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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).
Become an Assessment Capable District

Organize a culture for improvement

- Maintain a collaborative culture
- Coordinate with a statewide system of support

What is the consistent districtwide message?
- Use Data
- Coach Others
- Get Better

Identify priorities and set goals
- Where do we want to go?
- How do we get there?

Train, team, & coach

Review performance regularly to make data-driven adjustments

Increased Student Success

Maintain a collaborative culture

Coordinate with a statewide system of support

Commit to the framework

What is the impact on students?

START HERE

Form a district leadership team

Establish a communication protocol

Sustainable Model for Improvement

Implement effective teaching & learning practices

Build teacher efficacy with teaming & coaching

Use data to reflect and adjust

Commit to the framework

Step 1
Organize & Align

Step 2
Learn & Coach

Step 3
Monitor Fidelity

Step 4
Sustain for Improvement

Step 5
Exceptional Outcomes

Increased Student Success
Collaborative Teams

Why Collaborate?

“Quality teaching is not an individual accomplishment, it is the result of a collaborative culture that empowers teachers to team up to improve student learning beyond what any of them can achieve alone.”

(Carroll, 2009)

“Collaboration is based on cooperativeness, learning from errors, seeking feedback about progress, and enjoying venturing into the ‘pit of not knowing’ together with expert help that provides safety nets and, ultimately, ways out of the pit.”

(Hattie, 2015)

The Research

 Teachers and schools that engage in quality collaboration have better achievement gains in math and reading. Moreover, teachers improve their practices at greater rates when they work in schools with better collaboration quality.

(Ronfeldt, Farmer, McQueen, & Grissom, 2015)

Our collaboration focused on improved student outcomes.

The Big Idea!

Effective teams use processes for efficient and focused collaborative meetings.

Agendas and Minutes
Roles
Norms
Collaborative Skills
Consensus
Protocols

Shifting the Narrative

“Everyone works collectively to improve student achievement: teachers, school leaders, and other adults in schools.”

(Hattie, 2015)

To improve outcomes for all students, educators need to know

THE WHY...

Educators become more skilled by developing common purposes and goals.

THE WHAT...

Educators intentionally use collaborative skills to discuss effective practices around improved student outcomes.

THE HOW...

Educators effectively utilize team processes. Team processes are critical!
Data-Based Decision Making

**GAINS Process**

- **GATHER** Educators collaborate to decide what data to collect.
- **ANALYZE** Educators develop a process for examining and interpreting data.
- **NOTICE & ADJUST** Educators develop a process for providing and using feedback.
- **INTENTIONALLY ACT & ANALYZE AGAIN** Educators determine instructional action steps.
- **SYSTEMATICALLY REPEAT** Educators repeat the steps with new data to promote meaningful gains in student learning.

**Benefits**

For teachers, benefits include
- insight into what really works,
- awareness of student strengths and misconceptions,
- structure for using student learning data to inform instruction,
- data to inform and improve building-wide instructional goals, and
- improved level of collective efficacy.

For students, benefits include
- improved teaching leading to deeper understanding of content,
- deeper understanding of content, and
- higher rates of success.

Implementation of an effective DBDM process is influenced by teacher skills and knowledge for using data, attitudes and beliefs about data, and collaborative opportunities to discuss data. (Schildkamp & Poortman 2015)

**Guiding Questions**

How many students are succeeding in the subject I/we teach?
Within those subjects, what are the areas of strengths and weaknesses?
How can I/we establish and sustain a culture and process for strategic instructional decision making across our building, teams, and classrooms?

(Mike Schmoker, 2003)

**Purpose**

- Emphasizes using data to improve instruction for all students, not only those who are struggling
- Promotes commitment to deep reflection, process, and follow-through
- Relies on evidence of learning (data) to guide collaboration
Common Formative Assessment

What is Common Formative Assessment?
- **Common** = Given by all teachers at a grade level or in a content area
- **Formative** = Provides data to inform planning and instruction
- **Assessment** = Provides analytical rather than evaluative information

(Cook & Negron, 2009)

It is a process!

Questions to Consider
- What is the difference between assessment OF learning and assessment FOR learning?
- What types of assessments do we currently use?
- Who analyzes the assessment results?
- What functions should assessment instruments have to provide greatest leverage?
- How can I best use selected response, constructed response, and performance task assessments?

The Learning Process

"Assessment is not something that is done to students separate and apart from instruction; assessment must be—must be seen to be—something that is done with students as an integral part of the learning process."

(O’Connor, 2002)

Benefits

Team-developed common formative assessments
- are a more efficient use of teachers’ time,
- are more equitable for students,
- are more effective in monitoring and improving student learning,
- can inform and improve the practice of both individual teachers and teams of teachers,
- can build the capacity of the team to achieve at higher levels, and
- are essential to systematic interventions when students do not learn.

(DuFour, DuFour, & Eaker, 2007)
Developing Assessment Capable Learners

Assessment Capable Learners
Students who

- know the learning target for the lesson,
- can describe where they are in relation to the criteria, and
- use that information to select learning strategies to improve their work.  

(Chappuis, 2015)

Closing the Gap

Students

- understand what they are supposed to learn,
- monitor their progress,
- set goals, and
- reflect on their learning.

Teachers

- provide descriptive feedback linking learning goals to success criteria,
- provide feedback about strengths and ways to improve,
- pace instruction to allow for frequent feedback, and
- prompt students to assess their own progress.

When students self-assess regularly and track and share their progress, their confidence as learners grows. Their motivation to do well increases as does their achievement.  

(Stiggins & Chappuis, 2010)

Effect Size

Typical Teacher Effects
Developmental Effects
Reverse

Self-Reported Grades 1.33
Teacher Clarity .75
Challenging .72
Feedback .70
Learning Goals .68

.68-1.33
Effect Size

(Hattie, 2015)
**Metacognition**

**What is Metacognition?**
- Awareness of one’s own actions and their effects
- Posing internal questions to find information and meaning
- Developing mental maps, pictures, or plans
- Monitoring plans throughout a process and revising plans when they do not work
- Self-evaluating a completed plan

**(Costa, 2008)**

**The Research**

- Facilitates active rather than passive learners
- Gives students a greater awareness of their learning
- Promotes “deep learning”
- Makes students aware of their own thinking

**(Hattie, 2017)**

**Impact of Metacognition**

**(McElwee, 2009)**

**Four Types of Self-Addressed Metacognitive Questions**

- **Comprehension**
  - What is the question?

- **Connection**
  - How is this problem like one I’ve already solved?

- **Strategic**
  - Why is this strategy the best to solve the problem?

- **Reflection**
  - Does the solution make sense?

**(Nokes & Dole, 2004)**

- This is my task
- I know my steps
- I have ideas of solutions
- I can apply my knowledge to various situations
- I am a learner

(Takes place Before, During & After Instruction)
School-Based Implementation Coaching

**How Coaching Works**

**School-Based Implementation Coaching**

**Essential Functions**

1. Develop and maintain coaching relationships
2. Provide effective feedback
3. Develop a strategic and differentiated coaching plan
4. Use solution dialogue
5. Progress monitor implementation of effective educational practices

**The Research**

(Joyce & Showers, 2002)

Adding Peer Coaching Increases Implementation

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Workshop/Training</td>
</tr>
<tr>
<td>13%</td>
<td>Workshop/Training, Modeling</td>
</tr>
<tr>
<td>16%</td>
<td>Workshop/Training, Modeling, Practice</td>
</tr>
<tr>
<td>19%</td>
<td>Workshop/Training, Modeling, Practice, Feedback</td>
</tr>
<tr>
<td>95%</td>
<td>Workshop/Training, Modeling, Practice, Feedback, Peer Coaching</td>
</tr>
</tbody>
</table>

Adding Peer Coaching Increases Implementation.
Collective Teacher Efficacy

What is Collective Teacher Efficacy (CTE)?

Collective Teacher Efficacy is the perception of a group of educators about their ability to positively affect student learning.

Why is CTE Important?

- Improves student performance
- Builds educator confidence for addressing the needs of all students
- Enhances parent-teacher relationships
- Fosters teacher commitment

(Brinson, D. & Steiner, L. (2007))

When CTE is low in schools, teachers

- extend less effort,
- give up more easily,
- perform at lower levels,
- experience burnout more often,
- feel isolated, and
- experience more uncertainty.

(Brinson, D. & Steiner, L. (2007))

When CTE is high in schools, teachers

- find new ways to tackle difficult challenges,
- have high expectations for improving instruction and student learning,
- are open to new ideas,
- are willing to experiment,
- are resilient,
- work collaboratively, and
- welcome parent participation.

(Brinson, D. & Steiner, L. (2007))

CTE capacity is built through

- collaborative social networks,
- teacher leadership,
- teacher voice in decision making & problem solving, &
- collaborative teacher inquiry.
Leadership for Effective Implementation of District-Wide Evidence-Based Practices

1. Leadership develops, aligns, and monitors a system-wide plan for implementation focusing on impact within a cycle of continuous improvement.

2. Leadership sets a path for continuous improvement that is data informed and occurs within a collaborative school culture.

3. Leadership models and facilitates qualities of trust and growth mindset as key to a culture of continuous improvement.

4. Leadership empowers educators at all levels to active engagement in continuous improvement and collective responsibility for student growth.

“…a school’s culture is not static. It is a continual process in which attitudes, values, and skills continually reinforce each other.”

Senge et al. (2015)

Essential Functions

“Strong leaders set the vision and influence direction at every level of the organization to create and support a culture of teaching and learning for continuous improvement.”

DESE (2020)

Leadership Framework

- **Aligning** – Developing an implementation plan that aligns district-wide initiatives and performance goals in a common focus
- **Path Setting** – Establishing structures and processes to support collaboration and communication across the district
- **Modeling** – Leading within the context of a growth-centered, trust-based culture
- **Empowering** – Supporting and monitoring active participation and the implementation of identified effective practices
## Practice Profiles

Each component of the DCI framework has a Practice Profile.

<table>
<thead>
<tr>
<th>Collaborative Teams (CT) Practice Profile</th>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient</th>
<th>Far from Proficient</th>
</tr>
</thead>
</table>
|                                          | Educators collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement. | 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 | Teams address 3/4 items at least *monthly*, as evidenced by agendas and minutes. | Teams address 2/4 items at least *monthly*, as evidenced by agendas and minutes. | Teams address fewer than 2/4 items at least *monthly*, as evidenced by agendas and minutes. |
|                                          | Teams meet *weekly* using agenda and minutes in collaborative meetings. | Teams meet at least *monthly* using agendas and minutes in collaborative meetings. | Teams meet regularly but with no set schedule. | Team meetings times are irregular, infrequent, and/or often canceled. |
| Educational practice processes in collaborative meetings. | 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 | Teams use agendas which include 7/9 of recommended items. | Teams use agendas which include at least 4/9 of recommended items. | Teams use agendas which include fewer than 4/9 of recommended items are not developed. |
(continued) Educators effectively implement group processes in collaborative meetings.

<table>
<thead>
<tr>
<th></th>
<th>Teams use minutes and communication that address 8/9 of the following recommendations.</th>
</tr>
</thead>
</table>
| (continued) | • 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 |

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<tr>
<th></th>
<th>Teams use minutes and communication that address 7/9 of the following recommendations.</th>
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<th>Teams use minutes and communication that address 6/9 of the following recommendations.</th>
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|   | • Purpose for the meeting  
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<tr>
<th></th>
<th>Teams use minutes and communication that address 4/9 of the following recommendations.</th>
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</table>
|   | • Purpose for the meeting  
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|   | • List of the attendees  
|   | • Tasks achieved during the meeting  
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<tr>
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<th>Teams use minutes and communication that address fewer than 4/9 of the following recommendations.</th>
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<thead>
<tr>
<th></th>
<th>Teams use minutes and communication that are not developed.</th>
</tr>
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</table>
|   | • 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 |

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 fewer than 5/7 of the recommended collaborative behaviors.

The collaborative behaviors do not occur during team meetings.
<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Educators establish collaborative process for collecting data.</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><strong>Collaborative data team process</strong></td>
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</tr>
<tr>
<td>• Establish a data team with members sharing a common interest (content, grade level, etc.)</td>
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<tr>
<td>• Meet at regularly scheduled predetermined times to collaborate on student data</td>
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<tr>
<td>• Define and use roles to improve meeting effectiveness and efficiency</td>
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<tr>
<td>• Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction</td>
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<tr>
<td>• Use a system for sharing and storing team documents (i.e. agenda, minutes, etc.)</td>
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<td></td>
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<tr>
<td>• Hold team accountable for individual and team review of data</td>
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<tr>
<td><strong>Data collection process</strong></td>
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<tr>
<td>• Collect student data in relation to learning targets</td>
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<tr>
<td>• Collect data describing instructional processes</td>
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<tr>
<td>• Organize data in preparation for review and analysis</td>
<td></td>
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</tr>
<tr>
<td>Educators implement a process for examining and interpreting data.</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>• Use purposeful data analysis system to guide effective data analysis</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>• Consistently use protocol for data analysis</td>
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<tr>
<td>• Identify a common problem that is related to a learning goal</td>
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<tr>
<td>• Reflect on how instruction has previously impacted the common problem</td>
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<tr>
<td>• Predict a link to teacher practice</td>
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<tr>
<td>• Organize and track the data-informed decisions made by the team in order to be available for future problem-solving discussions</td>
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<td></td>
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</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>
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<tr>
<td>---</td>
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</tr>
<tr>
<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>- Design a lesson or set of lessons addressing the learning goal</td>
<td>- Schedule and deliver instructional change (lesson or set of lessons)</td>
<td>- Collect evidence of learning outlined in the IAP</td>
<td>- Outline how engaging students in review of learning data will inform design or delivery of instructional change</td>
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</tbody>
</table>

**4 Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.**

<table>
<thead>
<tr>
<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>- Review previously created data analysis system and improve it as necessary to determine instructional impact</td>
<td>- Analyze evidence of learning collected during instructional change</td>
<td>- Include time in data team meetings to reflect on and discuss what worked, what did not work and why</td>
<td>- Determine if/how instructional change targeted student learning goal</td>
</tr>
<tr>
<td>- Analyze evidence of learning collected during instructional change</td>
<td>- Include time in data team meetings to reflect on and discuss what worked, what did not work and why</td>
<td>- Determine if/how instructional change targeted student learning goal</td>
<td>- Incorporate review of student data into instruction and gain feedback on student learning from students</td>
</tr>
<tr>
<td>- Include time in data team meetings to reflect on and discuss what worked, what did not work and why</td>
<td>- Determine if/how instructional change targeted student learning goal</td>
<td>- Incorporate review of student data into instruction and gain feedback on student learning from students</td>
<td>- Schedule time to reflect on the outcome of the instructional change</td>
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<tr>
<td>- Determine if/how instructional change targeted student learning goal</td>
<td>- Incorporate review of student data into instruction and gain feedback on student learning from students</td>
<td>- Schedule time to reflect on the outcome of the instructional change</td>
<td>- Adjust instructional action plan to reflect findings</td>
</tr>
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</table>

**4/5 criteria are met**
- Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis
- Design a lesson or set of lessons addressing the learning goal
- Schedule and deliver instructional change (lesson or set of lessons)
- Collect evidence of learning outlined in the IAP
- Outline how engaging students in review of learning data will inform design or delivery of instructional change

**3/5 criteria are met**
- Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis
- Design a lesson or set of lessons addressing the learning goal
- Schedule and deliver instructional change (lesson or set of lessons)
- Collect evidence of learning outlined in the IAP
- Outline how engaging students in review of learning data will inform design or delivery of instructional change

**Fewer than 3/5 of any of the criteria occur**
- Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis
- Design a lesson or set of lessons addressing the learning goal
- Schedule and deliver instructional change (lesson or set of lessons)
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</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></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>3</td>
<td>Quality assessment instruments meet 4/5 criteria. Formative assessments • Are used to collect data on student learning during the learning process • Are fully aligned with the learning target and success criteria • Are clearly appropriate for the purpose of generating data in relation to the success criteria • Are consistently and strategically placed during the course of the learning process • Provide opportunities for students to clearly show “where am I now” in relation to mastery of the learning target</td>
</tr>
<tr>
<td></td>
<td>3/5 criteria are met including • Formative assessments are used to collect data on student learning during the learning process</td>
</tr>
<tr>
<td></td>
<td>2/5 criteria are met including • Formative assessments are used to collect data on student learning during the learning process</td>
</tr>
<tr>
<td></td>
<td>Fewer than 2/5 of the criteria are met</td>
</tr>
</tbody>
</table>

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

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<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
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<th>Close to Proficient</th>
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</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 |
|                  |                          |            | Far from Proficient |
|                  |                          |            | (Follow-up training and coaching are critical.) |
| 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.  
- 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, fewer than 3/5 criteria occur.  
- 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, fewer than 3/5 criteria occur.  
- 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.  
- 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.  
- 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.  
- 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 |
## Metacognition Practice Profile

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<thead>
<tr>
<th>Essential Function</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 |
<table>
<thead>
<tr>
<th><strong>School-Based Implementation Coaching</strong></th>
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<tbody>
<tr>
<td><strong>Practice Profile</strong></td>
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<td><strong>Essential Function</strong></td>
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<td><strong>Proficient</strong></td>
<td><strong>Close to Proficient</strong></td>
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<tr>
<td></td>
<td>Meet 5/5 criteria for developing and maintaining coaching relationships</td>
<td>Meet 4/5 criteria</td>
<td>Meet 3/5 criteria</td>
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<td></td>
<td>• Create reciprocal partnerships</td>
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<td></td>
<td>• Communicate about coaching purpose and practices</td>
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<td></td>
<td>• Allow teachers to identify needs and to choose coaching support</td>
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<tr>
<td>1</td>
<td>• Acknowledge and address differences</td>
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<td></td>
<td>• Build teacher leadership capacity</td>
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<td></td>
<td>Educators develop and maintain coaching relationships.</td>
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<td></td>
<td>Effective feedback provided by educators meets 6/6 criteria</td>
<td>Meet 5/6 criteria</td>
<td>Meet 4/6 criteria</td>
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<tr>
<td></td>
<td>• Provide informal positive feedback immediately after the session</td>
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<td>2</td>
<td>• Use specific, descriptive, and actionable verbal feedback</td>
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<td></td>
<td>• Use specific, descriptive, and actionable written feedback</td>
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<td></td>
<td>• Start with positive feedback focusing on specific examples that indicate strengths of practice</td>
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<td>• Reaffirm the positive and then mutually address growth elements with specific language and examples.</td>
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<td></td>
<td>• Celebrate growth within the practices</td>
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<td></td>
<td>Educators provide effective feedback.</td>
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<td></td>
<td>Coaching plans developed by educator meet 5/5 criteria</td>
<td>Meet 4/5 criteria</td>
<td>Meet 3/5 criteria</td>
</tr>
<tr>
<td>3</td>
<td>• Align coaching plan focus to school building/district vision and goals</td>
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<td></td>
<td>• Support educators in self-assessment using the Practice Profile of the effective educational practice(s)</td>
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<td></td>
<td>• Support educators in development of growth goal.</td>
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<td></td>
<td>• Establish methods of data collection for indicators of progress</td>
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<td></td>
<td>• Share a plan for gradual release of responsibility</td>
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</tbody>
</table>
| 4 | 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 |   |

| 5 | 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 |   |
| 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. |

| 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. |
| 3 | District/Building leaders design school structures, promote professional development, and allot time in ways that support the development of teacher leadership. | 85% of teachers participate in school leadership opportunities through the following.  
- Work focused on school and/or district improvement  
- Professional development provided by themselves and/or colleagues  
- Work focused on strengthening school and/or district curriculum  
- Opportunities to participate in professional organizations  
- Work focused on family/community partnerships | 70% of teachers participate in school leadership opportunities through 5 criteria. | 50% of teachers participate in school leadership opportunities through 5 criteria. | Fewer than 50% of teachers participate in school leadership opportunities through 5 criteria. |
| 4 | District/Building leaders establish a climate that values teacher voice in decision making | Regarding major decisions in their school, 85% of teachers report the following 5 criteria occur.  
- the decision making process is transparent  
- the decision making process includes opportunities for teachers to share their ideas and expertise  
- they believe they had an influential voice in decisions  
- they trust those in the decision making role  
- a collaborative problem-solving approach is used to generate ideas/solutions | Regarding major decisions in their school, 70% of teachers report the 5 criteria. | Regarding major decisions in their school, 50% of teachers report the 5 criteria. | Regarding major decisions in their school, fewer than 50% of teachers report the 5 criteria. |
| 5 | District/Building leaders design intentional supports that promote collaborative teacher inquiry. | 85% of teachers participate in collaborative inquiry that includes the following 6 criteria.  
- Has a formal structure (meeting times, teams, and process are defined)  
- Builds consensus around compelling problems of instruction  
- Involves collaborative collection and analysis of data relevant to the identified problem of instruction  
- Results in collective commitment to a plan to address student needs  
- Results in evaluation of the plan and further adjustments  
- Improves teachers’ understanding and teaching practices | 70% of teachers participate in collaborative inquiry that includes the 6 criteria. | 50% of teachers participate in collaborative inquiry that includes the 6 criteria. | Fewer than 50% of teachers participate in collaborative inquiry that includes the 6 criteria. |
<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>Leadership develops, aligns, and monitors a system-wide plan for implementation focusing on impact within a cycle of continuous improvement.</td>
<td>A. There is a system-wide plan for continuous improvement that includes all of the criteria below. • Alignment of all district-wide initiatives • A district-wide common focus with specific and attainable goals • Building goals that are aligned with the district-wide common focus • A process for providing information and receiving feedback from buildings and collaborative teams • A district-wide plan for professional learning • A process for the collection of multiple sources of data to inform progress toward district and building goals • A plan for the analysis of key goals for the purpose of monitoring impact • Specific practice-based strategies focused on increasing the impact that teachers have on students</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>
</tbody>
</table>
### Leadership for Effective Implementation of District-Wide Evidence-Based Practices Practice Profile

<table>
<thead>
<tr>
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</thead>
</table>
| 2                  | Leadership sets a path for continuous improvement that is data informed and occurs within a collaborative school culture. | Leadership establishes a sustainable school improvement approach that includes all of the criteria below.  
- A district leadership team that is representative of all district buildings/programs  
- Building leadership teams that are representative of all building grade levels and programs  
- Collaborative Team structures to support all students  
- District, building, and collaborative teams meet regularly to analyze data and determine progress towards goals  
- District leadership provides information and data regularly with building and collaborative teams  
- Building and collaborative teams provide information and data regularly with the district leadership team | Meets the first 4/6 criteria | Meets 3/6 criteria | Fewer than 3 criteria are met |
| 3                  | Leadership models and facilitates qualities of trust and growth mindset as key to a culture of continuous improvement. | A. Leadership builds an organizational culture of trust that leads to all of the criteria below.  
- Belief by teachers that the leadership’s actions are consistent with shared values  
- Belief by teachers that the leadership follows through on commitments  
- Belief by teachers that the leadership values all staff  
- Belief by teachers that they have the ability to positively affect student learning  
B. Leadership promotes and models a growth mindset by meeting all of the criteria below.  
- Setting both long- and short-term organizational goals  
- Seeking teacher feedback and input regularly  
- Providing teachers with constructive, detailed feedback  
- Creating opportunities for teachers to observe each other’s classes to learn from one another  
- Discussing both successes and failures with teachers as opportunities for learning  
- Valuing effort as the path to mastery | Meets 3/4 criteria for A and 4/6 criteria for B are met | Meets 2/4 criteria for A and 3/6 criteria for B are met | Meets fewer than 2 criteria for A and fewer than 3/6 criteria for B are met |
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</thead>
<tbody>
<tr>
<td>Leadership empowers educators at all levels to active engagement in continuous improvement and collective responsibility for student growth.</td>
<td>A. Leadership builds a supportive environment by meeting all of the criteria below.</td>
<td>Meets 3/4 criteria for A and 3/5 criteria for B are met</td>
<td>Meets 2/4 criteria for A and 2/5 criteria for B are met</td>
<td>Meets fewer than 2/4 criteria for A and/or 2/5 criteria for B are met</td>
</tr>
<tr>
<td></td>
<td>• District-wide goals address the needs of all students</td>
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<td>• Professional development provided for the implementation of evidence-based practices</td>
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<td></td>
<td>• Data is used to improve student achievement</td>
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<td></td>
<td>• Implementation of a system of School-Based Implementation Coaching</td>
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<td>B. Leadership ensures that all of the following key components are used and supported across the district.</td>
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<td>• Collaborative Teams</td>
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<td></td>
<td>• Common Formative Assessment</td>
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<td></td>
<td>• Data-Based Decision Making</td>
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<td></td>
<td>• Developing Assessment Capable Learners with Feedback</td>
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<tr>
<td></td>
<td>• Metacognition</td>
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<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>
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<tr>
<td>Essential Function</td>
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| 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. |
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<tr>
<td>District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data.</td>
<td>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.</td>
<td>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</td>
<td>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.</td>
<td>The district does not conduct a data review cycle OR fewer than 5 items are addressed fully.</td>
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<td>District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction.</td>
<td>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.</td>
<td>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 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.</td>
<td>The DLT has established a protocol addressing all recommended items; however not all recommendations are implemented.</td>
<td>The DLT has an established protocol; but it does not contain all recommended items OR a protocol has not been established.</td>
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