throughout the learning process.
ETLP: Metacognition

Metacognition occurs when a student is conscious of his/her thinking and level of cognition while in the process of learning. Metacognitive learners develop mental maps or pictures as a way of connecting ideas and concepts. They pose internal questions to guide their inquiry. They consciously review their learning steps/tasks and self-evaluate their own outcomes. Along with feedback, metacognitive practices align with Developing Assessment Capable Learners. When determining current level of learning and ways of closing the learning gap, educators should consider the following.

- Model metacognitive practices by talking about thinking and learning in general and specifically talking about one’s own thinking and learning
- Provide opportunities for students to assess current thinking and learning

When teachers actively guide the development of metacognitive learning, they do so in tandem with providing feedback. For example, a teacher may notice inconsistencies in a class’s ability to solve a type of mathematical equation and need to re-teach the concept. While re-teaching, the teacher models metacognitive processes when demonstrating the computation by verbally detailing and analyzing each step. By doing this, the teacher

Reflection Questions

When providing student feedback, do you provide descriptive feedback to all students?

Does your feedback recognize strengths?

Do you instruct students to set personal goals based on feedback and self-assessment?

Do you pace instruction to allow students to act on feedback received?
Practices: Effective Teaching and Learning Practices

has shared a window of insight into the teacher’s thinking process as well as given the students words and sequences to use during independent practice. As the teacher continues the lesson by providing students individual and group feedback, the teacher prompts the students to “talk through” the steps, giving reasons why each step is in a logical order.

Similar to Feedback and Developing Assessment Capable Learners, Metacognition has a positive influence on learning (see Figure 5).

Essential functions of Metacognition

- Educators model metacognitive practices by talking about his/her thinking and learning and thinking and learning in general.

- Educators provide opportunity for students to think about the best way to approach or accomplish the learning target and connect to prior experiences.

- Educators provide opportunity for students to monitor progress in relation to learning target and success criteria.

- Educators provide opportunity to determine if learning target was met and reflect on what went well, what did not go well, and what to do differently next time.

Reflection Questions

Do you talk about your thinking and learning when providing or demonstrating a skill?

Do you provide opportunities for students to share their thinking and problem-solving?

Do you provide opportunities for students to assess their learning and share ways of improving their learning?
Integrating Effective Teaching and Learning Practices

Developing Assessment Capable Learners, Feedback, and Metacognition are not isolated practices, rather they should be incorporated into daily instruction. Both Feedback and Metacognition fit within the overall structure of Developing Assessment Capable Learners, with Feedback integrated into the DACL materials. Grouping these ETLP together is an effective strategy. For specific guidance on how to implement the practices, see the Resources sections of this Blueprint. Figure 6 highlights key elements of above described practices.

Figure 6. Integrating Effective Teaching/Learning Practices

<table>
<thead>
<tr>
<th>Developing Assessment Capable Learners</th>
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<tbody>
<tr>
<td>Teach students to determine &quot;Where am I going?&quot;</td>
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<tr>
<td>Teach students to determine &quot;Where am I now?&quot;</td>
</tr>
<tr>
<td>Teach students to determine &quot;How do I close the gap?&quot;</td>
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</tbody>
</table>

→ **Feedback**

| Provide descriptive feedback linking learning goals to success criteria. |
| Provide feedback about strengths and offer information to guide improvement. |
| Pace instruction to allow for frequent, descriptive feedback to all students and allow time for students to act on the feedback received. |
| Prompt students to assess their own progress. |
| Instruct students to set personal goals based on feedback and self-assessment. |

→ **Metacognition**

| Model metacognitive practices by talking about his/her thinking and learning and learning in general. |
| Provide opportunities for students to think about the best way to approach or accomplish the learning target and connect to prior experiences. |
| Provide opportunities for students to monitor progress in relation to learning target and success criteria. |
| Provide opportunities to determine if learning target was met and reflect on what went well and what did not go well and what to do differently next time. |
School-Based Implementation Coaching is critical to supporting the development of effective teaching and learning practices. Educators frequently receive exposure to or training on a new practice and are then asked to use this new practice in their classrooms with their students. Applying new practices into one’s own context has challenges. Mistakes in implementation, negative reactions from others (students or colleagues), or the energy needed to problem solve issues can derail a teacher’s efforts and often results in little or no application of the new practice. Coaches can help model effective implementation, provide feedback to guide implementation, and problem solve barriers to implementation.

Research over the past two decades has shown the positive impact of coaching on the application of effective teaching and learning practices, as well as on student achievement. Traditional training can build new knowledge, provide opportunities for skill rehearsal, and time for processing new information. However, it is through coaching that the transfer of new skills to classroom practice occurs. As education approaches and practices advance, both new and experienced educators benefit from coaching.

In their article, Gottfredson & Mosher (2012) discuss five “moments” in learning that coaching support is helpful: 1) when learning to do something for the first time; 2) when expanding their use of something they have already learned; 3) when applying or adapting a skill to a new context; 4) when problems arise; and 5) when learning to do something differently.

Within the DCI Framework, School-Based Implementation Coaching may take a variety of forms. Participating districts most often use one of the following approaches for coaching, however, these are examples and districts may use other models.

- Peer to Peer involves a reciprocal coaching structure, one educator to another.
- Individual Peer to a Team is one educator coaching a team of educators (grade level or content area teams).
- Team to Team can be any of the following: one grade level or content area team coaching another grade level or content area team within a building; one building team coaching another building team within a district; or one team from District A coaching a team from District B.
Practices: Supportive Context

**Essential functions of School-Based Implementation Coaching**

- Developing and maintaining coaching relationships
- Providing effective feedback
- Developing a strategic and differentiated coaching plan
- Engaging in solution-driven dialogue
- Monitoring progress of implementation of effective educational practices

**Reflection Questions**

Is peer-to-peer coaching occurring in your school/district?

If so, do peer coaches follow an established protocol or observation and feedback?

Is coaching feedback descriptive, relevant to the context, strengths-based, and respectful?

**Why is Coaching Important?**

A variety of school-based benefits have been linked to coaching (Education World, 2019): improved teaching and improved student achievement; improved teacher efficacy and satisfaction; enhanced sense of shared responsibility and collaboration; cohesive, positive school culture; increased trust and collegiality among staff; improved focus on student achievement; curriculum alignment; wider repertoire and better understanding of instructional strategies and resources; and reduced job stress.

**Collective Teacher Efficacy**

As John Hattie continues to add to the research base (investigating 252 practices in 1200 meta-analysis and over 65,000 studies as published in December 2017), Collective Teacher Efficacy is the influence ranked as having the highest effect size for impacting student achievement, at 1.57. The framework continues to evolve as it is informed by both research and practice, with CTE emerging as a key component for what works effectively in schools.

Collective Teacher Efficacy is a shared belief among teachers in a school that together their efforts will have a positive effect on student learning. Through collaborative efforts with all staff, district leaders, as well as
principals and teacher-leaders can successfully build CTE through the following actions (Brinson and Steiner, 2007).

- Build instructional knowledge and skills of all teachers
- Create opportunities for teachers to collaboratively share skills and experience
- Provide actionable feedback on teacher performance
- Involve teachers in shared decision making

School leaders can design intentional support for establishing CTE by providing opportunities for the teachers to experience self-efficacy, as outlined in the seminal work of Bandura (1977).

- Mastery Experience (experience success firsthand), the strongest source
- Vicarious Experience (success, as modeled by others)
- Social Persuasion (where trusted sources give feedback and encouragement)
- Affective State (physiological effects)

The collection of Professional Learning Modules align to and support the development of CTE. Through participation in the modules as shared learning, educators build knowledge, practice instructional skills, engage in collaborative problem solving, and receive coaching with descriptive feedback and encouragement. Each of these opportunities, in addition to the CTE focused Professional Learning Module, are designed to foster CTE school wide and district wide.

**Essential functions of Collective Teacher Efficacy**

**District/building leaders**

- Provide opportunities for teachers to experience the four sources of efficacy, and teachers have a combined belief that they have a major impact on student learning
- Provide opportunities for teacher collaboration that encourages the development of social networks focused on improving instructional practice
- Design school structures, promote professional development, and allot time in ways that support the development of teacher leadership
- Establish a climate that values teacher voice in decision making
- Design intentional supports that promote collaborative teacher inquiry

*As Hattie states, "The message is clear: together teachers can achieve more, especially if they collectively believe they can do so!"*

Visible-learning.org/2018

See Practice Profile, p. 60-61
Leadership for Effective Implementation of District-Wide Evidence-Based Practices

There is a clear link between strong district/school leadership and positive student outcomes. Leadership practices directly affect teachers and their ability to provide effective educational instruction through direct supervision, policies, alignment, organization, supports, and professional learning. Leaders who impact student outcomes understand that their fundamental task is to create a system in which everyone is dedicated to student learning. To accomplish this goal, leaders must set a direction for their district and create a district-wide culture that is committed to continuous improvement.

Leaders focused on building and sustaining a system-wide plan for continuous improvement share a set of strategies, skills, traits, and beliefs that can positively impact student learning. First, they understand that their district must be viewed as a system that contains interconnected policies and practices. While each school in their district may have diverse needs, it is important there is alignment across initiatives, including a common set of district goals and agreement on instructional priorities. Second, school leaders establish a path for data-informed school improvement, through district-wide structures (policies, practices, and procedures) and effective communication and collaboration strategies. For large-scale, sustainable changes, educators have to believe that their actions are important to the plan and that they have the ability to impact student outcomes. The third
strategy includes building trust and helping to foster a growth mindset within their district, by modeling those qualities in their actions and words. Trust building and growth mindset are two key strategies leaders can use to foster Collective Teacher Efficacy. Lastly, when teachers have a voice and their insights are considered in decision making, the result is better outcomes for students. Teacher empowerment is a process by which teachers individually and collectively trust they can master and have control over issues that concern them. According to the New Teacher Center, schools with the highest levels of instructional and teacher leadership rank 10 percentile points higher in both math and language arts achievement on state tests compared to schools with the lowest levels.

*Essential functions of Leadership for Effective Implementation of District-Wide Evidence-Based Practices*

**District/building leadership**

- Develops, aligns, and monitors a system-wide plan for implementation focusing on impact within a cycle of continuous improvement
- Sets a path for continuous improvement that is data informed and occurs within a collaborative school culture
- Models and facilitates qualities of trust and growth mindset as key to a culture of continuous improvement
- Empowers educators at all levels to active engagement in continuous improvement and collective responsibility for student growth

**Reflection Questions**

As an educational leader, how do you provide a collaborative culture among teachers and students?

How do you use data to determine effective practices to implement school/districtwide?

How do you support and guide the use of common formative assessments?

In what ways have you developed leadership team capacity for data-based decision making?
As the evidence-based movement has gained momentum, four significant issues have emerged in the educational context.

1. **Which practices do we select to scale up and sustain?**
2. **How do we implement new education practices so they actually produce the intended benefits for students?**
3. **How do we scale up effective practices so they are available to all students?**
4. **How do we align system structures and function to fully support scale-up efforts as part of “education as usual” over the longer term?**

   Fixsen, Blase, Duda, & Naoom (2010)

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**Systems Approach**

The work of SISEP (State Implementation and Scaling-up of Evidence-based Practices)\(^7\) has identified considerations for and qualities of effective systems change. This Systems Approach section will review Implementation Stages, Implementation Zones, and Implementation Teams. The Implementation Stages help us to understand what effective implementation looks like and how to get there. The newly developed Implementation Zones can guide district conversations answering “where are we now?” in the journey toward full implementation of the DCI Framework. Lastly, implementation teams guide and support the implementation process, working to align and support the components of the educational system as it matures across the stages of implementation.\(^8\)

**Implementation Stages**

Implementation Science has been at the foundation of the DCI Framework through the years. Implementation Stages are described below and their alignment with the Implementation Zones is detailed on page 29.

1. **Exploration & Adoption**

   Participating districts will begin by reviewing current strengths and needs regarding effective educational practices in the framework.

   **Guiding Questions**

   What do we currently have in place that is effectively supporting student learning? That is supporting effective instructions/ How do we know our practices are effective?

   What do educators need in order to improve instruction?

   What do our systems of PD (coaching and training) look like? Are these addressing educator needs? How do we know?

2. **Program Installation**

   This stage establishes an environment supportive of implementation.

   **Guiding Questions**

   At the district level, what do we need to put into place to support building-level implementation of the DCI Practices?

   What resources, guidance, policies, support, etc. are needed for consistence across the district? Are there unique pockets of needs within the district?

   How can we best address the needs for information and establish ownership for implementation?
3. Initial Implementation

The current status of practices and procedures has been analyzed and the stage has been set for initial implementation: professional development is provided and educators begin implementing the DCI components. It is important to monitor these early steps for fidelity and needs for support that emerge.

Guiding Questions

Are initial implementation steps proceeding as expected? What needs for resources or support are emerging?

Which aspects of the framework show promise for being effective and which need to be revisited?

What are the district-level considerations to address prior to full operation?

4. Full Operation

During initial implementation, districts engage in a thoughtful process of what is working and what is not working as they begin implementation. Full operation is implementation of the DCI framework in all buildings.

Guiding Questions

Is fidelity of implementation being met? If not, what resources and supports are needed to improve implementation with fidelity?

Which aspects of the framework have been proven to be effective and which require revision?

5. Innovation & 6. Sustainability

Innovation and Sustainability will become more apparent in the DCI Framework in future years, aligned with the projected Initial Sustaining Zone. Innovation is the stage at which the model has been fully implemented and sufficient data has been gathered. Data is analyzed and interpreted and, based on interpretations of the data, innovative modifications, additions, and subtractions are made to the model. The ultimate goal is a sustainable model of services and supports that provides a valid, reliable, and evidence-based approach to responding to the education needs of all of Missouri’s students. In this stage, districts continue to implement effective practices and make data-driven decisions, all while being ever mindful of the changing dynamics of enrollment and needs.
Implementation Drivers

The National Implementation Research Network identified nine infrastructure components essential for adopting and fully implementing an evidence-based practice. Referred to as “drivers,” these components address competencies important for implementation, organizational capacity to support the development of new practices, and leadership for systems change. For more information about the implementation drivers and their function in the implementation process, see National Implementation Research Network.

Competency Drivers

Competency drivers ensure that education staff have the knowledge, skills, and abilities to implement new practices, as well as the feedback essential for improving practice.

Selection: Matching staff knowledge, skills, and abilities to expected performance is essential for launching and maintaining implementation of new practices.

Training & Coaching: Teachers, administrators, and other education staff need support for learning how to apply new practices in daily settings. Through coaching, teachers, administrators, and other education staff receive job-embedded guidance, observation, and feedback.

Fidelity/Performance Assessment: The DCI Practices included in the DCI Framework are evidence-based. This means they have been through rigorous study to determine an impact on student achievement. Because the goal is results, like those shown through the research, it is important to monitor fidelity of implementation.

Guiding Questions

Who are the people involved in DCI at all levels? Do these people have the needed experience, expertise, and time?

What do people need to know about DCI? How are they going to learn it? What are the effort, materials, format, time, and sequence required?

Is DCI implemented with fidelity? Which components are occurring with fidelity and which are not?
Organization Drivers

Organization drivers form the supports and structures keeping implementation processes on track, evaluating drift in implementation through data, and determining adjustments to implementation as needed.

**Decision-support data systems:** For data-informed decisions, multiple types and sources of data are important. Data must be reliable and accessible. The collection and review of data should be built into daily education routines and processes.

**Administration & Systems:** Education administrators and their teams hold these responsibilities.

- Identify and address challenges
- Form clear communication protocols and feedback loops
- Develop and adjust policies and procedures
- Reduce system barriers to implementing the program as intended

**Leadership:** Effective leadership is able to employ both technical and adaptive strategies, use data effectively, and form collaborative processes for addressing ongoing implementation hurdles.

Together, the drivers are evident and integrated in effective implementation. They are co-occurring, complementary, and compensatory. Strengths in one driver can potentially minimize the effects of a weaker driver. For more information about implementation stages and drivers, see the Implementation Research Network’s Active Implementation Hub ([http://implementation.fpg.unc.edu/](http://implementation.fpg.unc.edu/)). This website includes online modules for each component of implementation.

**Guiding Questions**

What do we need to make data-based decisions about DCI overall? About components of DCI?

What systems level of support is needed to keep DCI in motion? To move DCI forward?

To what extent are we aligning our DCI work to other requirements and expectations?

Do educator leaders employ effective strategies for supporting ongoing implementation?

What support do they need to improve use of data and collaborative processes?
Implementation Zones

Purpose & Function

New to the DCI Framework for the 2020-2021 school year are Implementation Zones (IZs). Implementation Zones are a data-driven approach to describing district- and building-level implementation processes and outcomes.

As DCI continues to grow and evolve, Implementation Zones provide a structure to address the following needs.

- To effectively and efficiently serve more districts
- To differentiate support for districts based on implementation data
- To help districts better understand the journey from onboarding to sustainability
- To improve efficiency of CST and Facilitator effort
- To improve continuity of support from year to year
- To aid in sustainability of DCI

For the 2020-2021 school year of support for DCI, districts will be organized as cadres representing each Implementation Zone. The multiple benefits to this approach are listed below.

- Transparency of district placement
- Ease of placement for new districts
- Clarity to the implementation processes toward sustainability, providing districts an increased understanding of the DCI journey
- Consistency of message and materials provided to districts - the CSTs and Facilitators will be working with districts that have similar strengths and weaknesses, providing the opportunity to draw upon and share successful experiences other districts are having

See the new Implementation Zones Guide for an in-depth description of the newly developed Implementation Zones.
Implementation Zones are data-driven representations of district journeys to full implementation of, and ultimately sustaining, district continuous improvement. Building on the knowledge of implementation stages (pages 24-25); the Implementation Zones recognize districtwide implementation process and outcomes. Figure 7 below provides a description of district implementation within each zone and the correlation with the implementation stages. Note that both early and developing implementation zones share overlapping characteristics with the implementation stages of (a) exploration and adoption and (b) program installation. Similarly, the implementation zones of full implementation and initial sustaining share qualities with the implementation stage known as full operation. Lastly, when districts demonstrate multiple years of effective DCI implementation (initial sustaining implementation zone), they are also showing characteristics consistent with the innovation and full sustainability implementation stages.

Figure 7. Implementation Zones and Implementation Stages

<table>
<thead>
<tr>
<th>Implementation Zones</th>
<th>Implementation Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early: Districts beginning DCI</td>
<td>Exploration and adoption</td>
</tr>
<tr>
<td>Developing: Districts putting elements of the DCI Framework into place and starting to see evidence of effective implementation</td>
<td>Program installation</td>
</tr>
<tr>
<td>Initial Implementation: Districts implementing all pieces of the DCI Framework to some, and possibly varying, extent across the district</td>
<td>Initial implementation</td>
</tr>
<tr>
<td>Full Implementation: Districts showing initial evidence of sustaining effective practices</td>
<td>Full operation</td>
</tr>
<tr>
<td>Initial Sustaining: Districts showing sustained implementation of effective practices across multiple years</td>
<td>Innovation &amp; Sustainability</td>
</tr>
</tbody>
</table>
Data Elements & Zone Determination

As noted earlier, the IZ structure is data driven. The following graphic illustrates the elements used in IZ determination. District and building-level data are used for IZ determination, as illustrated below.

- District-level Processes include VLP and SAPP usage data
- District-level Outcomes include data from the Implementation Checklist
- Building-level Processes and Outcome are based on CWIS data
- Professional Judgement - The Coaching Support Team Facilitators, with assistance from team members, review each districts' implementation zone data. Through this review, implementation zone determinations are confirmed.

See the new Implementation Zones Guide for an in-depth description of the data elements and criteria.
IZ Worksheet and IZ Landscape

The data elements determining a district's implementation zone are displayed in a worksheet and as a graphic titled IZ Landscape. Below is an example of the IZ Worksheet where all the data are gathered.

<table>
<thead>
<tr>
<th>District: SAMPLE DISTRICT</th>
<th>Criteria</th>
<th>Early</th>
<th>Developing</th>
<th>Initial Implementation</th>
<th>Full Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of buildings: 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of instructional staff: 562</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District level processes</th>
<th>Criteria</th>
<th>0-10%</th>
<th>11-50%</th>
<th>51-75%</th>
<th>76-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>VLTP % of instructional staff arriving at least 1 LIP</td>
<td>24%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAPP % of instructional staff arriving at least 1 SAPP</td>
<td>52%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District level outcomes:

Implementation Checklist: # of items “in place”

- Leadership (0 items): 3
- Communication (2 items): 2
- Commitment (9 items): 3
- Performance Outcomes (2 items): 3
- Alignment (1 item): 0

Building level processes:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0-10%</th>
<th>25-45%</th>
<th>46-75%</th>
<th>76-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of buildings showing VLTP response rates by zone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of buildings having SAPP response rates by zone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Implementation Zone is represented by the red dotted bar. Implementation zones, with examples, are described more fully in the Implementation Zones Guide.

Districts, together with their Facilitator/CST, will be able to see each data piece in the Worksheet. This information not only makes Zone placement transparent, it also serves to help plan to move forward through the implementation process.

IZ Landscape

The IZ Landscape is a visual representation of the data, bringing all the data elements together to illustrate the Implementation Zone for that district. Below is a sample IZ Landscape.

The Implementation Zone is represented by the dotted red box.
Implementation Teams
Implementation teams provide needed support and structure for ensuring implementation with fidelity occurs. In the DCI framework are two levels of implementation teams: district-level and building-level. Each have roles in guiding and supporting implementation. It is important for districts and buildings to refrain from establishing additional leadership teams for guiding the DCI implementation. Rather, districts and buildings should reflect on their current team structures and integrate team responsibilities to the greatest extent possible.

Core competencies of implementation team members, at both the district and building level, include the following.

- Knowledge and understanding of the DCI Framework and Practices
- Knowledge of expected DCI implementation processes
- Applied experience in using data for improving practices and systems

District Leadership Team
The district leadership team is comprised of district-level administrators, districtwide coaches, curriculum and assessment leaders, professional development coordinators, and other instructional and administrative leaders. This team supports implementation in the following ways.

- Using data to inform district-level policy and evaluate district-level systems
- Providing support for assuring the implementation drivers are addressed within each building
- Providing adaptive and technical solutions essential for sustaining and scaling-up the framework across the district
- Monitoring implementation progress and addressing challenges at the district-level, which affect building-level implementation
- Collaborating with building-leadership teams to gain insight into the effectiveness of implementation and challenges shared across the district

Building Leadership Team
The building leadership team is comprised of building-level administrators, teacher-leaders, instructional coaches, and other persons integral to the overall building-level system. This team supports implementation in the following ways.

See Step-by-Step Guide
Essential Function 1
• Using data to inform building-level policy and evaluate building-level systems

• Addressing the implementation drivers in the building context

• Providing adaptive and technical solutions essential for sustaining and scaling-up the DCI Framework and Practices within the building

• Monitoring implementation progress and addressing challenges at the building-level

• Collaborate with district-leadership teams to share insight into the effectiveness of implementation and challenges occurring in the building

Alignment

Educators are faced with recurring challenges of implementing, sustaining, and evaluating multiple practices, systems, and policies simultaneously. Being purposeful about developing a process for aligning, monitoring alignment, and sustaining alignment is an important function of district-level and building-level leadership. In a recent Technical Guide for Alignment, the National Technical Assistance Center on Schoolwide Positive Behavior Supports outlines steps for aligning practices and initiatives. Drawing from this technical guide, the steps below outline a process for reviewing current initiatives and aligning the framework with current practices and systems be shown to be effective for improving student achievement.

1. Assess current initiatives
   a. Define the valued outcome to be achieved
   b. Develop an inventory of related systems, initiatives, and practices currently implemented across the district
   c. Identify the practices and initiatives to be aligned and determine common features
   d. Identify the system features supporting the initiative or practice
   e. Design a plan for aligned implementation, including collection of data, evaluation, and professional development

2. Adopt formal alignment process
   a. Design protocols for considering the adoption of new practices within alignment to current, effective practices
   b. Enable a team to monitor the effectiveness of alignment and lead the consideration of new practices as needs arise

"Effective leaders understand that alignment is not something to check off a to-do list. Alignment is a dynamic, ongoing process that requires continual monitoring and realigning as conditions and needs change."  
Straw, Davis, Scullard, Kukkonen, & Franklin (2013)
Implementation Practice Profile & Checklist

The Implementation Practice Profile and Checklist are tools designed for district-level planning for DCI participation. Organized by the four essential functions of district leadership teams, the checklist provides structure noting current status and indicating next steps.

- **Essential Function**: District leaders maintain a collaborative culture and climate at the district-level and with building leaders.
- **Essential Function**: District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice.
- **Essential Function**: District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data.
- **Essential Function**: District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction.

The checklist should be used alongside the Step-by-Step Guide and the District Implementation Practice Profile.
Data Informed Process

Data elements at all stages and levels of implementation can inform sustainability of effective educational practices and influence the design of processes and systems. The data elements include self-assessment, observation, implementation survey, student achievement, and other qualitative data such as artifacts, process documents, and protocols.

Figure 8 (page 37) shows the DCI data cycle. In this cycle, districts will examine data from school buildings as part of determining a districtwide level of implementation as well as action planning for improved implementation, leading to student achievement.

Practice Profiles

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework has been developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics. The Practice Profile template show four levels of implementation and is anchored by the essential functions. The implementation levels are exemplary, proficient, close to proficient, and far from proficient. The Practice Profiles for the components of DCI are included in the Resources and Tools section of this Blueprint.

How to Use the Practice Profile

The Practice Profile has multiple uses. Because it provides the educator with concrete examples of implementation, it is a key component of training and coaching on the specific DCI Practice. It can also be used for self-monitoring implementation because it serves as a reminder as to the implementation criteria. Practice Profiles can also be used for providing feedback after observation of the practice. Building-level and district leaders can incorporate the use of Practice Profiles into educator evaluation processes. In addition, the Practice Profiles can be used when peer coaching.

Self-Assessment Practice Profile

The Self-Assessment Practice Profile is an online tool for team-based analysis of Practice Profiles (http://apps.dese.mo.gov). The instructions for using the tool can be found on the Webpage. Through this tool, individual educators as well as teams of educators begin by indicating their level of implementation as they complete a questionnaire aligned to each item on the Practice Profiles. Educators can choose to complete all of the Practice Profiles or select only a few of the DCI Practices. After completing
the questionnaire, a dashboard of results is shown and reports can be downloaded. Through the reports, an administrator has a collective view of the Practice Profiles across a team, grade level, or other administrator-determined group of educators.

Collaborative Work Implementation Survey (CWIS)

DCI districts will use the Collaborative Work Implementation Survey (CWIS). The CWIS is a 24-item instrument designed using a five-point Likert scale (see Figure 8 listing the survey items). For three of the scales, the Likert values correspond to frequency, while for the other two, the values correspond to agreement. The survey is intended to measure the degree of implementation of desired processes and practices within participating districts. The scales were designed based upon theoretical knowledge about the most vital information passed from trainers to educators, and practical knowledge of the content of the learning packages delivered through professional coaching by project staff in local school buildings. After a validation process in Spring 2018, items eliciting district-level responses were added to the instrument.

CWIS administration is a required part of a district’s commitment. The results from the CWIS are crucial in planning for effective professional development. They help identify district-wide strengths and weaknesses pertaining to the DCI Practices. Using CWIS data, District Leadership Teams can work with CST Facilitators to identify district-wide goals. Be sure to administer the CWIS twice the first year – early on for baseline and again in the spring. Subsequently you will take it yearly in the spring; and share and collectively analyze CWIS results, create visual representations of district and/or building data.

Analysis of Implementation Processes

The CST will work with district leadership/implementation teams to collect data documenting implementation progress. Data will address implementation of systems change and alignment, professional development received by educators, implementation of DCI Practices at district, building, team, and classroom levels, and growth in student achievement.

Evaluation

An evaluation of the DCI components and processes will be ongoing over the next three years.
### Figure 8. Collaborative Work Implementation Survey (CWIS) for DCI

<table>
<thead>
<tr>
<th><strong>COLLABORATIVE, DATA-DRIVEN CULTURE</strong></th>
<th><strong>TEAMS USE DATA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLABORATION</td>
<td>Using data, instructional staff collaborate to determine which effective practice(s) will maximize the positive learning outcomes for all students.</td>
</tr>
<tr>
<td>I am a member of a grade level, grade span, or content team.</td>
<td>Collaborative teams systematically analyze student data during team meetings.</td>
</tr>
<tr>
<td>My team reviews data at meetings.</td>
<td>Collaborative teams use a data analysis system that includes examining and reflecting on instruction to identify how student errors may be linked to teacher practice.</td>
</tr>
<tr>
<td>Members of the team demonstrate positive, solution-oriented interactions.</td>
<td></td>
</tr>
<tr>
<td>My team uses effective teaming practices such as providing agendas, establishing roles, seeking consensus and documenting minutes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUPPORT &amp; GUIDANCE</strong></th>
<th><strong>EDUCATOR LEARNING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEADERSHIP</td>
<td>I participate in professional development where I learn to improve my instructional practices.</td>
</tr>
<tr>
<td>My building leader(s) effectively manages initiatives and expectations placing a focus on improving educational practices.</td>
<td>I receive coaching to facilitate my implementation of evidence-based instructional practices.</td>
</tr>
<tr>
<td>My building leader(s) supports the opportunity for teacher-to-teacher observation and feedback.</td>
<td>I participate in professional development where I learn how to monitor student progress.</td>
</tr>
<tr>
<td>My building leader(s) shows they are committed to implementing a core set of effective instructional practices in building classrooms.</td>
<td>I receive feedback about my classroom instruction from other teachers.</td>
</tr>
<tr>
<td>My building leader(s) actively problem-solves with collaborative teams.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FOCUS ON STUDENT LEARNING</strong></th>
<th><strong>STUDENT LEARNING &amp; FEEDBACK</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUCTION DESIGN</td>
<td>The students in my classroom, including students with disabilities, write/state learning targets using “I can” or “I know” statements.</td>
</tr>
<tr>
<td>The instruction of teachers in my building intentionally addresses the Missouri Learning Standards for my grade/subject.</td>
<td>The students in my classroom, including students with disabilities, assess their progress by using evidence of student work (rubrics or portfolios).</td>
</tr>
<tr>
<td>Teachers in my building use common formative assessments aligned to the Missouri Learning Standards.</td>
<td>The students in my classroom, including students with disabilities, identify what they should do next in their learning based on self-assessment of their progress.</td>
</tr>
<tr>
<td>I use the results from common formative assessment to plan for re-teaching and/or future instruction.</td>
<td>The students in my classroom, including students with disabilities, receive feedback on their progress toward their learning targets.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STUDENT LEARNING &amp; FEEDBACK</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The students in my classroom, including students with disabilities, receive feedback on their progress toward their learning targets.</td>
</tr>
<tr>
<td>Student-to-student feedback, focused on improving learning, occurs during instruction.</td>
</tr>
<tr>
<td>The students in my classroom state the success criteria for achieving their learning target.</td>
</tr>
<tr>
<td>All the students in my classroom participate in common formative assessments, including students with disabilities.</td>
</tr>
<tr>
<td>Each student reviews his/her results of common formative assessments with a teacher.</td>
</tr>
</tbody>
</table>
Data: Data Informed Process

Figure 9. Data Cycle

DCI Components

Coaching support in following areas
- Effective educational practices
  - Collaborative teams
  - Data-based decision making
  - Common formative assessment
- Effective teaching/learning practices
  - Developing assessment capable learners
    + Feedback
  - Metacognition
- School-based implementation coaching
- Collective teacher efficacy
- Becoming an instructional leader of your building

Implementation processes and protocols
- Administrative supports
- System supports
- Training
- Performance review & feedback
- Teaming & collaboration
- Ongoing evaluation measures, tools, and processes

Outcomes

Increase educator knowledge
Improve educator application in district/building setting
Full implementation with fidelity
Student achievement

Influencers
- Comprehensiveness of program
- Quality of professional development received
- Administrative role
- Participant response
- District/building context
- Collective teacher/administrator efficacy

Program Review
For scaling-up and replication
- What works?
- What needs to be revised?
- What needs to be added/dropped?
- What needs to be reinforced?

Data
Data collection and analysis
- Self-assessment
- Observation
- Implementation survey
- Artifacts, process documents, and other qualitative data
- Student achievement
Professional Learning Modules (PLMs)

The DCI Framework uses the professional development approach and materials developed from the early days of the Missouri Collaborative Work (CW) through today. The professional development content (DCI Practices) and processes are aligned with the research on student and adult learning. Research shows that conventional forms of professional development (i.e., one-shot workshops and conferences) do not provide the support needed to modify teaching practices. Effective professional development needs to be authentic and ongoing. Furthermore, professional development should address adult learning methods to ensure effectiveness through levels of instruction (i.e., introduce, illustrate, practice, evaluate, reflect, and master). A ‘Professional Learning Module’ is a focused approach to professional development content that addresses adult learning principles, upholds specific characteristics of high quality professional development, and focuses on implementation at the classroom level.

Table 1. Professional Learning Module (PLM) Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Purpose</th>
<th>Example of content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Provide opportunity for learners to engage in the content prior to the formal training.</td>
<td>Learning objectives. Expectations for the training. Preparatory reading. Reflection exercise.</td>
</tr>
<tr>
<td>Why the topic is important</td>
<td>Review the basics and relevance to student learning.</td>
<td>Implications for student learning. Ways implementation aligns with MO Learning Standards.</td>
</tr>
<tr>
<td>Overview of the topic</td>
<td>Provide learner with core concepts, terms, and vision for implementation.</td>
<td>Core concepts. Glossary of terms. Implementation example.</td>
</tr>
<tr>
<td>Component</td>
<td>Purpose</td>
<td>Example of content</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Unpacking the topic</td>
<td>Explore the core components and implementation steps.</td>
<td>Detailed description of the core components. Rationale for components. Detailed implementation steps.</td>
</tr>
<tr>
<td>Topic in action</td>
<td>Explore ways for the learners to incorporate the new knowledge and skills into their teaching.</td>
<td>Reflection on what implementation would look like in their classrooms. Discuss and problem-solve potential challenges to implementation and fidelity drift.</td>
</tr>
<tr>
<td>Assessment &amp; reflection</td>
<td>Provide opportunity for the learners to reflect on their learning and potential implementation challenges.</td>
<td>Post-assessment learner knowledge. Reflect on personal teaching context and implementation.</td>
</tr>
<tr>
<td>Closing &amp; follow-up</td>
<td>Provide opportunity for learner to outline their implementation steps and plans for follow-up coaching.</td>
<td>Template for outlining implementation steps in personal teaching contexts and follow-up coaching. Additional resources for further learning.</td>
</tr>
</tbody>
</table>
Coaching Support Teams

CSTs provide ongoing contact and support to the DCI districts. Professionals comprising a CST hold identified expertise in areas of leadership and school culture, academics, social/behavioral, special education, data, technology, assessment, communication, accountability/MSIP, and systems change. CSTs work closely with district leadership teams to support and increase school district capacity in implementation and sustainability of evidence-based educational practices. Through consultation with the CST, training needs may be identified and, if desired, a Regional Professional Development Center (RPDC) can also be called upon to support those training needs.

The partnership between the CST and DCI districts will involve the following.

- Supporting district leadership through the Blueprint for a cohesive, integrated district plan of professional development to deepen implementation of evidence-based educational practices
- Assisting with identifying ways of embedding evidence-based educational practices within district need and context
- Creating, identifying, and providing coaching on DCI Practices

New this year are Implementation Zones (see pp. 28-31) which give districts a clear picture of their current level of DCI implementation. Implementation Zones are similar to a data dashboard and can be used to guide district conversations answering "where are we now?" in the journey toward full implementation of the DCI framework. Districts will be placed in a cadre with other districts in the same IZ, allowing for greater consistency of support, problem solving, and the opportunity to share with each other both successes and struggles alike. The state will be divided into east and west sides, with each side having a cadre for each Implementation Zone (i.e., an east Early Implementation Zone and a west Early Implementation Zone).

Providing leadership to each CST is a Lead Facilitator. Each district in the cadre will be assigned a mini-team of consultants providing a) the opportunity for consistency of relationships from previous years and b) the necessary expertise needed for a given district. These teams can change as needed throughout the year as a district evolves and focus changes.

New this year is the position of Implementation Specialist to focus on onboarding new districts and communicating with current districts if extra support is needed. The on-boarding will include the following.

- Provide initial and early contact with districts to introduce DCI, including scope of work and systems needed for implementation
• Review implementation support resources
• Work with appropriate district personnel to assure VLP access for all
• Introduce Implementation Checklist, District Level Implementation Practice Profile, and CWIS
• Begin developing a working knowledge of the content and implementation framework

Current districts can expect their primary communication regarding implementation processes and support to be with the CST facilitator.

Regional Professional Development Centers
The nine Regional Professional Development Centers (RPDCs) continue to be a resource for addressing training needs. DCI partners closely with the RPDC Directors who are integral to the CST process. As the CST and the District identify needs for training, the CST facilitator will reach out to a RPDC consultant holding the needed expertise to provide training.

Missouri DESE
The Missouri Department of Elementary and Secondary Education aims to facilitate the development and implementation of a statewide system of effective evidence-based educational practices to support districts and buildings to achieve exceptional outcomes for all students. To accomplish this task, DESE is partnering with selected districts. Through this partnership between DESE Statewide System of Support and the selected districts, DESE will provide various supports for active engagement and implementation of the process with fidelity.

• A system for coordination of training and coaching for the districts/buildings within a job-embedded environment
• A system for development of school-based implementation coaching, at the district and building levels
• Resources and supports to allow the districts/buildings to participate
• On-site technical assistance and observation visits
• Opportunities for cross-district collaboration and sharing
Web-Based Tools

This section presents three types of tools for guiding professional development, implementation, and use of data. These tools include: DESE Data Platform, Virtual Professional Development Platform, and Self-Assessment Practice Profile.

DESE Data Platform

A robust, DESE-wide data system is currently under development. When mature, this system will tie DESE’s data collection systems such as Core Data, Consultant Log, teacher/leader evaluation, system reviews and tiered monitoring with access for all district staff to online curricula materials, career/technical education supports, common formative assessments, educator evaluation tools, self-assessment tools, PD focusing on leadership, effective teaching and learning, etc. In the future, the plan is to have a “One Stop Shop” which houses all DESE resources in a single location. This “One Stop Shop” should help to provide consistency in data collection and analysis by eliminating the existence of numerous systems with varying expectations acting independently of one another.

Virtual Learning Platform

In addition to materials that are designed to be delivered in person, there is an online portal called the Virtual Learning Platform (VLP) that provides DESE endorsed, evidence-based training to all PD participants. The materials in the VLP are organized to provide maximum flexibility of access for all individuals or teams of users, from totally self-directed to highly directed and structured. The VLP is available to teachers and school administrators through DESE’s Web Application Portal and includes space for user collaboration, pre/post assessments, handouts, worksheets, bookmarking of courses in progress, and other materials required for training. The system can be accessed at any time and may be used as a reference for users once the course(s) are complete. CSTs can provide support to users when accessing the VLP (see Figure 10, p. 44).
The materials in the Virtual Learning Platform are organized to provide maximum flexibility of access for all users, from totally self-directed to highly directed and structured. While the type of user may vary, all users have access to all course materials at any time. The Virtual Platform may be used in a variety of ways. It may be used by individual or groups of learners. A group of learners may or may not be guided by a leader/facilitator. A district/building may decide to learn and implement the content without outside support or organize learning cohorts using an internal facilitator (team leader). For schools desiring more support, RPDC staff is available to provide initial training and/or follow-up coaching and technical assistance activities through contracted services.

Figure 10. Dashboard
Self-Assessment Practice Profile

The Self-Assessment Practice Profile (SAPP) is a tool designed to help educators self-check implementation levels of newly learned skills and knowledge. Educators submit answers to a questionnaire (see Figure 11 below) aligned with each Professional Learning Module’s Practice Profile (apps.dese.mo.gov). Questionnaires elicit current levels of knowledge, skills, and abilities for practices included in the framework. When educators submit questionnaire responses, they receive immediate feedback in the form of a shaded Practice Profile (see Figure 12, p. 46). Shaded Practice Profiles are collected in the educator’s “Your Assessments” box (see Figure 13, p. 46), making it easy to track individual progress over time.

Building and district leaders access educator responses to build reports in the form of building-level heat maps (see Figure 14, p. 47). Reports can be built for selected teams (grade level, content level), providing a picture of implementation levels across the district. Building reports are collected in the building leaders “Reports” box (see Figure 15, p. 47). Reports should be used for collective planning among all levels of educators. Educators are encouraged to use the SAPP more than once per year to gain insight about collective progress on focus areas. However, the SAPP can be used more frequently as a coaching or reflective tool as needed.

SAPP implementation materials include self-assessment questionnaires aligned with each practice in the content framework, access to individual shaded Practice Profiles, and access to building-level heat maps.

Figure 11. Teacher Self-Assessment Questionnaire
Support: Web-Based Tools

Figure 12. Teacher Shaded Practice Profile

Figure 13. Teacher "Your Assessments" Box
Missouri Department of Elementary and Secondary Education (DESE)

Figure 14. Building Heat Map

<table>
<thead>
<tr>
<th>Collaborative Teams</th>
<th>Exemplary/ Ideal Implementation</th>
<th>Proficient</th>
<th>Close To Proficient</th>
<th>Far From Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.</td>
<td>19/25</td>
<td>5/25</td>
<td>0/25</td>
<td>1/25</td>
</tr>
<tr>
<td>Effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).</td>
<td>21/25</td>
<td>1/25</td>
<td>2/25</td>
<td>1/25</td>
</tr>
<tr>
<td>Intentionally collaborate on the most effective practices within curriculum, instruction, assessment and climate.</td>
<td>20/25</td>
<td>2/25</td>
<td>2/25</td>
<td>1/25</td>
</tr>
</tbody>
</table>

Revised Data-Based Decision Making

| Collect, chart, analyze and disaggregate student learning data. | 0/0 | 0/0 | 0/0 | 0/0 |
| Use results to identify priority learning needs. | 0/0 | 0/0 | 0/0 | 0/0 |
| Establish SMART goals based on data identified student learning needs. | 0/0 | 0/0 | 0/0 | 0/0 |
| Use data to select a common instructional practice/strategy to implement with fidelity. | 0/0 | 0/0 | 0/0 | 0/0 |

Data-Based Decision Making

| Collect, chart, analyze and disaggregate student learning data. | 16/23 | 6/23 | 1/23 | 0/23 |
| Use results to identify priority learning needs. | 9/23 | 4/23 | 6/23 | 4/23 |
| Establish SMART goals based on data identified student learning needs. | 14/23 | 5/23 | 1/23 | 3/23 |
| Use data to select a common instructional practice/strategy to implement with fidelity. | 13/23 | 9/23 | 1/23 | 0/23 |
| Explain results indicators for process (cause) and product (effect) | 11/23 | 7/23 | 3/23 | 2/23 |
| Design ongoing monitoring of results (monitor, reflect, adjust, repeat) | 10/23 | 10/23 | 1/23 | 2/23 |

Figure 15. Building "Reports" Box
<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient</th>
<th>Far from Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Educators collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement.</td>
<td>Teams address 3/4 of the following at least twice monthly, as evidenced by agendas and minutes. • Discuss data and monitoring student progress • Identify instructional practices that result in student learning • Identify students needing reteaching • Align instructional practices to academic standards</td>
<td>Teams address 3/4 items at least monthly, as evidenced by agendas and minutes.</td>
<td>Teams address 2/4 items at least monthly, as evidenced by agendas and minutes.</td>
<td>Teams address fewer than 2/4 items at least monthly, as evidenced by agendas and minutes.</td>
</tr>
<tr>
<td>2 Educators effectively implement group processes in collaborative meetings.</td>
<td>Teams meet weekly using agenda and minutes in collaborative meetings.</td>
<td>Teams meet at least monthly using agendas and minutes in collaborative meetings.</td>
<td>Teams meet regularly but with no set schedule.</td>
<td>Team meetings times are irregular, infrequent, and/or often canceled.</td>
</tr>
<tr>
<td></td>
<td>Teams use agendas which include 8/9 of the following recommended items. • Team/group name • Date/time/location • Outcomes (includes required materials) • Past items to review • New items • Celebrations • Norms • Roles • Next meeting date</td>
<td>Teams use agendas which include 7/9 of recommended items.</td>
<td>Teams use agendas which include at least 4/9 of recommended items.</td>
<td>Teams use agendas which include fewer than 4/9 of recommended items are not developed.</td>
</tr>
</tbody>
</table>
|   | (continued) Educators effectively implement group processes in collaborative meetings. | Teams use minutes and communication that address 8/9 of the following recommendations.  
- Purpose for the meeting  
- Where and when held  
- List of the attendees  
- Tasks achieved during the meeting  
- Decisions made at the meeting  
- List of actions agreed upon including to whom it was assigned and the completion date  
- Notes are centrally stored with easy access for all participants to provide updates and comments  
- Agendas that use a consistent template for easy reference  
- Agendas distributed to all stakeholders | Teams use minutes and communication that address 7/9 of the recommendations.  
- Purpose for the meeting  
- Where and when held  
- List of the attendees  
- Tasks achieved during the meeting  
- Decisions made at the meeting  
- List of actions agreed upon including to whom it was assigned and the completion date  
- Notes are centrally stored with easy access for all participants to provide updates and comments  
- Agendas that use a consistent template for easy reference  
- Agendas distributed to all stakeholders | Teams use minutes and communication that address 6/9 of the recommendations.  
- Purpose for the meeting  
- Where and when held  
- List of the attendees  
- Tasks achieved during the meeting  
- Decisions made at the meeting  
- List of actions agreed upon including to whom it was assigned and the completion date  
- Notes are centrally stored with easy access for all participants to provide updates and comments  
- Agendas that use a consistent template for easy reference  
- Agendas distributed to all stakeholders | Teams use minutes and communication that address fewer than 4/9 of the recommendations or are not developed. |
|---|---|---|---|---|---|
| 2 | Educators intentionally use collaborative skills in collaborative team meetings. | During team meetings, problem-solving and sharing involves at least 6/7 of the following collaborative behaviors.  
- Pausing  
- Paraphrasing  
- Posing questions  
- Putting ideas on the table  
- Providing data  
- Paying attention to self and others  
- Presuming positive intentions | During team meetings, problem-solving and sharing involves at least 5/7 collaborative behaviors.  
- Pausing  
- Paraphrasing  
- Posing questions  
- Putting ideas on the table  
- Providing data  
- Paying attention to self and others  
- Presuming positive intentions | During team meetings, problem-solving and sharing involves fewer than 5/7 of the recommended collaborative behaviors.  
- Pausing  
- Paraphrasing  
- Posing questions  
- Putting ideas on the table  
- Providing data  
- Paying attention to self and others  
- Presuming positive intentions | The collaborative behaviors do not occur during team meetings. |
### Data-Based Decision Making Practice Profile

<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient</th>
<th>Far from Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Educators</td>
<td>Meet 9/9 criteria</td>
<td>7/9 criteria are met</td>
<td>4/9 criteria are met</td>
<td>Fewer than 4/9 of any of the criteria occur</td>
</tr>
<tr>
<td>establish</td>
<td><strong>Collaborative data team process</strong></td>
<td><strong>Collaborative data team process</strong></td>
<td><strong>Collaborative data team process</strong></td>
<td></td>
</tr>
<tr>
<td>collaborative process for collecting data.</td>
<td>• Establish a data team with members sharing a common interest (content, grade level, etc.)&lt;br&gt;• Meet at regularly scheduled predetermined times to collaborate on student data&lt;br&gt;• Define and use roles to improve meeting effectiveness and efficiency&lt;br&gt;• Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction&lt;br&gt;• Use a system for sharing and storing team documents (i.e. agenda, minutes, etc.)&lt;br&gt;• Hold team accountable for individual and team review of data&lt;br&gt;<strong>Data collection process</strong>&lt;br&gt;• Collect student data in relation to learning targets&lt;br&gt;• Collect data describing instructional processes&lt;br&gt;• Organize data in preparation for review and analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Educators</td>
<td>Meet 6/6 criteria</td>
<td>5/6 criteria are met</td>
<td>4/6 criteria are met</td>
<td>Fewer than 4/6 of any of the criteria occur</td>
</tr>
<tr>
<td>implement a</td>
<td>• Use purposeful data analysis system to guide effective data analysis&lt;br&gt;• Consistently use protocol for data analysis&lt;br&gt;• Identify a common problem that is related to a learning goal&lt;br&gt;• Reflect on how instruction has previously impacted the common problem&lt;br&gt;• Predict a link to teacher practice&lt;br&gt;• Organize and track the data-informed decisions made by the team in order to be available for future problem-solving discussions</td>
<td>• Use purposeful data analysis system to guide effective data analysis&lt;br&gt;• Consistently use protocol for data analysis&lt;br&gt;• Identify a common problem that is related to a learning goal&lt;br&gt;• Reflect on how instruction has previously impacted the common problem&lt;br&gt;• Predict a link to teacher practice</td>
<td>• Use purposeful data analysis system to guide effective data analysis&lt;br&gt;• Consistently use protocol for data analysis&lt;br&gt;• Identify a common problem that is related to a learning goal&lt;br&gt;• Reflect on how instruction has previously impacted the common problem&lt;br&gt;• Predict a link to teacher practice</td>
<td></td>
</tr>
<tr>
<td>Educators determine instructional action steps.</td>
<td>Meet 5/5 criteria</td>
<td>4/5 criteria are met</td>
<td>3/5 criteria are met</td>
<td>Fewer than 3/5 of any of the criteria occur</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis</td>
<td>Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis</td>
<td>Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis</td>
<td><strong>Support</strong></td>
</tr>
<tr>
<td></td>
<td>Design a lesson or set of lessons addressing the learning goal</td>
<td>Design a lesson or set of lessons addressing the learning goal</td>
<td>Design a lesson or set of lessons addressing the learning goal</td>
<td><strong>Meet</strong> 5/5 criteria</td>
</tr>
<tr>
<td></td>
<td>Schedule and deliver instructional change (lesson or set of lessons)</td>
<td>Schedule and deliver instructional change (lesson or set of lessons)</td>
<td>Schedule and deliver instructional change (lesson or set of lessons)</td>
<td><strong>Meet</strong> 4/5 criteria are met</td>
</tr>
<tr>
<td></td>
<td>Collect evidence of learning outlined in the IAP</td>
<td>Collect evidence of learning outlined in the IAP</td>
<td>Collect evidence of learning outlined in the IAP</td>
<td><strong>Meet</strong> 3/5 criteria are met</td>
</tr>
<tr>
<td></td>
<td>Outline how engaging students in review of learning data will inform design or delivery of instructional change</td>
<td>Outline how engaging students in review of learning data will inform design or delivery of instructional change</td>
<td>Outline how engaging students in review of learning data will inform design or delivery of instructional change</td>
<td>Fewer than 3/5 of any of the criteria occur</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.</th>
<th>Meet 7/7 criteria</th>
<th>6/7 criteria are met</th>
<th>4/7 criteria are met</th>
<th>Fewer than 4/7 of any of the criteria occur</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>Review previously created data analysis system and improve it as necessary to determine instructional impact</td>
<td>Review previously created data analysis system and improve it as necessary to determine instructional impact</td>
<td>Review previously created data analysis system and improve it as necessary to determine instructional impact</td>
<td><strong>Support</strong></td>
</tr>
<tr>
<td></td>
<td>Analyze evidence of learning collected during instructional change</td>
<td>Analyze evidence of learning collected during instructional change</td>
<td>Analyze evidence of learning collected during instructional change</td>
<td><strong>Meet</strong> 6/7 criteria are met</td>
</tr>
<tr>
<td></td>
<td>Include time in data team meetings to reflect on and discuss what worked, what did not work and why</td>
<td>Include time in data team meetings to reflect on and discuss what worked, what did not work and why</td>
<td>Include time in data team meetings to reflect on and discuss what worked, what did not work and why</td>
<td><strong>Meet</strong> 4/7 criteria are met</td>
</tr>
<tr>
<td></td>
<td>Determine if/how instructional change targeted student learning goal</td>
<td>Determine if/how instructional change targeted student learning goal</td>
<td>Determine if/how instructional change targeted student learning goal</td>
<td>Fewer than 4/7 of any of the criteria occur</td>
</tr>
<tr>
<td></td>
<td>Incorporate review of student data into instruction and gain feedback on student learning from students</td>
<td>Incorporate review of student data into instruction and gain feedback on student learning from students</td>
<td>Incorporate review of student data into instruction and gain feedback on student learning from students</td>
<td><strong>Support</strong></td>
</tr>
<tr>
<td></td>
<td>Schedule time to reflect on the outcome of the instructional change</td>
<td>Schedule time to reflect on the outcome of the instructional change</td>
<td>Schedule time to reflect on the outcome of the instructional change</td>
<td><strong>Meet</strong> 6/7 criteria are met</td>
</tr>
<tr>
<td></td>
<td>Adjust instructional action plan to reflect findings</td>
<td>Adjust instructional action plan to reflect findings</td>
<td>Adjust instructional action plan to reflect findings</td>
<td><strong>Meet</strong> 4/7 criteria are met</td>
</tr>
<tr>
<td>Essential Function</td>
<td>Exemplary Implementation</td>
<td>Proficient</td>
<td>Close to Proficient</td>
<td>Far from Proficient</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------</td>
<td>------------</td>
<td>--------------------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| 1. Educators develop clear and meaningful learning targets to guide instruction and student learning. | Learning targets are developed that meet 5/6 criteria.  
• Learning target is clearly connected to essential learning in the domain  
• Learning target develops deep understanding of underlying concepts and/or acquisition of skills  
• Learning target clearly engages higher order thinking processes  
• Learning target is clearly manageable and can be accomplished in the course of a lesson or unit (may be several periods)  
• Learning target is clearly explained to students.  
• Connections between current learning target and prior learning are clearly made | 4/6 criteria are met including  
• Learning target is clearly connected to essential learning in the domain | 3/6 criteria are met including  
• Learning target is clearly connected to essential learning in the domain | Fewer than 3/6 criteria are met |
| 2. Educators establish clear and measurable student success criteria in a rubric, scoring guide, or checklist. | Establish clear and measurable student success criteria that meet 4/5 criteria.  
• Success criteria are clearly and effectively aligned to learning targets  
• Success criteria clearly and effectively relate to what students will say, do, make, or write to show evidence of learning  
• Success criteria clearly and effectively reflect ways for students to indicate their current status relative to the learning targets  
• Success criteria are communicated in language students can fully understand  
• Success criteria are frequently referred to during the learning process | 3/5 criteria are met including  
• Success criteria are clearly and effectively aligned to learning targets  
• Success criteria clearly and effectively relate to what students will say, do, make, or write to show evidence of learning | The following criteria are met.  
• Success criteria are clearly and effectively aligned to learning targets  
• Success criteria clearly and effectively relate to what students will say, do, make, or write to show evidence of learning | Fewer than 2/5 of the criteria are met |
<table>
<thead>
<tr>
<th>3</th>
<th>Educators construct and/or use quality assessment instruments which are of sound design and measure the learning targets.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality assessment instruments meet 4/5 criteria.</td>
<td></td>
</tr>
<tr>
<td>Formative assessments</td>
<td></td>
</tr>
<tr>
<td>• Are used to collect data on student learning during the learning process</td>
<td></td>
</tr>
<tr>
<td>• Are fully aligned with the learning target and success criteria</td>
<td></td>
</tr>
<tr>
<td>• Are clearly appropriate for the purpose of generating data in relation to the success criteria</td>
<td></td>
</tr>
<tr>
<td>• Are consistently and strategically placed during the course of the learning process</td>
<td></td>
</tr>
<tr>
<td>• Provide opportunities for students to clearly show “where am I now” in relation to mastery of the learning target</td>
<td></td>
</tr>
<tr>
<td>3/5 criteria are met including</td>
<td></td>
</tr>
<tr>
<td>• Formative assessments are used to collect data on student learning during the learning process</td>
<td></td>
</tr>
<tr>
<td>2/5 criteria are met including</td>
<td></td>
</tr>
<tr>
<td>• Formative assessments are used to collect data on student learning during the learning process</td>
<td></td>
</tr>
<tr>
<td>Fewer than 2/5 of the criteria are met</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Educators use assessment data to improve student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment data are used to improve student learning and meets 3/3 criteria.</td>
<td></td>
</tr>
<tr>
<td>• The teacher’s decisions about next steps are completely based on evidence</td>
<td></td>
</tr>
<tr>
<td>• The teacher takes clearly appropriate action based on evidence (e.g., to continue as planned, scaffold, give student feedback, shift focus)</td>
<td></td>
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<tr>
<td>• The teacher feedback to students is clearly aligned with the learning target and success criteria</td>
<td></td>
</tr>
<tr>
<td>2/3 of the criteria are met including</td>
<td></td>
</tr>
<tr>
<td>• The teacher’s decisions about next steps are completely based on evidence</td>
<td></td>
</tr>
<tr>
<td>The following criterion is met.</td>
<td></td>
</tr>
<tr>
<td>• The teacher’s decisions about next steps are completely based on evidence</td>
<td></td>
</tr>
<tr>
<td>No criteria are met</td>
<td></td>
</tr>
</tbody>
</table>
# Developing Assessment Capable Learners

## Practice Profile

<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient</th>
<th>Far from Proficient</th>
</tr>
</thead>
</table>
| **1. Educators teach students to determine, “Where am I Going?”** | **When teaching students to develop learning goals, 5/5 criteria occur.**  
Educator  
- Writes daily targets using student-friendly language, using “I can ________” or “I know ________” statements  
- Creates daily opportunities for students to use or interact with learning targets  
- Develops rubric or scoring guide for appropriate assignments and provides multiple opportunities for students to use/interact with the rubric/scoring guide during the learning  
- Analyzes sample work with the students using strong and weak examples and asking students to justify their analyses (an on-going task throughout learning to clarify misconceptions)  
- Asks students to set daily goals in relation to the learning targets | **When teaching students to determine learning goals, 4/5 criteria occur and must include**  
Educator  
- Writes daily targets using student-friendly language, using “I can ________” or “I know ________” statements  
- Creates daily opportunities for students to use or interact with learning targets  
- Asks students to set daily goals in relation to the learning targets | **When teaching students to determine learning goals, 3/5 criteria occur and must include**  
Educator  
- Writes daily targets using student-friendly language, using “I can ________” or “I know ________” statements.  
- Creates daily opportunities for students to use or interact with learning targets  
- Asks students to set daily goals in relation to the learning targets | **When teaching students to determine learning goals, fewer than 3/5 criteria occur.**  
Educator  
- Writes daily targets using student-friendly language, using “I can ________” or “I know ________” statements.  
- Creates daily opportunities for students to use or interact with learning targets  
- Asks students to set daily goals in relation to the learning targets |
| 2 | Educators teach students to determine, “Where am I Now?” | When teaching students to self-evaluate learning progress, 5/5 criteria occur.  
**Educator**  
- Provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria  
- Provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process  
- Paces instruction to allow for frequent, descriptive feedback to all students and allows time for students to act on the feedback received  
- Asks students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process  
- Instructs students to set personal goals based on feedback and self-assessment | When teaching students to self-evaluate learning progress, 4/5 criteria occur.  
**Educator**  
- Provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria  
- Provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process  
- Paces instruction to allow for frequent, descriptive feedback to all students and allows time for students to act on the feedback received  
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**Educator**  
- Provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria  
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- Instructs students to set personal goals based on feedback and self-assessment | When teaching students to self-evaluate learning progress, fewer than 3/5 criteria occur.  
**Educator**  
- Provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria  
- Provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process  
- Paces instruction to allow for frequent, descriptive feedback to all students and allows time for students to act on the feedback received  
- Asks students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process  
- Instructs students to set personal goals based on feedback and self-assessment |
| 3 | Educators teach students to determine, “How do I Close the Gap?” | When teaching students to identify next steps in learning, 4/4 criteria occur.  
**Educator**  
- Assists each student in determining what might be some of the next instructional steps for the individual  
- Paces instruction to allow for the feedback loop and focused student revision  
- Provides opportunities for students to self-reflect and document their learning  
- Provides opportunities for students to share their learning | When teaching students to identify next steps in learning, 3/4 criteria occur.  
**Educator**  
- Assists each student in determining what might be some of the next instructional steps for the individual  
- Paces instruction to allow for the feedback loop and focused student revision  
- Provides opportunities for students to self-reflect and document their learning  
- Provides opportunities for students to share their learning | When teaching students to identify next steps in learning, 2/4 criteria occur.  
**Educator**  
- Assists each student in determining what might be some of the next instructional steps for the individual  
- Paces instruction to allow for the feedback loop and focused student revision  
- Provides opportunities for students to self-reflect and document their learning  
- Provides opportunities for students to share their learning | When teaching students to identify next steps in learning, fewer than 2/4 criteria occur.  
**Educator**  
- Assists each student in determining what might be some of the next instructional steps for the individual  
- Paces instruction to allow for the feedback loop and focused student revision  
- Provides opportunities for students to self-reflect and document their learning  
- Provides opportunities for students to share their learning |
<table>
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<tr>
<th>Essential Function</th>
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<th>Far from Proficient</th>
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</table>
| Developing metacognition in learners. | When developing metacognition in learners 5/5 criteria are met.  
• When presenting students with a task, the teacher promotes a metacognitive environment by talking about thinking and learning in general and specifically talking about one’s own thinking and learning  
• When presenting students with a task, the teacher models metacognitive practices before, during, and after learning  
• When presenting students with a task, the teacher provides opportunity for students to think about the best way to approach the task or accomplish the learning target and connect to prior experiences  
• When presenting students with a task, the teacher provides opportunity for students to monitor progress in relation to learning target and success criteria  
• When presenting students with a task, the teacher provides students opportunity to determine if learning target was met and reflect on what went well what did not go well and what to do differently next time | 4/5 criteria are met | 3/5 criteria are met | Fewer than 3/5 criteria are met |
## School-Based Implementation Coaching Practice Profile

<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)</th>
<th>Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)</th>
<th>Far from Proficient (Follow-up training and coaching are critical.)</th>
</tr>
</thead>
</table>
| **1.** Educators develop and maintain coaching relationships. | Meet 5/5 criteria for developing and maintaining coaching relationships  
- Create reciprocal partnerships  
- Communicate about coaching purpose and practices  
- Allow teachers to identify needs and to choose coaching support  
- Acknowledge and address differences  
- Build teacher leadership capacity | Meet 4/5 criteria | Meet 3/5 criteria | Fewer than 3/5 criteria |
| **2.** Educators provide effective feedback. | Effective feedback provided by educators meets 6/6 criteria  
- Provide informal positive feedback immediately after the session  
- Use specific, descriptive, and actionable verbal feedback  
- Use specific, descriptive, and actionable written feedback  
- Start with positive feedback focusing on specific examples that indicate strengths of practice  
- Reaffirm the positive and then mutually address growth elements with specific language and examples.  
- Celebrate growth within the practices | Meet 5/6 criteria | Meet 4/6 criteria | Fewer than 4/6 criteria |
| **3.** Educators develop a strategic and differentiated coaching plan. | Coaching plans developed by educator meet 5/5 criteria  
- Align coaching plan focus to school building/district vision and goals  
- Support educators in self-assessment using the Practice Profile of the effective educational practice(s)  
- Support educators in development of growth goal.  
- Establish methods of data collection for indicators of progress  
- Share a plan for gradual release of responsibility | Meet 4/5 criteria | Meet 3/5 criteria | Fewer than 3/5 criteria |
|   | Educators use solution dialogue. | Solution dialogue includes 7/7 criteria  
• Facilitate conversation about what has gone well and where more support is needed  
• Facilitate conversation about relevant data  
• Respond to ideas for improvement by validating, adding suggestions, and providing rationale for changes in practice  
• Support suggestions for change in practice by modeling examples of the content/practice in use  
• Provide opportunity for reflection and clarification of recommendations  
• Offer opportunity or resources for guided practice  
• Facilitate identifying next steps | Includes 6/7 criteria | Includes 5/7 criteria | Includes 4/7 criteria |
|---|---|---|---|---|---|
| 4 | Educators progress monitor implementation of effective educational practices. | Meet all 3/3 criteria and use four modes of gathering evidence  
• Gather evidence to monitor progress toward growth goal plan using four modes  
  ▪ Observation  
  ▪ Video recording themselves  
  ▪ Student evidence (classroom discourse, student work)  
  ▪ Journaling  
• Reflect on evidence to determine growth toward goal.  
• Determine next steps | Meet 3/3 criteria | Meet 2/3 criteria | Fewer than 2/3 criteria |
<table>
<thead>
<tr>
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<th>Close to Proficient</th>
<th>Far from Proficient</th>
</tr>
</thead>
</table>
| 1 District/Building leaders provide opportunities for teachers to experience the **four sources of efficacy**, and teachers have a combined belief that they have a major impact on student learning. | 85% of teachers report that within the last 12 months, they have met 5 criteria for efficacy.  
• They have successfully implemented a new instructional strategy or practice learned in training (affective state)  
• They have received feedback and encouragement regarding the implementation of an instructional strategy or practice learned in training (social persuasion)  
• They have seen others in their building implement a new instructional strategy or practice learned in training (vicarious experience)  
• They have collected informal or formal data to indicate they have successfully implemented a new instructional strategy or practice learned in training (mastery experience)  
• They report they have the resources and support needed to make a major impact on student learning | 70% of teachers report that within the last 12 months they have met 5 criteria. | 50% of teachers report that within the last 12 months they have met 5 criteria. | Fewer than 50% of teachers report that within the last 12 months they have met 5 criteria. |
| 2 District/Building leaders provide opportunities for teacher collaboration that encourages the development of social networks focused on improving instructional practice. | 85% of teachers report having met 4 criteria.  
• They participate in conversations with other teachers about ways to improve instruction 3 or more times per week  
• Their collaborative conversations with other teachers are helpful for improving instructional practice  
• They are part of formal and informal collaborative social networks  
• They experience shared leadership within teams | 70% of teachers report having met 4 criteria. | 50% of teachers report having met 4 criteria. | Fewer than 50% of teachers report having met 4 criteria. |
<table>
<thead>
<tr>
<th></th>
<th>District/Building leaders design school structures, promote professional development, and allot time in ways that support the development of teacher leadership.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>85% of teachers participate in school leadership opportunities through the following.</td>
</tr>
<tr>
<td></td>
<td>• Work focused on school and/or district improvement</td>
</tr>
<tr>
<td></td>
<td>• Professional development provided by themselves and/or colleagues</td>
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<tr>
<td></td>
<td>• Work focused on strengthening school and/or district curriculum</td>
</tr>
<tr>
<td></td>
<td>• Opportunities to participate in professional organizations</td>
</tr>
<tr>
<td></td>
<td>• Work focused on family/community partnerships</td>
</tr>
<tr>
<td></td>
<td>70% of teachers participate in school leadership opportunities through 5 criteria.</td>
</tr>
<tr>
<td></td>
<td>50% of teachers participate in school leadership opportunities through 5 criteria.</td>
</tr>
<tr>
<td></td>
<td>Fewer than 50% of teachers participate in school leadership opportunities through 5 criteria.</td>
</tr>
<tr>
<td></td>
<td>Regarding major decisions in their school, 85% of teachers report the following 5 criteria occur.</td>
</tr>
<tr>
<td></td>
<td>• the decision making process is transparent</td>
</tr>
<tr>
<td></td>
<td>• the decision making process includes opportunities for teachers to share their ideas and expertise</td>
</tr>
<tr>
<td></td>
<td>• they believe they had an influential voice in decisions</td>
</tr>
<tr>
<td></td>
<td>• they trust those in the decision making role</td>
</tr>
<tr>
<td></td>
<td>• a collaborative problem-solving approach is used to generate ideas/solutions</td>
</tr>
<tr>
<td>4</td>
<td>Regarding major decisions in their school, 70% of teachers report the 5 criteria.</td>
</tr>
<tr>
<td></td>
<td>Regarding major decisions in their school, 50% of teachers report the 5 criteria.</td>
</tr>
<tr>
<td></td>
<td>Regarding major decisions in their school, fewer than 50% of teachers report the 5 criteria.</td>
</tr>
<tr>
<td></td>
<td>District/Building leaders establish a climate that values teacher voice in decision making.</td>
</tr>
<tr>
<td></td>
<td>85% of teachers participate in collaborative inquiry that includes the following 6 criteria.</td>
</tr>
<tr>
<td></td>
<td>• Has a formal structure (meeting times, teams, and process are defined)</td>
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<tr>
<td></td>
<td>• Builds consensus around compelling problems of instruction</td>
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<tr>
<td></td>
<td>• Involves collaborative collection and analysis of data relevant to the identified problem of instruction</td>
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<tr>
<td></td>
<td>• Results in collective commitment to a plan to address student needs</td>
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<tr>
<td></td>
<td>• Results in evaluation of the plan and further adjustments</td>
</tr>
<tr>
<td></td>
<td>• Improves teachers’ understanding and teaching practices</td>
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<tr>
<td></td>
<td>70% of teachers participate in collaborative inquiry that includes the 6 criteria.</td>
</tr>
<tr>
<td></td>
<td>50% of teachers participate in collaborative inquiry that includes the 6 criteria.</td>
</tr>
<tr>
<td></td>
<td>Fewer than 50% of teachers participate in collaborative inquiry that includes the 6 criteria.</td>
</tr>
<tr>
<td>5</td>
<td>District/Building leaders design intentional supports that promote collaborative teacher inquiry.</td>
</tr>
</tbody>
</table>

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Support: Practice Profiles

Blueprint for District and Building Leadership, Fourth Edition, April 2020
<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient</th>
<th>Far from Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership</td>
<td>A. There is a system-wide plan for continuous improvement that includes all of the criteria below.</td>
<td>Meet 6/8 criteria for A and B is met</td>
<td>Meet 4/8 criteria for A and/or B is not met</td>
<td>Fewer than 4/8 criteria for A and/or B is not met</td>
</tr>
<tr>
<td></td>
<td>• Alignment of all district-wide initiatives</td>
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<tr>
<td></td>
<td>• A district-wide common focus with specific and attainable goals</td>
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<tr>
<td></td>
<td>• Building goals that are aligned with the district-wide common focus</td>
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<tr>
<td></td>
<td>• A process for providing information and receiving feedback from buildings and collaborative teams</td>
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<td></td>
</tr>
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<td></td>
<td>• A district-wide plan for professional learning</td>
<td></td>
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<tr>
<td></td>
<td>• A process for the collection of multiple sources of data to inform progress toward district and building goals</td>
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<tr>
<td></td>
<td>• A plan for the analysis of key goals for the purpose of monitoring impact</td>
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<tr>
<td></td>
<td>• Specific practice-based strategies focused on increasing the impact that teachers have on students</td>
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<tr>
<td></td>
<td>B. Leadership Teams regularly engage in formal problem-solving using district/building level data.</td>
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</tbody>
</table>
Leadership for Effective Implementation of District-Wide Evidence-Based Practices Practice Profile

<table>
<thead>
<tr>
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<th>Far from Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>Leadership establishes a sustainable school improvement approach that includes all of the criteria below.</td>
<td>Meets the first 4/6 criteria</td>
<td>(Skill is emerging, but not yet to proficiency. Coaching is recommended.)</td>
<td>(Follow-up professional development and coaching are critical.)</td>
</tr>
<tr>
<td><strong>Leadership sets a path for continuous improvement that is data informed and occurs within a collaborative school culture.</strong></td>
<td>• A district leadership team that is representative of all district buildings/programs &lt;br&gt; • Building leadership teams that are representative of all building grade levels and programs &lt;br&gt; • Collaborative Team structures to support all students &lt;br&gt; • District, building, and collaborative teams meet regularly to analyze data and determine progress towards goals &lt;br&gt; • District leadership provides information and data regularly with building and collaborative teams &lt;br&gt; • Building and collaborative teams provide information and data regularly with the district leadership team</td>
<td>Meets 3/6 criteria</td>
<td>Fewer than 3 criteria are met</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership models and facilitates qualities of trust and growth mindset as key to a culture of continuous improvement.</strong></td>
<td>A. Leadership builds an organizational culture of trust that leads to all of the criteria below. &lt;br&gt; • Belief by teachers that the leadership’s actions are consistent with shared values &lt;br&gt; • Belief by teachers that the leadership follows through on commitments &lt;br&gt; • Belief by teachers that the leadership values all staff &lt;br&gt; • Belief by teachers that they have the ability to positively affect student learning</td>
<td>Meets 3/4 criteria for A and 4/6 criteria for B are met</td>
<td>Meets 2/4 criteria for A and 3/6 criteria for B are met</td>
<td>Meets fewer than 2 criteria for A and fewer than 3/6 criteria for B are met</td>
</tr>
<tr>
<td><strong>Leadership promotes and models a growth mindset by meeting all of the criteria below.</strong></td>
<td>• Setting both long- and short-term organizational goals &lt;br&gt; • Seeking teacher feedback and input regularly &lt;br&gt; • Providing teachers with constructive, detailed feedback &lt;br&gt; • Creating opportunities for teachers to observe each other’s classes to learn from one another &lt;br&gt; • Discussing both successes and failures with teachers as opportunities for learning &lt;br&gt; • Valuing effort as the path to mastery</td>
<td>Meets 3/6 criteria for A and 4/6 criteria for B are met</td>
<td>Meets 2/4 criteria for A and 3/6 criteria for B are met</td>
<td>Meets fewer than 2 criteria for A and fewer than 3/6 criteria for B are met</td>
</tr>
<tr>
<td>Essential Function</td>
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</table>
| Leadership         | A. Leadership builds a supportive environment by meeting all of the criteria below.  
• District-wide goals address the needs of all students  
• Professional development provided for the implementation of evidence-based practices  
• Data is used to improve student achievement  
• Implementation of a system of School-Based Implementation Coaching  
B. Leadership ensures that all of the following key components are used and supported across the district.  
• Collaborative Teams  
• Common Formative Assessment  
• Data-Based Decision Making  
• Developing Assessment Capable Learners with Feedback  
• Metacognition | Meets 3/4 criteria for A and 3/5 criteria for B are met | Meets 2/4 criteria for A and 2/5 criteria for B are met | Meets fewer than 2/4 criteria for A and/or 2/5 criteria for B are met | (Follow-up professional development and coaching are critical.) |
<table>
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</thead>
<tbody>
<tr>
<td>1 District leaders maintain a collaborative culture and climate at the district-level and with building leaders.</td>
<td>District Leadership Team (DLT) and district contacts address all criteria indicated as proficient. Participation of DLT in monthly meetings is consistent. The meetings are well-documented examples of proficient implementation. Communication protocols are consistently followed and shared district wide. As new DLT members are brought on board, they receive professional development about district-level implementation and district-level roles.</td>
<td>• District-level contact person is identified and acts as the primary contact for reciprocal communication with the Coaching Support Team (CST) facilitator. • DLT is in place, comprised of members with expertise in the following areas: Instruction, curriculum, assessment, technology, special education, pre-K, elementary, middle, and high school. • DLT meets monthly to collaborate and shape participation. • DLT has developed an ongoing partnership with CST. • Technology (i.e. virtual meetings, document sharing) is used for timely and consistent sharing of information and support from the CST. Communication protocols result in consistent understanding of participation in all buildings. • Building-level contacts are identified. • A consistent district-wide plan for communicating with building-level contacts is established. • Building-level contacts use a protocol to regularly disseminate information to all staff. DLT collaborates with building leaders to define building-level expectations, develop action plans, collect data, and monitor progress toward improving instruction leading to student learning.</td>
<td>• District-level contact person is identified, but communication and partnership with CST is inconsistent. • DLT is in place, but not all areas of expertise are represented. • DLT meets quarterly or less. • Use of technology is sporadic, if at all. • Communication protocols are not established. • Building-level contacts are identified for some buildings, but not all. • Information about implementation is inconsistently shared with building-level educators. • Action plans are developed, but have gaps in key components.</td>
<td>• District-level contact person is identified, but communication and partnership with CST does not occur. • DLT is not in place. • Technology is not used for sharing information, meeting, or collaboration. • Building-level contacts are not identified. • Information is not shared with building-level educators. • Action plans are not developed.</td>
</tr>
<tr>
<td>Essential Function</td>
<td>Exemplary Implementation</td>
<td>Proficient</td>
<td>Close to Proficient</td>
<td>Far from Proficient</td>
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</tbody>
</table>
| 2 District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice. | An action plan with implementation timeline, aligned with existing Comprehensive School Improvement Plan (CSIP) and district professional development plan, is developed and used. This action plan addresses all items listed as proficient. Progress on the action plan is monitoring monthly by the DLT. Based on progress monitoring, modifications to the action plan are collaboratively identified by the DLT and communicated across the district. | An action plan with implementation timeline, aligned with existing Comprehensive School Improvement Plan (CSIP) and district professional development plan, is developed and used. This action plan has the following features.  
- Is informed by implementation and outcome data (e.g., SAPP, CWIS)  
- Provides for training and coaching on effective teaching and learning practices  
- Creates structures and processes for collaborative problem-solving using data  
- Creates structures and processes for school-based coaching  
- Incorporates virtual coaching and technology to enhance quality and timeliness of coaching  
- Includes annual benchmarks and outcomes aligning areas of foci across district priorities  
- Builds in opportunities for progress monitoring and revisiting action plan annually  
  This plan contains the following.  
  - Prioritized goals  
  - Annual measurable goals and outcomes matched to data sources  
  - Identified data elements (e.g., CWIS, SAPP), which are reviewed at least annually for data-driven discussions | An action plan with implementation timeline is developed; however, there are gaps in recommended items, data, and review processes as listed in the proficient column. Of the 10 recommendations listed, at least 6 are addressed fully. | An action plan does not exist OR fewer than 6 items are addressed fully. |
<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient</th>
<th>Far from Proficient</th>
</tr>
</thead>
</table>
| 3 District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data. | A system for supporting and monitoring fidelity and implementation of progress is established, used, and revisited annually. This system includes a data review cycle consisting of items listed as proficient. Based on implementation of the data review cycle, district leaders receive professional development (or refresher professional development) to maintain proficient implementation of the data elements and the review cycle. | A system for supporting and monitoring fidelity and implementation of progress is established, used, and revisited annually. This system includes a data review cycle which promotes the following actions.  
• Determine district-wide and building-level status and needs for professional development using CWIS, SAPP, and other data  
• Determine focus areas of need and set benchmarks for improvement  
• Provide for training and coaching (including use of the virtual learning platform) to address needs for improved instruction and build on strengths  
• Provide opportunity for educator reflection on the acquisition and application of new instructional knowledge and skills  
• Monitor implementation through observations and walkthroughs  
• Provide educators with descriptive feedback and support for improvement  
• Review school-wide data and identify ways of continuing to improve instruction and outcomes  
• Share data and collaborate with building leaders  
• Use data at all levels to guide professional development | The district engages in a data review cycle; however, there are missing steps or minimal levels of implementation. Of the 9 recommended steps listed, at least five are addressed fully. | The district does not conduct a data review cycle OR fewer than 5 items are addressed fully. |
| 4 District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction. | The DLT uses an established protocol for review of all district work, initiatives, and programs to assure current and ongoing alignment with the district CSIP. The protocol consists of all items indicated as proficient. Review of the protocol, informed by data, occurs at least twice annually. Detailed notes of the review are taken and used to inform modifications to the CSIP. | The DLT uses an established a protocol for review of all district work, initiatives, and programs to assure current and ongoing alignment with the district CSIP. The protocol consists of the following.  
• A schedule of taking inventory of all district initiatives in a manner that identifies redundancies and inconsistencies  
• A process for assuring alignment as new initiatives or programs are added to district/building expectations  
• Persons designated with responsibility for following the protocol and communicating to district/building leaders how alignment can/should occur. | The DLT has established a protocol addressing all recommended items; however not all recommendations are implemented. | The DLT has an established protocol; but it does not contain all recommended items OR a protocol has not been established. |
### Implementation Checklist: District-Level

<table>
<thead>
<tr>
<th>Focus</th>
<th>Action Steps</th>
<th>Current Status (Check 1 level per item)</th>
<th>Planned Focus Areas (Check to identify items for coaching/support, as needed, in each year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In place</td>
<td>In progress</td>
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</tbody>
</table>

**Essential Function:** District leaders maintain a collaborative culture and climate at the district-level and with building leaders.

#### Leadership

1. Form district leadership team (DLT) *(see Blueprint for recommended composition)*
2. Designate district-level contact person
3. Designate building-level contact person (for each building in district) who will disseminate information to faculty and staff in the building

#### Communication

1. Develop protocol for maintaining ongoing communication with Coaching Support Team Facilitator and CST members, prioritizing the use of virtual technology to increase communication
2. Develop a district-wide plan for consistent and timely sharing of information with building leaders
<table>
<thead>
<tr>
<th>Essential Function: District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commitment</strong></td>
</tr>
<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<td>4</td>
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<tr>
<td>5</td>
</tr>
<tr>
<td><strong>Essential Function: District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data</strong></td>
</tr>
<tr>
<td><strong>Performance/Outcomes</strong></td>
</tr>
<tr>
<td>1</td>
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<td>2</td>
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<tr>
<td>3</td>
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<tr>
<td>5</td>
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<tr>
<td><strong>Essential Function: District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction.</strong></td>
</tr>
<tr>
<td><strong>Alignment</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>
APPENDIX
Glossary of Terms

**Action Plan:** A plan created to organize a district and/or school improvement process is an *action plan*. The plan should include details of scope, sequence, timeline, and designated responsibility. Progress toward accomplishing action plan items should be reviewed and revised on an ongoing basis.

**Alignment:** Being purposeful about developing and implementing a process of examining commonalities and efficiencies across educational components (e.g., initiatives, assessment, and curriculum) is *alignment*.

**Artifacts:** Various types of documents, records, notes, and data used when evaluating effectiveness or documenting evidence of implementation are *artifacts*.

**Assessment and Reflection:** A key Professional Learning Module component that provides learners with opportunities to reflect on their learning and potential implementation challenges is the stage of *assessment and reflection*.

**Assessment Capable Learners:** Referred to in Dr. Hattie’s (2008) research as “student self-report grades,” *assessment capable learners* are students who know the learning target, can describe their level of learning in relation to the learning target, and describe their next steps.

**Blueprint:** A blueprint is a detailed plan of action. The DCI Blueprint describes an approach and processes for implementing effective educational practices in Missouri districts and schools.

**Cadre:** A *cadre* is a small group of people specially trained for a particular purpose or profession. In the context of DCI, small groups of participating districts are trained and coached by their coaching support team to increase district capacity across each of the districts in the cadre.

**Cause Data:** Data measuring variables within the system or implementation process that may affect the desired outcome (e.g., implementation fidelity, type of professional development, or analysis of competing initiatives) is referred to as *cause data*.

**Coaching Support Teams (CST):** In the context of DCI, a *CST* is a team comprised of professionals who hold identified expertise in leadership and school structure, academic, social/behavioral, special education, data, technology, assessment, accountability, and systems change. CSTs work closely with district leadership teams to support and increase district capacity in implementation and sustainability of evidence-based educational practices.

**Coaching:** Coaching is an aspect of professional development focused on improving practice in the applied context. Coaching is a learning relationship in which guided reflection, modeling, guided practice, and learning strategies for improvement occur.

**Collaborative Teams:** As a foundational piece of the framework, *Collaborative Teams* (a) maintain structures/processes for efficient collaboration and (b) intentionally review data, analyze, and discuss the impact of educational practices on student learning.
**Common Formative Assessment**: As a foundational piece of the framework, *Common Formative Assessment* is systematic and cyclical process designed to provide timely teacher/student feedback on curricula and student learning to improve both instructional practices and academic achievement.

**Competency Drivers**: Competencies of key personnel who have direct and supportive roles are essential for effective implementation. The competency drivers include selection, training, coaching, and fidelity/performance assessment.

**Data-Based Decision Making**: As a team process, Data-Based Decision Making occurs when teams (a) disaggregate data, (b) analyze student performance, (c) set incremental student learning goals, (d) discuss the relationship between instruction and student learning, and (e) identify effective key teaching and learning practices to implement.

**District Continuous Improvement (DCI)**: *District Continuous Improvement* is informed by the prior implementation of Missouri Model Districts. Using a district-level approach, the goal of District Continuous Improvement is to implement an integrated framework of effective academic and behavioral practices designed for achieving exceptional student outcomes. The DCI Framework and available implementation supports are outlined in this Blueprint.

**District Leadership Team**: A district leadership team is comprised of district-level administrators, districtwide coaches, curriculum and assessment leaders, professional development coordinators, and other instruction and administrative leaders.

**Effect Data**: The measurement of the desired outcome (e.g., student learning or behavior) is referred to as *effect data* in the Data-Based Decision Making Cycle.

**Effect Size**: Quantifying the difference between two groups or the same group over time, on a common scale is *effect size*.

**Effective Teaching and Learning Practices**: Within the DCI Framework and Practices, *effective teaching and learning practices*, demonstrated through research, result in improved student learning. In order to maximize outcomes, the practices should be implemented with fidelity across content areas.

**Essential Functions**: Sometimes called core components, active ingredients, or practice elements, *essential functions* when used in a practice-profile format, provide a clear description of the features that must be present to say that an innovation is being used to achieve outcomes. Essential functions guide practitioner decisions and ensure consistency, integrity, and sustainable effort across practitioners.

**Essential Questions**: *Essential questions* are a component of a learning module. These questions provoke deep thought, lively discussion, sustained inquiry, and additional questions leading to new and/or deep insights.

**Every Student Succeeds Act (ESSA)**: ESSA is designed to ensure that all students have a significant opportunity to a fair and equitable high-quality education. Focus is also on closing the educational achievement gaps.
Facilitative Administration: As one of four organization drivers, educational leadership provide facilitative administration when they collaborate with their teams to identify and address challenges, form clear communication protocols and feedback loops, develop and adjust policies and procedures, and reduce system barriers to implementing the program as intended.

Feedback: Feedback is defined as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding.

Fidelity/Performance Assessment: As one of four competency drivers, fidelity and performance assessment is a process or tool used to determine the extent to which a program is implemented as intended and achieving intended student achievement outcomes.

Fidelity: Fidelity is the degree to which a program as implemented corresponds with the program as described.

Foundations: The framework references three educational practices as foundations to the framework: Collaborative Teams, Data-Based Decision Making, and Common Formative Assessment.

Implementation: Implementation is putting into place a specified set of activities, protocols, and structures designed to address a gap or area of need.

Implementation Drivers: Implementation drivers are based on the commonalities among successfully implemented practices and programs found in the literature and derived from current best practices.

Implementation Science: Implementation science is the study of factors that influence the full and effective use of innovations in practice.

Implementation Specialist: New this year is the role of an Implementation Specialist, who will focus on on-boarding districts new to DCI. The Implementation Specialist will provide initial and early contact with districts to introduce DCI, including scope of work and systems needed for implementation. After on-boarding, the Facilitator and CST will begin working closely with districts.

Implementation Stages: The implementation process has six developmental implementation stages: Adoption, Program Installation, Initial Implementation, Full Operation, Innovation, and Sustainability. The Adoption Stage includes taking inventory, looking at the reality, setting priorities, and master planning. An environment supportive of implementation is established at the district and building levels in the Program Installation Stage. During Initial Implementation, teams begin putting the practice into place and monitoring early steps. Full Operation involves taking implementation to scale. At a district-level, full implementation occurs when all school buildings in the district are implementing the DCI Framework. During Innovation, the model has been fully implemented and sufficient data has been gathered. Once data is analyzed and interpreted, innovative modifications, additions and subtractions are made to the model. The final stage of implementation is Sustainability. The ultimate goal is a sustainable model of services and supports that provides a valid, reliable, and evidence-based approach to responding to the educational needs of all students by developing the capacity to maintain lessons learned from DCI.
**Implementation Survey:** Participating districts will use the Collaborative Work *Implementation Survey*, a 24-item instrument designed using a five-point Likert scale intended to measure the degree of implementation of desired processes and practices within Missouri school buildings active in the Collaborative Work. The five domains are effective teaching and learning practices, common formative assessments, data-based decision making, leadership, and professional development.

**Implementation Team:** *Implementation teams* actively support implementation of a new program or innovation and provide an internal support structure to move selected programs and innovations through the stages of implementation.

**Implementation Zones:** New to the DCI Framework for the 2020-2021 school year are *Implementation Zones* (IZs). Implementation Zones are a data-driven approach to describing district- and building-level implementation processes and outcomes. A district will be placed in one of four Implementation Zones. The Early Implementation zones includes districts beginning DCI. The Developing Zone includes districts putting elements of the DCI Framework into place and starting to see evidence of effective implementation. The Initial Implementation Zone includes districts implementing all pieces of the DCI Framework to some, and possibly varying, extent across the district. The Full Implementation Zone includes districts showing initial evidence of sustaining effective practices. Anticipated for the 2021-2022 school year will be the addition of the Initial Sustaining Zone for districts showing sustained implementation of effective practices across multiple years.

**Instructional Leader:** *Instructional leaders* have a student focus and are concerned with the teachers’ and school’s impact on student learning and instructional issues. Instructional leaders conduct classroom observations, ensure professional development enhances student learning, communicate high academic standards, and ensure all school environments are conducive to learning.

**Leadership:** As one of four organization drivers, effective educational leaders know how to build and strengthen a network of organizational support that includes (a) the professional capacity of teachers and staff, (b) the professional community in which they learn and work, (c) family and community engagement, and (d) effective management and operations of the school/district.

**Learning Intentions:** *Learning intentions*, are also known as learning objectives, clearly describe what students should know, understand, and do.

**Look-Fors:** *Look-fors* are indicators in student work that demonstrate changes in proficiency.

**Metacognition:** *Metacognition* occurs when a student is conscious of his/her thinking and level of cognition while in the process of learning.

**Missouri Model Districts (MMD):** District Continuous Improvement is informed by the prior implementation of Missouri Model Districts. Using a district-level approach, the goal of District Continuous Improvement is to implement an integrated framework of effective academic and behavioral practices designed for achieving exceptional student outcomes. The DCI Framework and available implementation supports are outlined in this Blueprint.
Opening and Introductions: Opening and introductions are a key learning package component in which educator-learners receive an overview of the day, including learner objectives outcomes, and essential questions.

Organization Drivers: Organization drivers represent the group of factors that form the supports and structures essential for (a) keeping implementation processes on track, (b) evaluating drift in implementation through data, and (c) determining adjustments to implementation as needed. The organization drivers are data-support data systems, facilitative administration, systems interventions, and leadership.

Practice Profile: A Practice Profile is a framework developed by the National Implementation Research Network (NIRN) as a way of outlining criteria using a rubric structure with clearly defined practice-level characteristics.

Preparation: Preparation is a key learning module component that provides opportunities for learners to engage in content prior to the formal training.

Professional Learning Module: A Professional Learning Module is a focused approach to professional development content that (a) addresses adult learning principles and (b) upholds specific characteristics of high quality professional development and (c) focuses on implementation at the classroom level.

Protocols: Protocols within Collaborative Teams consist of agreed upon guidelines/norms for conversation and a structure that permits focused conversations to occur. Protocols are used to look at student and adult work, give feedback, solve problems or dilemmas, observe classrooms or peers, advance problem-solve on a specific issue, and structure a discussion around a text.

Regional Professional Development Center (RPDC): The nine Regional Professional Development Centers (RPDCs) continue to be a resource for addressing training needs.

Results Indicators: Results indicators facilitate the planning for, sustaining, or revising of strategies/practices, and also allow teachers to monitor progress of implementation and effectiveness of these strategies/practices.

Rubric: A rubric is a criterion-based tool used to communicate expectations of proficiency and to assess a student’s demonstrated level of performance, understanding, or knowledge around the defined criteria.

Scaling-Up: Scaling-up is the process of reaching larger numbers of students or education settings.

School Building Leadership Team: A school building leadership team is comprised of building-level administrators, teacher-leaders, instructional coaches, and other persons integral to the overall building-level system. This team supports building-level implementation and structures for moving through the implementation stages and assuring the implementation drivers are addressed.
School-Based Implementation Coaching: School-Based Implementation Coaching occurs when peer-to-peer coaching, focused on educational practices, is systematically used to support ongoing implementation and problem-solve implementation challenges.

Self-Assessment Practice Profile: The Self-Assessment Practice Profile is an online tool for team-based analysis of Practice Profiles. Through this tool, individual educators as well as teams of educators complete a questionnaire aligned to items on practice profiles. Once complete, Administrators create reports to view implementation of practices across a team, grade level, or other administrator-determined group of educators.

Success Criteria: Success criteria describes student outcomes and expectations.

Systems Interventions: As one of four organization drivers, systems interventions are the ways of aligning resources, expectations, and system supports to support implementation.

Topic in Action: Topic in action is a key learning module component where learners explore ways to incorporate new knowledge and skills into their teaching.

Topic in Practice: Topic in practice is a key learning module component that provides opportunities for learners to discuss what application in the classroom looks like.

Training: As a component of professional development, training provides for the introduction of new practices, exploration of applications in real world settings, and experimentation with application scenarios under the guidance of an expert.

Unpacking the Topic: Unpacking the topic is a key learning module component that explores core components and implementation steps.

Visible Learning: Coined by John Hattie, visible learning is an enhanced role for teachers as they become evaluators of their own teaching. Visible refers to making student learning visible to teachers, ensuring attributes that make a “visible” difference to student learning. Learning refers to how we go about knowing and understanding then doing something about student “learning.”
Resources for Further Learning

Assessment Capable Learners


School-Based Implementation Coaching


Common Formative Assessment


Data-Based Decision Making


Feedback

Brookhart, S. M. (2008). How to give effective feedback to your students. ASCD.


Leadership


Marzano, R. J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results. ASCD.


Metacognition


Implementation Science

References


Quotation References

Feedback


Implementation, Systems, Alignment

