**CWIS Prompts**

Effective Teaching and Learning Practices

1. (Learning targets) The students in my classroom, including students with disabilities, write/state learning targets using "I can" or "I know" statements.
2. (Students assess) The students in my classroom, including students with disabilities, assess their progress by using evidence of student work (rubrics or portfolios).
3. (Review CFA with teacher) Each student reviews his/her results of common formative assessments with a teacher.
4. (Students identify) 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.
5. (Feedback to targets) Students in my classroom, including students with disabilities, receive feedback on their progress toward their learning targets.
6. (Student to student feedback) Student-to-student feedback, focused on improving learning, occurs during instruction.
7. (Students state criteria) Students in my classroom state the success criteria for achieving their learning target.

Common Formative Assessment

1. (Use CFA) Teachers in my building use common formative assessments aligned to the Missouri Learning Standards.
2. (All in CFA) All students in my classroom participate in common formative assessments, including students with disabilities.
3. (Review CFA with teacher) Each student reviews his/her results of common formative assessments with a teacher.
4. (CFA used to plan) I use the results from common formative assessment to plan for re-teaching and/or future instruction.

Data Based Decision Making

1. (Team reviews data) My team reviews data at meetings.\*
2. (Team positive) Members of the team demonstrate positive, solution-oriented interactions.\*
3. (Effective teaming practices) My team uses effective teaming practices such as providing agendas, establishing roles, seeking consensus and documenting minutes.\*
4. (Data determine practices) Using data, instructional staff collaborate to determine which effective practice(s) will maximize the positive learning outcomes for all students, including students with disabilities.
5. (Visual representations) Visual representations of individual student, classroom, and building data are used for tracking growth and making decisions.

\* Only participants who indicated that they are members of data teams were presented with questions about the functioning of those teams.

Professional Development

1. (PD instruction) I participate in professional development where I learn to improve instructional practices.
2. Coaching instruction) I receive coaching to facilitate my implementation of evidence-based instructional practices.
3. (PD monitoring) I participate in professional development where I learn how to monitor student progress.
4. (Teacher feedback instruction) I receive feedback about my classroom instruction from other teachers.

Leadership

1. (Leaders manage) Building leader(s) effectively manage initiatives and expectations placing a focus on improving educational practices.
2. (Teacher to teacher feedback) Building leadership supports the opportunity for teacher-to-teacher observation and feedback.
3. (Leader committed) My building administrator(s) show(s) they are committed to implementing a core set of effective instructional practices in building classrooms.
4. (Leader active) The building leader(s) actively problem-solve(s) with my team.