Blueprint for District and Building Leadership

Seventh Edition, 2023

District Continuous Improvement Framework

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

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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).

Contents

Common Acronyms

Abbreviation	Explanation
BLT	Building Leadership Team
CFA	Common Formative Assessment
CSP	Comprehensive School Improvement Plan
CST	Coaching Support Team
CT	Collaborative Teams
CTE	Collective Teacher Efficacy
CWIS	Collaborative Work Implementation Survey
DACL	Developing Assessment Capable Learners
DBDM	Data-Based Decision Making
DCI	District Continuous Improvement
DESE	The Missouri Department of Elementary and Secondary Education
DLT	District Leadership Team
EF	Essential Functions
ESSA	Every Student Succeeds Act
ETLP	Effective Teaching and Learning Practices
GAINS	Gather; Analyze; Intentionally Act and Analyze again; Notice and Adjust
HQPD	High Quality Professional Development
IZ	Implementation Zone(s)
MMD	Missouri Model Districts
MSIP	Missouri School Improvement Program
MTSS	Multi-Tiered System of Support
PD	Professional Development
PLM	Professional Learning Module
RPDC	Regional Professional Development Center
SAPP	Self-Assessment Practice Profile
SBIC	School-Based Implementation Coaching
VLP	Virtual Learning Platform

The Glossary of Terms in the Blueprint is one of the most helpful portions of the book as there are times when I need a researched, standard definition of an educational word, term, or acronym.

CST Facilitator

Introduction

The partnership between the Missouri Department of Special Education (DESE) and Missouri Educational Systems and Instruction for Learning (MOEdu-SAIL) started during the 2017 school year with Missouri Model Districts. Now known as DCI, this statewide project included 124 districts with 517 buildings in the 2022-2023 school year. Figure 1 provides details regarding the growth of the project over the years, and the impact on the number of districts, buildings, teachers, and students.

Figure 1. Timeline progression from 2017 to present

2017-2018
Buildings 103
Districts 19
Teachers 5,007
Students 64,457

2018-2019
Buildings 332
Districts 64
Teachers 12,329
Students 153,578

2019-2020
Buildings 608
Districts 142
Teachers 20,890
Students 245,914

2020-2021
Buildings 629
Districts 157
Teachers 20,176
Students 234,698

2021-2022
Buildings 540
Districts 129
Teachers 16,251
Students 209,025

2022-2023
Buildings 517
Districts 124
Teachers 15,523
Students 200,045

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.

- Implement the DCI Framework as a cohesive system of support that can be used statewide in any district, regardless of demographics

- Collaborate across statewide systems and provide resources that support effective education for ALL Missouri students

- Collect data to inform the District Continuous Improvement Framework as a model for effective teaching and learning, identifying non-negotiables (what works) and areas of flexibility for implementation in various contexts

- Implement effective educational practices resulting in exceptional outcomes for all students, especially students showing risk factors, including students with disabilities

District Continuous Improvement includes research-based practices that will move any district toward higher student achievement. When district leaders commit to district-wide implementation of these practices, it will change the culture within the district. Teachers will be empowered to collectively make decisions based on data and make adjustments to instruction that will best meet the needs of all students. DCI is the right work, at the right time, for the right reasons. Any district that embraces this work will see lasting improvement.

RPDC Director

DCI Framework

The DCI Framework is a cohesive, interactive system resulting in exceptional outcomes for all Missouri students. The framework is comprised of Content (DCI Practices and supporting materials), Professional Development (coaching, training, and online learning), and Statewide Support (the people).
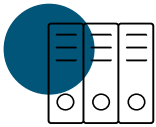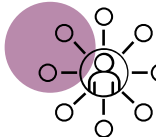
Content

The nine Professional Learning Modules (DCI Practices) and supporting materials were developed from existing research identifying the high-leverage practices resulting in student achievement.

Professional Development

Statewide Professional Development (PD) in DCI Practices is provided to educators through coaching, training, and online learning.

Statewide Support

Coaching Support Teams (CSTs) assist districts with implementation of the DCI Practices. These teams are made up of experienced educators with expertise in the content as well as effective coaching practices. Districts are grouped into cadres and zones, providing a statewide structure for cross-district learning. The Regional Professional Development Centers, the Missouri Department of Elementary and Secondary Education, and MoEdu-SAIL provide additional support to districts and Coaching Support Teams.

The Framework in Detail - Content
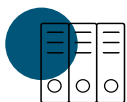
The content for the DCI Framework consists of nine DCI Practices (described in detail beginning on p. 11). The DCI Practices, from which the content of the Professional Learning Modules is derived, are organized into three key components.

Foundations - three foundational educational practices essential for collaborative, 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 selected evidence-based practices shown to be highly effective in improving student achievement: Developing Assessment Capable Learners (DACL) with Feedback and Metacognition.

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

The Framework in Detail - Professional Development

Professional Development in the nine DCI Practices is delivered through training, coaching, and online learning. Additionally, districts have access to accompanying Professional Development materials (PowerPoints, handouts, Coaching Companion resources, and Walkthrough/Look For Tools) for each DCI Practice.

The Framework in Detail - Statewide Support

DESE provides Statewide Support to participating districts through a partnership with MoEdu-SAIL and the Missouri Regional Professional Development Centers (RPDCs).

Training and coaching are provided through Coaching Support Teams, comprised of members from MoEdu-SAIL and RPDCs, widening the breadth of available expertise in effective teaching and learning practices (general and special education), behavioral practices (Schoolwide Positive Behavioral Supports), leadership, data, technology, and educational systems change.

Online learning consists of DESE endorsed professional learning materials. Examples include the following.

- Professional Learning Modules with PowerPoints and accompanying handouts
- Coaching Companion resources
- Walkthrough/Look For Tools
- The DESE Virtual Learning Platform (VLP)

These professional learning resources are available online to be used in partnership with the CST or independently by districts wanting to provide their own in-house Professional Development.

Together, these elements form the DCI Framework and Professional Development approach through which partners collaborate for exceptional outcomes for all Missouri students.

Research Base

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 the DCI Framework.

The first is Dr. John Hattie's Visible Learning research which continues to be relevant. "There remains a need for more focus on the use of successful models of implementation within systems, schools, and classrooms." (Hattie, 2023, p. 4) Hattie has recently published *Visible Learning: The Sequel: A Synthesis of Over 2,100 Meta-analyses Relating to Achievement* which includes an additional 1,300 (and growing) meta-analyses focusing on educational practices shown to have a high impact on student achievement – practices that influence learning at a greater than average rate. Hattie's newly renamed "thermometer of influence" and the effective practices implemented in DCI are described in greater detail starting on page 18. As Hattie's research is ongoing, the most recent findings are referenced in DCI materials as taken from www.visiblelearningmetax.com.[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]

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 weaves together these two pieces of research through the content (the nine DCI Practices), Professional Development, and statewide support.

In his new book, Hattie notes that "I should have been more explicit that [the book] was not about the intricacies of life in a classroom, but more about the influences on student learning, doing, and being in classrooms - at the class, teacher, school, and systems levels."

(Hattie, 2023, p. 5)

The value behind DCI is immeasurable! Students no longer have to wonder about expectations... they know how to examine their work, set personal goals, and know what they need to learn in order to achieve those goals. In turn, the teachers now have the tools to provide targeted instruction to not only teach the students the content but to teach them how to learn and grow.

CST Member

Benefits of Participation

When districts choose to participate in DCI, an important partnership begins. Through the use of the District Continuous Improvement Framework, and collaboration with DESE, participating districts experience the following benefits.

- Districts engage in an in-depth implementation and evaluation of the DCI Practices leading to improved instruction and student learning. Teachers and administrators benefit from Professional Development activities that focus on policy, process, and instruction - all research based and data driven. In addition to the benefits of improved instruction, students learn how to be more active participants in their own learning (Developing Assessment Capable Learners). Through Metacognition, students learn about their own thinking and learning process and how best to approach any given learning situation.

- Districts work closely with their CST to decide on the district focus, determine their plan of action, and discuss the most appropriate Professional Development activities for effective support. With the ongoing communication, interaction, and support from CSTs, DCI is truly a value-added partnership for districts.

- Districts build internal capacity and expertise to support ongoing 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 25-26 for a more detailed description). When districts embed coaching into their ongoing professional learning, both the quality of teaching and results for students improve.

- Districts have multiple opportunities to interact with other participating districts. Sharing lessons learned, strategies, and insights with their counterparts throughout the state is key to this initiative. Participating districts are organized into cadres and zones, through which there is time for both formal and informal district sharing. Lessons learned provide valuable strategies that are shared at collaborative meetings.

- Districts engage in a data-driven process. By using data as a part of the process (Data-Based Decision Making), district leaders and teachers make decisions based on district-, building-, and student-level data.

- Districts gain access to online tools that provide timely professional learning resources and data regarding implementation.

Key Activities

The following key activities describe the role of participating districts.

- Engaging consistently with a CST

- Developing a district-wide DCI implementation plan through use of the Implementation Survey

- Engaging in district- and building-level Professional Development, as determined in collaboration with the CST

- Utilizing tools (CWIS, SAPP, VLP) to gather information regarding district and building implementation

- Participating in the collection of educator data in the form of video recordings, interviews, and surveys (all data collection falls within district policy guidelines)

- Participating in collaborative meetings for Professional Development

- Providing ongoing feedback and recommendations for improving the DCI Framework and process

District Continuous Improvement is a wonderful opportunity for Missouri school districts to embrace a systemic approach to district-wide continuous school improvement. District leaders receive support on how to align district-wide efforts that will directly impact student learning... Teacher leadership capacity is elevated through leadership training... Classroom teachers are provided training and coaching services in their efforts to embed high leverage instructional practices into their daily instruction. DCI is a statewide collaborative network that works to ensure that all Missouri districts have access to high-quality professional learning tools to maximize their overall district performance.

RPDC Director

DCI Foundational Materials

The Blueprint, Step-by-Step Guide, Administrator's Guide to Coaching, and the Implementation Zones Guide create a foundational set of materials for District Continuous Improvement. The materials are updated annually, informed by feedback from districts, Coaching Support Team members, and DESE. Annual revisions to these documents incorporate changes based on lessons learned focusing on continued quality improvement.
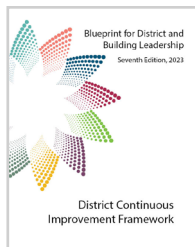
Blueprint for District and Building Leadership

A blueprint, by definition, is a detailed plan of action. The DCI Blueprint is the roadmap for leading districts through the DCI Framework, addressing all stages of the process, from early implementation through sustaining and scaling up. Key elements and structures are described in detail. In short, it is a guide for developing educational systems to achieve exceptional outcomes for all students.
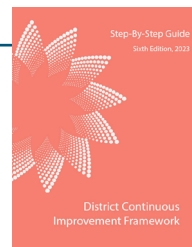
Step-by-Step Guide

The Step-by-Step Guide provides guidance 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.
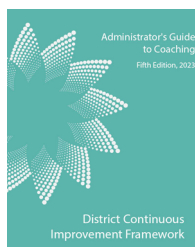
Administrator's Guide to Coaching

The purpose of the Administrator's Guide to Coaching is to provide support for establishing a district-wide approach to professional learning through coaching. This guide focuses on key aspects of effective coaching and provides information leaders need to create the conditions necessary for embedding coaching into ongoing district professional learning.

Implementation Zones Guide

Implementation Zones are a data-driven approach to describing district- and building-level implementation processes and outcomes. The Implementation Zones Guide provides an in-depth description of Implementation Zones, including the data and criteria used for zone placement. Examples and descriptions of the IZ Worksheet and IZ Landscape are included.

The Blueprint

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.

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-assessment of current practices and resulting outcomes; and formulate an action plan.

Districts and CSTs have, for example, 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

Getting Started

After you have had a chance to review the Blueprint in depth, the question is often "Now What?"

The DCI Foundational Materials referenced on the facing page provide detailed guidance.

- The Step-by-Step has a "Getting Started" section.

- The Administrator's Guide to Coaching provides information about the important step of becoming aware of external coaching opportunities.

The Blueprint is the "go-to" source for understanding all the essential pieces of the DCI Framework. I love sharing the Blueprint with district leaders, pointing out the key points for future reference.

CST Facilitator

Lastly, your Facilitator and Coaching Support Team will help your district develop an action plan to identify district focus and determine next steps.

District Continuous Improvement is a partnership – get comfortable with the DCI Foundational Materials, explore the MoEdu-SAIL website, rely on input from your CST, and let the journey begin.
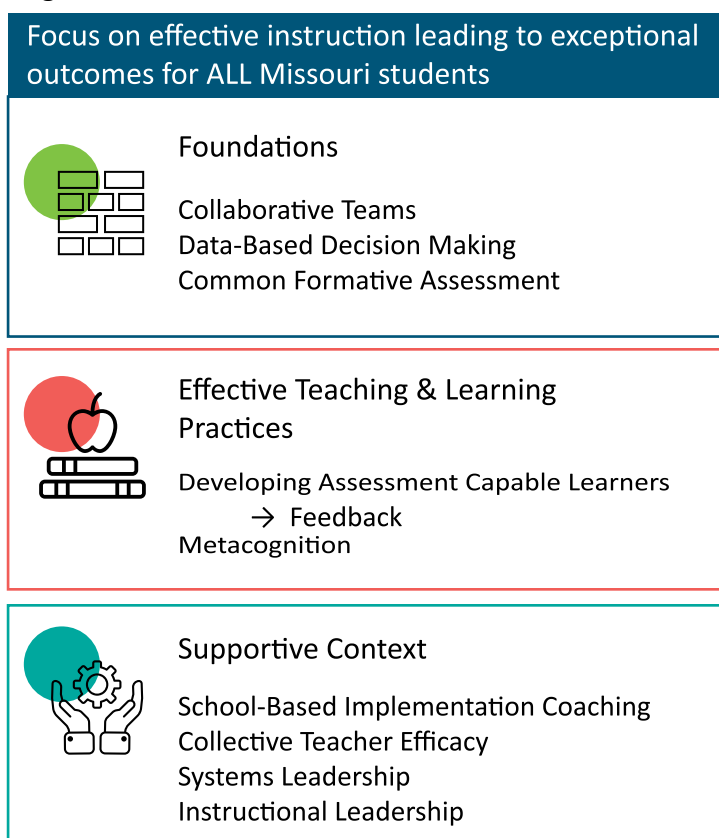
Overview

Having a thorough understanding of each of the nine DCI Practices (see Figure 2 below) is vital to successful implementation of District Continuous Improvement. A Professional Learning Module, along with a Practice Profile and other accompanying materials, exists for each DCI Practice. The use of Practice Profiles as a way of outlining implementation criteria originated with the National Implementation Research Network (NIRN). Simply put, the Practice Profile outlines expectations in a rubric structure for skills and knowledge that should be learned from the content in any given Professional Learning Module. Each Practice Profile includes Essential Functions which provide a clear description of the features that must be present to say that a practice is being used to achieve outcomes. The Essential Functions for each DCI Practice are included in the following descriptions along with reflection questions that can guide conversation and deepen understanding.

Watch for this icon that refers to the pages for the appropriate Practice Profile!

Figure 2. DCI Practices

Focus on effective instruction leading to exceptional outcomes for ALL Missouri students

Foundations

Collaborative Teams
Data-Based Decision Making
Common Formative Assessment

Effective Teaching & Learning Practices

Developing Assessment Capable Learners
→ Feedback
Metacognition

Supportive Context

School-Based Implementation Coaching
Collective Teacher Efficacy
Systems Leadership
Instructional Leadership

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 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 build collaborative processes into their system, which allows for dialogue, discussion, and planning for all students.

Practice Profile
pp 58-59

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

Collaborative Teams 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 structures do your teams use (i.e. agendas, minutes, norms, and roles)?

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

Foundations: Data-Based Decision Making

District and Building Leadership Teams need a consistent DBDM process to identify and address student, school, and district improvement needs. Similarly, small groups of teachers need a consistent DBDM process to identify students' academic and social/behavioral needs and select practices to address those needs.

Data-Based Decision Making Cycle: Gather; Analyze; Intentionally Act and Analyze Again; Notice and Adjust (GAINS)

The GAINS process is designed to be compatible with 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.
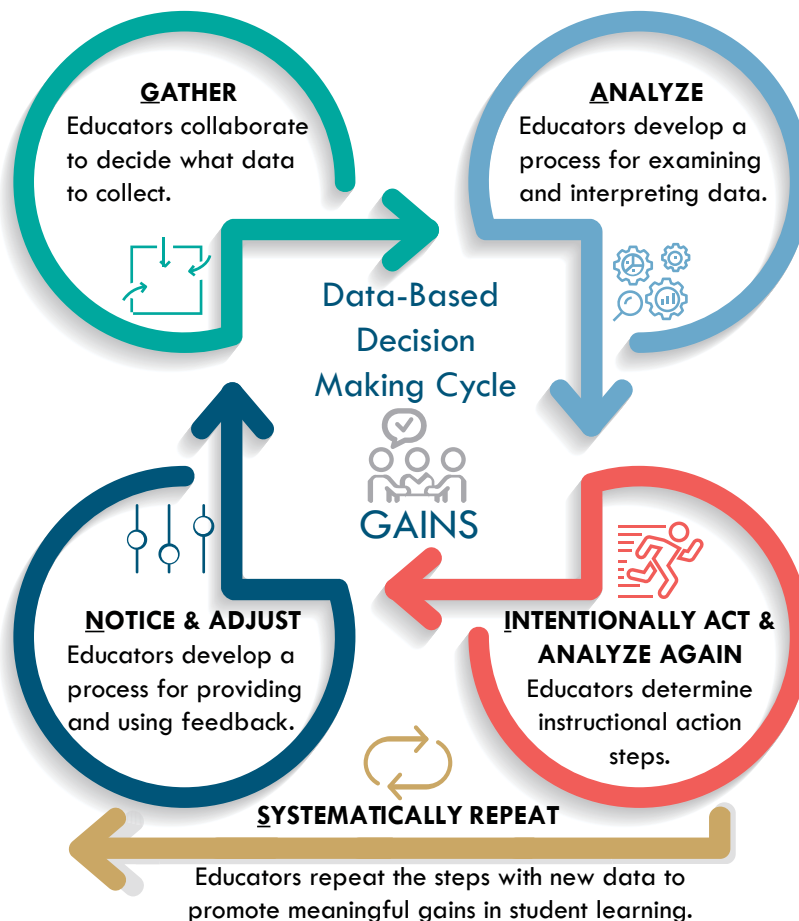
I appreciate the knowledge and experience that the DCI (Coaching Support) Team brings to our school. As we continue to focus on being a school that uses data to drive our decision making, having this team available to give us guidance has been incredible.

Elementary School Principal

Figure 3. DBDM Cycle

GATHER
Educators collaborate to decide what data to collect.

ANALYZE
Educators develop a process for examining and interpreting data.

Data-Based Decision Making Cycle

GAINS

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.

Practice Profile
pp 60-61

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.

DBDM Reflection Questions

- How systematic is your team's approach to analyzing teaching and learning data?

- When a common misunderstanding is discovered in the data, how does your team address it?

- How does your team assess impact when implementing an instructional change or new practice?
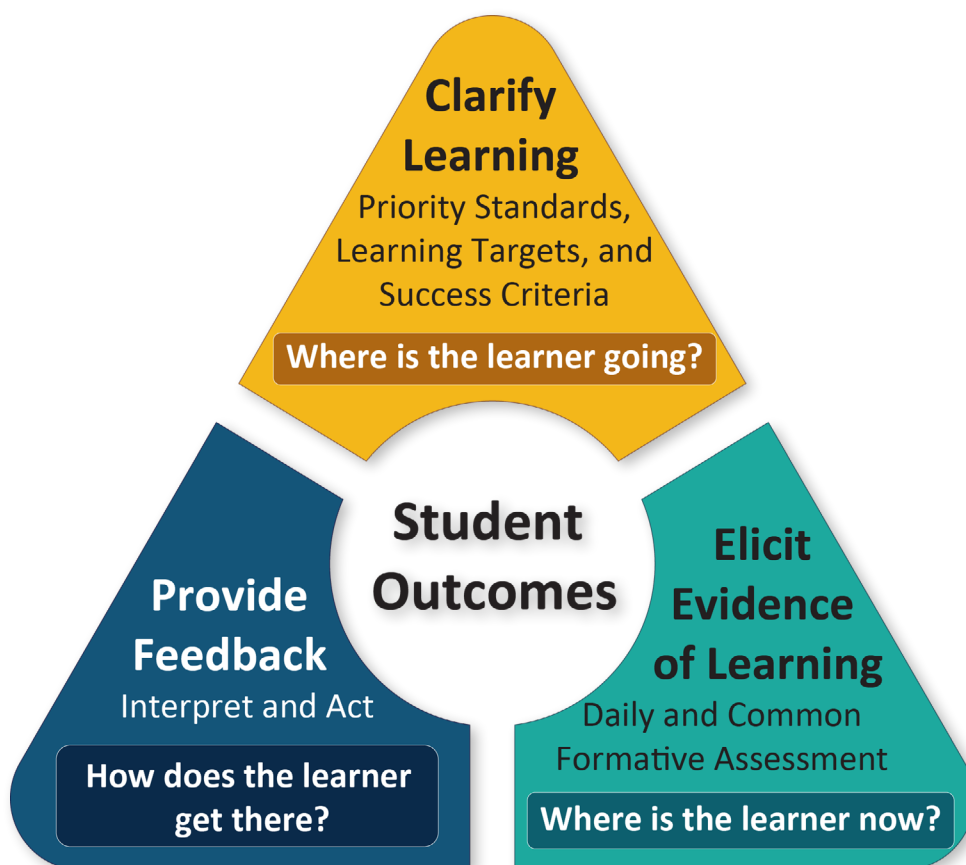
Foundations: Common Formative Assessment

The goal of formative assessment is to monitor student learning so teachers can both improve their instruction and more effectively provide feedback to students. Common formative assessments (CFAs) are team-designed measures used to assess and analyze students' understanding of essential learning targets. They are used by grade- or course-levels teams at regular intervals. Daily formative assessments are the on-going "checks for understanding" teachers use to monitor learning during instruction. Both common formative assessments and daily formative assessments are essential components of an effective formative assessment process as they provide the critical information teachers need to support students through effective feedback and help teachers fine-tune instruction.

The Common Formative Assessment high-leverage practices within DCI present a systematic and cyclical approach designed to provide timely teacher/student feedback on curricula, instruction, and student learning. An effective formative assessment process (see Figure 4 below) involves clarifying learning, eliciting evidence of learning, and using that evidence to provide feedback to both educators and students. Common formative assessments are developed by collaborative teacher teams to help clarify the essential learning targets of a cycle of instruction (i.e, lesson, unit, course). Educator teams elicit evidence of learning through both the common formative assessment and daily formative assessment activities and then reflect on and analyze results to make instructional and learner adjustments designed to improve student outcomes. Three overarching questions guide the formative assessment process: Where is the learning going? Where is the learner now? and How does the learner get there?

Figure 4. Formative Assessment Process

Clarify Learning
Priority Standards, Learning Targets, and Success Criteria
Where is the learner going?

Student Outcomes

Provide Feedback
Interpret and Act
How does the learner get there?

Elicit Evidence of Learning
Daily and Common Formative Assessment
Where is the learner now?

(As adapted from Wiliam, 2018; NWEA, 2016; & NCTM, 2013)

Practice Profile
pp 62-63

Essential Functions of Common Formative Assessment

- Educators develop and use clear and meaningful learning targets

- Educators establish measurable student success criteria

- Educators elicit evidence of learning through daily formative assessments

- Educators elicit evidence of learning through common formative assessments

- Educators interpret and act on formative assessment data to provide feedback
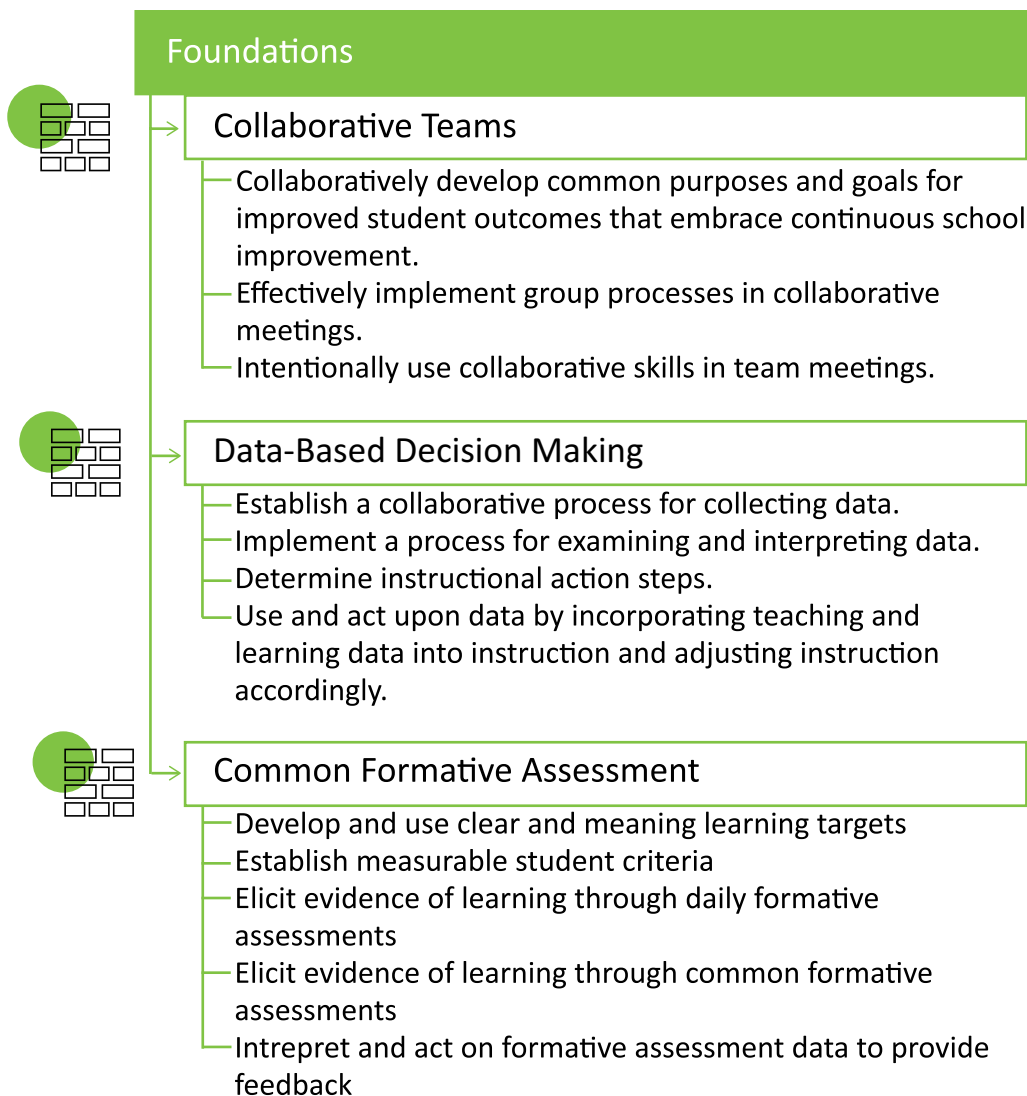
CFA Reflection Questions

- Are learning targets clear and meaningful so that they guide instruction and clarify learning for students?

- Are success criteria clearly aligned to learning targets? Are they measurable and focus on what students say and do?

- What daily formative assessment strategies are used to gather evidence of learning to monitoring student understanding and improving instruction?

- What processes are in place to support the development of high quality common formative assessments?

- Do formative assessments gather essential data that clearly shows where students are in relation to mastery of learning targets?

- How is formative assessment data used to provide effective actionable feedback that improves instruction and drives student learning forward?

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 practices and learner outcomes. A collaborative approach to data analysis helps 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, district- and building-level educators must develop and implement efficient data collection systems to ensure accurate and complete data describing both teaching practices and learner outcomes. Figure 5 highlights Essential Functions of each DCI Foundational Practices described above.

Figure 5. Foundations

Foundations

Collaborative Teams

- Collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement.
- Effectively implement group processes in collaborative meetings.
- Intentionally use collaborative skills in team meetings.

Data-Based Decision Making

- Establish a collaborative process for collecting data.
- Implement a process for examining and interpreting data.
- Determine instructional action steps.
- Use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.

Common Formative Assessment

- Develop and use clear and meaning learning targets
- Establish measurable student criteria
- Elicit evidence of learning through daily formative assessments
- Elicit evidence of learning through common formative assessments
- Intrepret and act on formative assessment data to provide feedback

Key Component: Effective Teaching and Learning Practices

John Hattie's newly revised work, *Visible Learning: The Sequel*, incorporates an additional 1,300 plus meta-analyses with more attention being paid to the "big underlying story."[1]

As Hattie's research is onging, the effect sizes continue to be updated and can, along with more specifics, be found on the Meta[x]™ website (www.visiblelearningmetax.com). Hattie now uses a "Barometer of Influence" as a graphic illustration showing the influence of the practice on learning (see Figure 6).[1, 4, 5]

Figure 6. Thermometer of Influence

An 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 blue zone of the thermometer, then the practice has actually detracted from learning. The average effect size (one year growth in one year time) 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 DCI Framework as they influence learning at an average or greater than average rate, with an effect size of .40 or greater.

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;
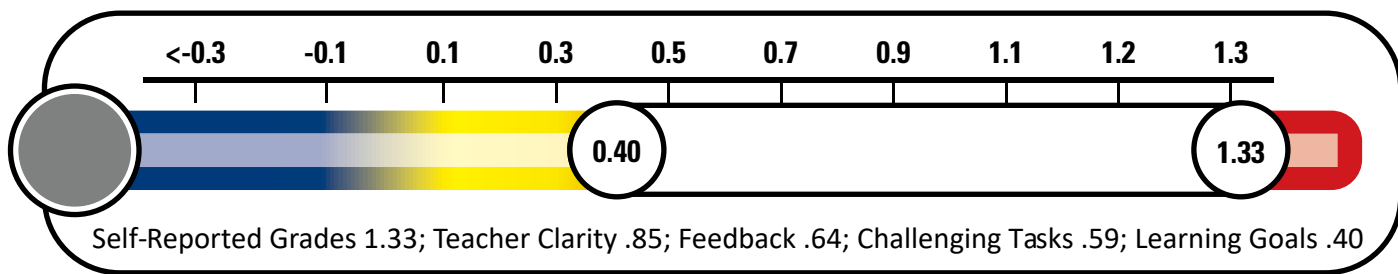- know the expectations for learning and are confident they can learn them;

- 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.[6, 7]

To become assessment capable, students need teachers who use what Frey, Hattie, and Fisher call high yield practices.[6] High yield practices are teaching practices that have an effect size above .40. The higher a practice's effect size, the more powerful it is in affecting student achievement. The following high yield practices, as illustrated in Figure 7, contribute to the development of assessment capable learners.[1, 5, 6, 7]

An elementary teacher noted that a kindergarten student asked her dad on the way to school - "I wonder what the Learning Target will be today."

Figure 7. Developing Assessment Capable Learners Effect Size = .40 - 1.33

| <-0.3 | -0.1 | 0.1 | 0.3 | 0.5 | 0.7 | 0.9 | 1.1 | 1.2 | 1.3 |

0.40   1.33

Self-Reported Grades 1.33; Teacher Clarity .85; Feedback .64; Challenging Tasks .59; Learning Goals .40

Hattie, J. (2023). www.Visiblelearningmetax.com[5]

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

- Teacher Clarity - effect size .85. When teachers have clarity they know what students need to learn, communicate those expectations and success criteria to students, and present lessons in a consistent manner.

- Feedback – effect size .64. To be effective, feedback must be timely, specific, understandable, and actionable. Feedback may support the learner with the task, the process of learning, or their own self-regulation.

- Challenging Tasks – effect size .59. Now referred to as Challenging Goals, these focus on creating goals and tasks that are challenging enough to make students pause and consider what they need to do next, developing in students a growth mindset.

- Learning Goals – effect size .40. Hattie now refers to these as Goal Commitment. Students with higher goals are more likely to invest time and energy in studying.

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

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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?"

DACL 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."[8] The main purpose of feedback is to improve a student's 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.[8]

Essential Functions of Feedback

- Educators provide descriptive task feedback to all students that clearly links to learning goals and success criteria

- Educators provide feedback about strengths and offer information to guide improvement to all students multiple times throughout the learning process

- Educators pace instruction to allow for frequent, descriptive feedback to all students and allow time for students to act on the feedback received

- Educators ask students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process

- Educators instruct students to set personal goals based on feedback and self-assessment

Feedback 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?
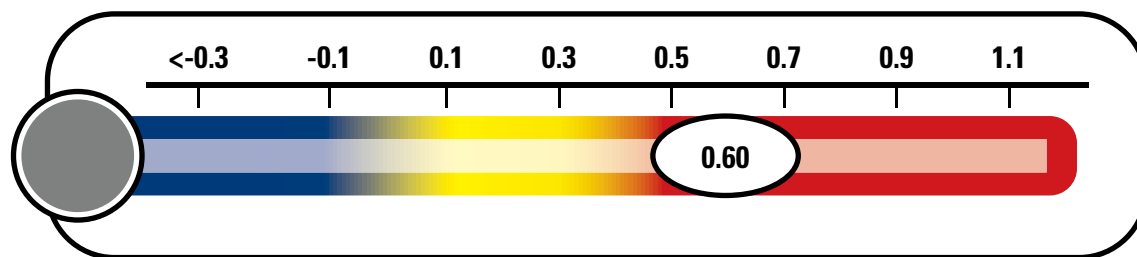
ETLP: Metacognition

Metacognition occurs when students are cognizant of their thinking and level of cognition while in the process of learning.[9] 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.[10] Along with feedback, metacognitive practices align with Developing Assessment Capable Learners. When determining the 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 has shared insight into their own thinking process as well as giving 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, Metacognitive practices have a positive influence on learning (see Figure 8).

Figure 8. Metacognition Effect Size = 0.60

Essential Functions of Metacognition

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- 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

Metacognition Reflection Questions

- Do you talk about your thinking and learning when providing examples 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 9 highlights key elements of above described practices.

One teacher noted that when implementing DCI strategies he realized that "his kids had never been as engaged and excited about trying new things in his classroom." He said he is "loving having his students so excited about learning."

Figure 9. Integrating Foundational Practices

Effective Teaching and Learning Practices

Developing Assessment Capable Learners
- Teach students to determine "Where am I going?"
- Teach students to determine "Where am I now?"
- Teach students to determine "How do I close the gap?"

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
- Use metacognitiveinstruction to increase student knowledge
- Support students in using metacognitive processes or planning, monitoring, and evaluating
- Promote a classroom culture of metacognitive thinking

Key Component: Supportive Context

School-Based Implementation Coaching

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 result 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.[11] 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 approaches and practices in education advance, both new and experienced educators benefit from coaching.

Shernoff et al. examined teachers' attitudes and experiences with coaching. They reported that consistent, ongoing coaching was most helpful to teachers' efforts to integrate new instructional strategies into their teaching. This type of sustained coaching provides multiple opportunities for follow-up and allows a teacher and coach to develop a trusting and productive relationship. Modeling and Feedback were also reported to be key to effective coaching. Classroom-based demonstrations of new strategies provide an opportunity for teachers to observe a new strategy with their own students; while concrete feedback about one's use of a new strategy was especially helpful as teachers practiced new skills.[12]

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.

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Essential Functions of School-Based Implementation Coaching

- Educators develop and maintain coaching relationships

- Educators provide effective feedback

- Educators develop a strategic and differentiated coaching plan

- Educators engage in solution-driven dialogue

- Educators monitor progress of implementation of effective educational practices

SBIC Reflection Questions

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

- If so, do peer coaches follow an established protocol for 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: 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

In Hattie's research, Collective Teacher Efficacy is the influence ranked as having one of the highest effect sizes for impacting student achievement, at 1.57.[5]

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.[13]

- 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.[14]

- 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 DCI Professional Learning Modules aligns to and supports 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 school- and district-wide CTE.

The message seems to be clear: together teachers can achieve more, especially if they collectively believe they can do so!

(Hattie, 2018)

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Essential Functions of Collective Teacher Efficacy

District/building leaders

- Provide opportunities for teachers to experience the four sources of efficacy, resulting in a combined belief that teachers 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

Collective Teacher Efficacy Reflection Questions

- Would the majority of educators in your district/building say that they have the primary impact on student learning?

- Do the majority of teachers participate in formal and informal collaborative social networks?

- Do the majority of teachers participate in school leadership opportunities through school improvement committees, providing professional learning, curriculum development, professional organizations, and/or family/community partnerships?

- Do teachers examine their educational practices collaboratively with others?

- Would teachers say they have an influential voice in district/building decisions?

Leadership for Effective Implementation of District-Wide Evidence-Based Practices (Systems Leadership)

Systems thinking is a holistic way to look at factors and interactions that contribute to an outcome. It is a mindset. By examining a problem using a systems thinking approach, leaders better understand how to create the best possible processes to accomplish their goal. Researchers have found a clear link between strong district/school leadership and positive student outcomes.[15] By creating a culture committed to continuous improvement, districts are able to assess their impact, analyze options, and make adjustments as needed to improve student outcomes.

By viewing a district as a series of systems and understanding how each part contributes to the whole, leaders can make better decisions, form better teams, and be more productive.

Leaders focused on building and sustaining continuous improvement share some common characteristics.

1. **Focus on alignment.** They view their districts as systems with interconnected policies and practices. While each school in a district may have diverse needs, leaders focused on continuous improvement ensure there is alignment across their district related to initiatives, goals, and instructional priorities.

2. **Focus on path setting.** They establish structures and support for decision making, communication, and collaboration. For large-scale, sustainable changes, educators must understand how their actions impact their system.

3. **Lead by modeling a growth-centered, trust-based culture.** When staff see alignment between what leaders say and their actions, an organizational culture of trust is created. Leaders who view educators and themselves as capable learners, whose abilities can be developed, focus on learning, which fosters the resilience essential for change to occur.

4. **Empower others through supportive relationships and instructional leadership.** Teachers are empowered when they individually and collectively trust they can master and have control over issues that concern them.[16]

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.[17] When teachers have a voice and their insights are considered in decision making, the result is better outcomes for all students.[18]

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It is quite rewarding when working with district leadership that is involved, understands, and works with the CST consultants throughout the DCI process. This type of leadership is seen at trainings, during DLT meetings, and at coaching debrief sessions. When district leadership is involved at this level, it is quite evident to see growth in the DCI Practices; supporting and encouraging staff members, leading to self-sustainability.

CST Member

Essential Functions of Systems Leadership

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

Systems Leadership Reflection Questions

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

- How do you use data to determine effective practices to implement school/district-wide?

- 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?

Becoming an Instructional Leader in Your Building (Instructional Leadership)

Research shows a clear link between strong school leadership and student learning. Effective educational leaders know how to build and strengthen a network of organizational support that includes the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operation of the school. Effective educational leaders are driven by the school's mission, vision, and core values. They are called to act ethically and with professional integrity. They promote equity and cultural responsiveness. Finally, effective educational leaders believe their school can always be better.

District-level and building-level leadership have important guiding and supporting roles in DCI. District leaders are responsible for determining and addressing needs for professional learning of building-level leaders and educators across the district. Through collaborative assessment of current strengths and strategic planning for addressing needs, district leaders support the development, scaling-up, and sustainability of the DCI foundations and teaching/learning practices.

Essential Functions of Instructional Leadership

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- A collaborative culture and climate is visible through the students, teachers, and administrators

- Leadership supports and ensures teaching and learning practices engage all students in meaningful learning

- Leaders develop educator capacity to use formative assessment through a supportive data climate that facilitates the use of formative data

- Leaders initiate evidence-based decisions and processes that focus on outcomes

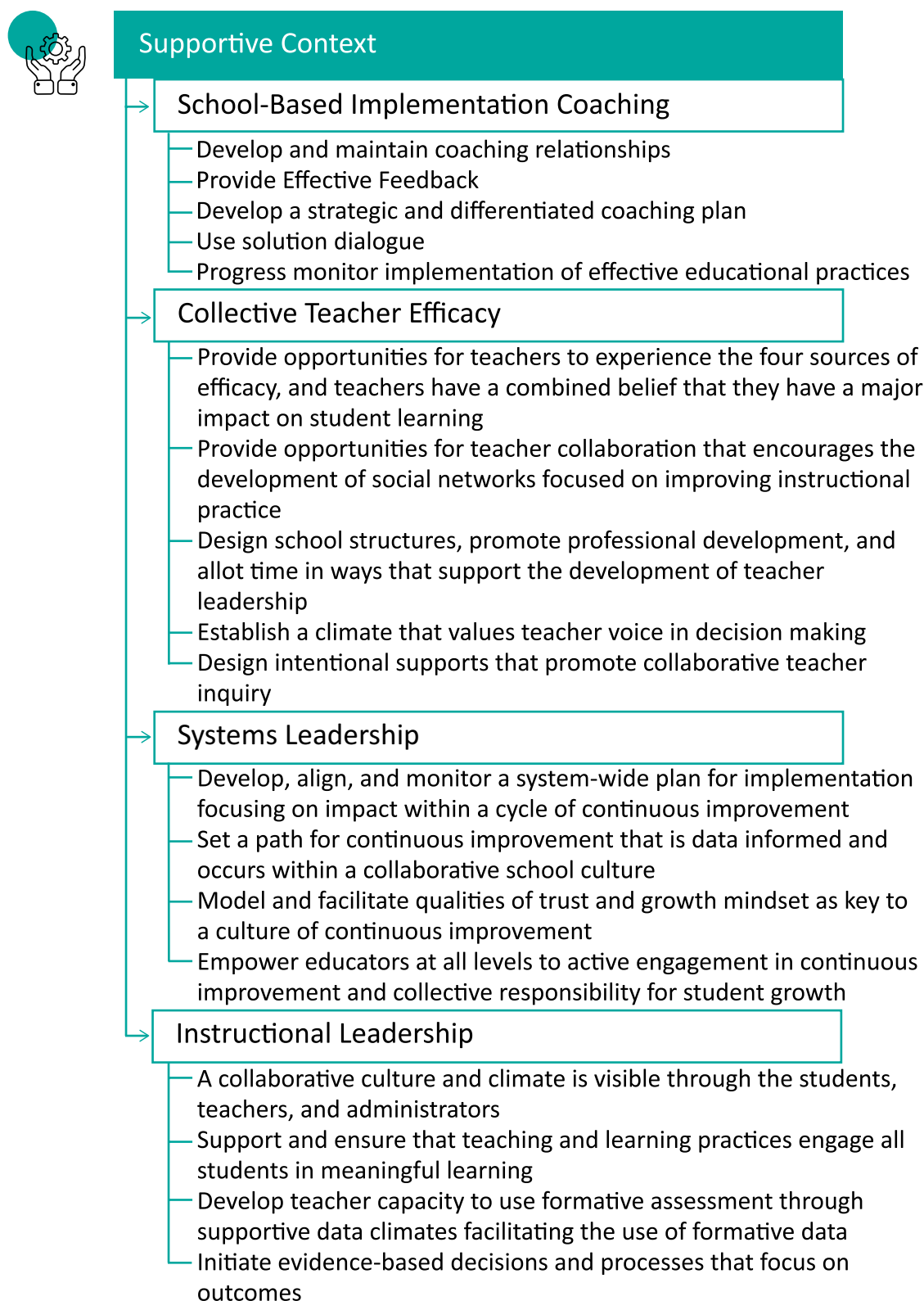*Instructional Leadership Reflection Questions*

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

- How do you use data to determine effective practices to implement school/district-wide?

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

- In what ways have you developed leadership team capacity for data-driven decision making?

Integrating Supportive Context

Figure 10 highlights the Essential Functions of each of the Supportive Context DCI Practices described above.

Figure 10. Supportive Context

Supportive Context

School-Based Implementation Coaching
— Develop and maintain coaching relationships
— Provide Effective Feedback
— Develop a strategic and differentiated coaching plan
— Use solution dialogue
— Progress monitor implementation of effective educational practices

Collective Teacher Efficacy
— 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

Systems Leadership
— Develop, align, and monitor a system-wide plan for implementation focusing on impact within a cycle of continuous improvement
— Set a path for continuous improvement that is data informed and occurs within a collaborative school culture
— Model and facilitate qualities of trust and growth mindset as key to a culture of continuous improvement
— Empower educators at all levels to active engagement in continuous improvement and collective responsibility for student growth

Instructional Leadership
— A collaborative culture and climate is visible through the students, teachers, and administrators
— Support and ensure that teaching and learning practices engage all students in meaningful learning
— Develop teacher capacity to use formative assessment through supportive data climates facilitating the use of formative data
— Initiate evidence-based decisions and processes that focus on outcomes

Systems Approach

The work of SISEP (State Implementation and Scaling-up of Evidence-based Practices)[19] 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 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 the implementation process, working to align and support the components of the educational system as it matures across the stages of implementation.[20]

The focus on systems work and alignment makes so much sense. This work and support is filling my bucket.
District Superintendent

Implementation Stages

Implementation involves the multiple factors needed to change the structures and conditions necessary to implement and sustain a new practice or program successfully.[20] The stages of implementation describe the necessary steps, stage-by-stage, for a district to move from adoption to full implementation. Implementation Stages are described below and their alignment with the Implementation Zones is detailed on page 39.

Exploration & Adoption

In these stages, a district identifies a need for change, determines the practices that are likely to meet that need, and decide to move ahead with the implementation process. Participating districts begin by reviewing current strengths and needs regarding effective educational practices in the DCI Framework.

> *Exploration & Adoption 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?

Program Installation

This stage establishes an environment supportive of implementation. The goal of this stage is to build your system's capacity to support the implementation of the new practices that have been selected. Building this capacity requires examining and strengthening the system components necessary to ensure success.

Program Installation 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 consistency 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?

Initial Implementation

The goal of initial implementation is to put the selected new practices in place and work towards implementation of those practices with fidelity. The current status of practices and procedures has been analyzed and the "getting-ready" work has been completed. Professional Development is provided and educators begin implementing the DCI components. It is important to monitor these early steps for fidelity and to identify support needs that emerge.

Initial Implementation 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?

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.

Full Operation 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?

Innovation & Sustainability

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, 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 educational 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 there is research supporting them as high-leverage practices for impacting student achievement. Because the goal is results, like those shown through research, it is important to monitor fidelity of implementation.

Competency Drivers Guiding Questions

- Who are the people involved in DCI at all levels? Do these people have the appropriate 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 the following 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 leaders 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/). This website includes online modules for each component of implementation.

See Step-by-Step Guide, Essential Function 2

Organization Drivers Guiding Questions

- What information 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 will improve the use of data and collaborative processes?
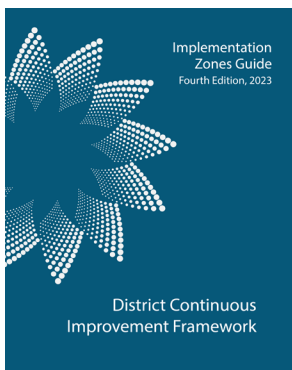
See the Implementation Zones Guide for an in-depth description of the Implementation Zones.

Implementation Zones

Purpose & Function

Implementation Zones (IZs) are a data-driven approach to describing district- and building-level implementation processes and outcomes.
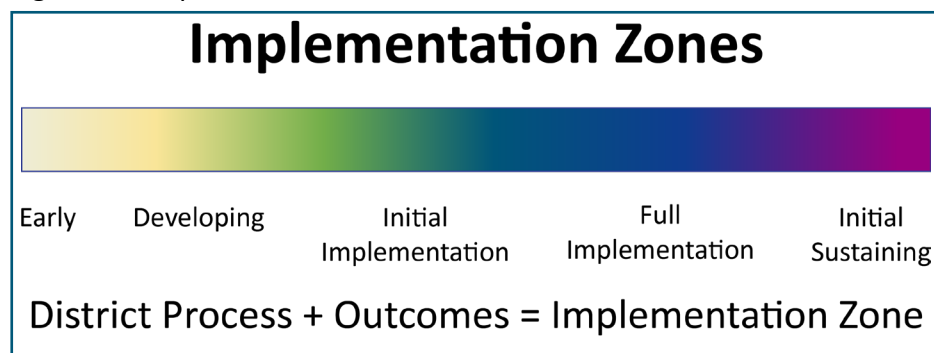
The purpose of Implementation Zones is to provide a structure to address the following needs.

- 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

Districts are organized as cadres representing each Implementation Zone. Examples of the benefits to this approach are listed below.

- 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 of other districts

Figure 11. Implementation Zones

Implementation Zones

Early   Developing   Initial Implementation   Full Implementation   Initial Sustaining

District Process + Outcomes = Implementation Zone

Implementation Zones

Implementation Zones are data-driven representations of district journeys to full implementation of and sustaining District Continuous Improvement. Building on the knowledge of implementation stages (pages 33-35), the Implementation Zones incorporate district-wide implementation processes and outcomes. Figure 12 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.

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.

Figure 12. Implementation Zones and Implementation Stages

Implementation Zones	Implementation Stages
Early Districts beginning DCI	Exploration and adoption
Developing Districts putting elements of the DCI Framework into place and starting to see evidence of effective implementation	Program installation
Initial Implementation Districts implementing all pieces of the DCI Framework to some, and possibly varying, extent across the district.	Initial implementation
Full Implementation Districts showing initial evidence of sustaining effective practices	Full operation
Initial Sustaining Districts showing sustained implementation of effective practices across multiple years	Innovation & Sustainability

Data Elements & Zone Determination

As noted earlier, the IZ structure is data-driven. Figure 13 illustrates the elements used in IZ determination. District- and building-level data are used for IZ determination.

Figure 13. Elements in IZ Determination

District Level	Building Level	Professional Judgement
Processes	Processes	Interpretation of data
Outcomes	Outcomes	Contextual factors

- District-Level Processes are measured by engagement with the Coaching Support Team in DCI topics.

- District-Level Outcomes include data from the Implementation Survey: District-Level.

- Building-Level Processes and Outcome are based on CWIS data.

- Professional Judgement - The Coaching Support Team Facilitators, with assistance from team members, review each district's Implementation Zone data. Through this review, Implementation Zone determinations are confirmed.

IZ Worksheet

The individual data elements determining a district's IZ are displayed in the Implementation Zone Worksheet (see Figure 14).

Figure 14. Implementation Zone Worksheet

District: Sample District Date: April 2023
Number of buildings: 8
Number of instructional staff: 292

Implementation Zone Worksheet	Criteria			
	Early	Developing	Initial Implementation	Full Implementation
District-level processes Criteria	Foundations	ETLP	Leadership	Systems
Engaged in DCI practices: Across implementation zones	✓	✓	✓	
District-level outcomes Criteria	0-4 items	5-10 items	11-14 items	15-17 items
Implementation Checklist: # of items "in place"			11	
By essential function	Number of items "in place"			
Leadership (3 items)	3			
Communication (2 items)	2			
Commitment (5 items)	3			
Performance/outcomes (5 items)	2			
Alignment (2 items)	1			
Building-level processes Criteria	0-19%	20-45%	46-75%	76-100%
Number of buildings showing CWIS[1] response rates by zone	1	4	2	1
Building-level outcomes Criteria (number of domains averaging 4 or 5)	<45% OR 0 domains	1-2 domains	3 domains	4-5 domains
Number of buildings having CWIS domains averaging 4 or 5		5	1	2

[1] CWIS: Collaborative Work Implementation Survey

Districts, together with their Facilitator/CST, will be able to review each data piece in the IZ Worksheet. This information not only makes zone placement transparent, it also serves as a planning tool to move a district forward through the implementation process.

IZ Landscape

The IZ Landscape is the visual representation of the data, bringing all the data elements together to illustrate the Implementation Zone for a district. Figure 15 is a sample IZ Landscape.

Figure 15. Implementation Zone Landscape
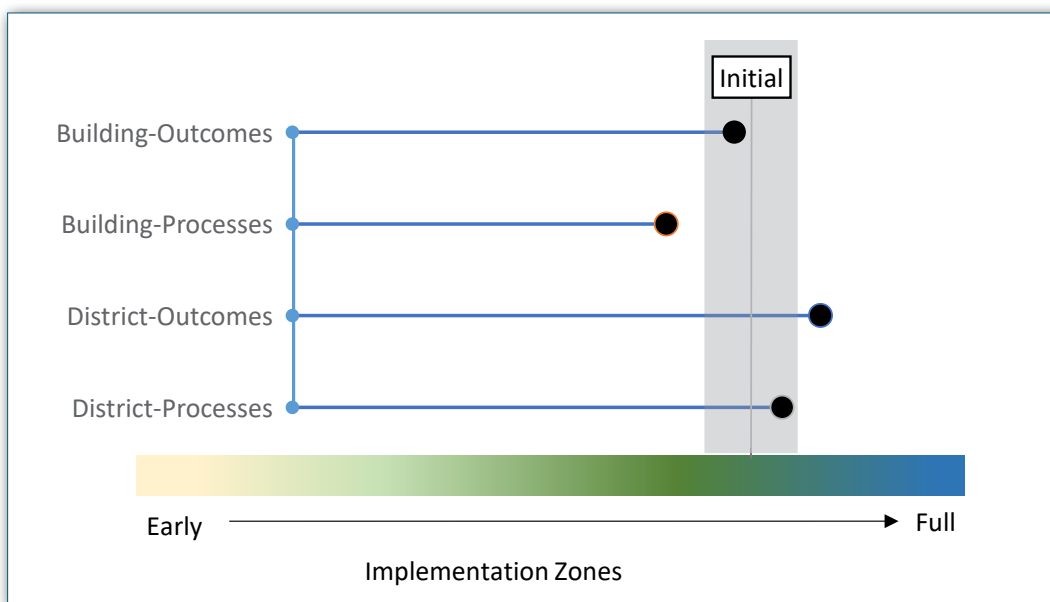
The Implementation Zone is represented by the light gray vertical bar, and appropriately labeled. Implementation Zones are described more fully in the Implementation Zones Guide.

Context for Improving Systems

Implementation Teams

Implementation teams provide the needed support and structure for ensuring implementation with fidelity occurs. There are two levels of implementation teams in the DCI Framework: 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, district-wide 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 DCI 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 others integral to the overall building-level system. This team supports implementation in the following ways.

- 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

- Collaborating 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,[21] 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 DCI Framework with current practices and systems 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)

See Implementation Practice Profile: District-Level, pp 78-81

and

Implementation Survey: District-Level, pp 82-86

Implementation Practice Profile & Survey

The Implementation Practice Profile: District-Level and Implementation Survey: District-Level are tools designed for district-level planning for DCI participation. Organized by the four Essential Functions of District Leadership Teams, the survey provides structure noting current status and indicating next steps.

- District leaders maintain a collaborative culture and climate at the district-level and with building leaders

- District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice

- District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data

- District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction

The survey is used alongside the Step-by-Step Guide and the District Implementation Practice Profile.

Figure 16. Tools for District-Level Planning

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 17 (page 46) illustrates a "big picture" look at the multiple factors affecting implementation of the DCI Framework. It is important to notice how the arrows denote a feedback loop using data.
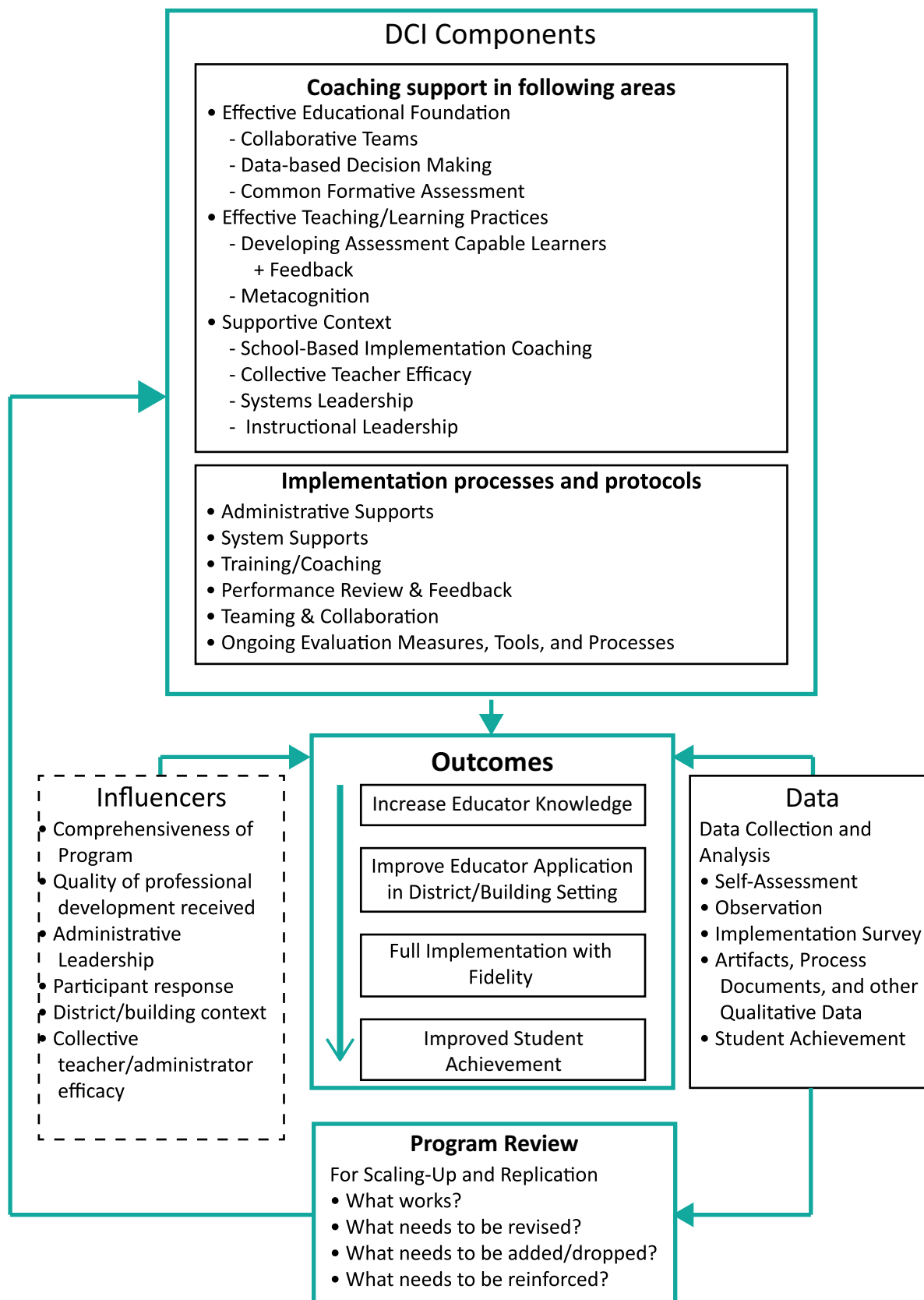
Practice Profiles

Practice Profile
pp 58-81

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.[22] The Practice Profile template shows 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 each specific DCI Practice. The Practice Profile 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- and district-level leaders can incorporate the use of Practice Profiles into educator evaluation processes. In addition, the Practice Profiles can be used during the peer coaching process.

Figure 17. DCI Components & Data Cycle

DCI Components

Coaching support in following areas
- Effective Educational Foundation
  - Collaborative Teams
  - Data-based Decision Making
  - Common Formative Assessment
- Effective Teaching/Learning Practices
  - Developing Assessment Capable Learners
    + Feedback
  - Metacognition
- Supportive Context
  - School-Based Implementation Coaching
  - Collective Teacher Efficacy
  - Systems Leadership
  - Instructional Leadership

Implementation processes and protocols
- Administrative Supports
- System Supports
- Training/Coaching
- Performance Review & Feedback
- Teaming & Collaboration
- Ongoing Evaluation Measures, Tools, and Processes

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

Outcomes
- Increase Educator Knowledge
- Improve Educator Application in District/Building Setting
- Full Implementation with Fidelity
- Improved Student Achievement

Data
Data Collection and Analysis
- Self-Assessment
- Observation
- Implementation Survey
- Artifacts, Process Documents, and other Qualitative Data
- Student Achievement

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?

Self-Assessment Practice Profile

The Self-Assessment Practice Profile, an online tool for team-based analysis of Practice Profiles, can be found on the VLP ([http://apps. dese.mo.gov](http://apps.dese.mo.gov)). Through the use of this tool, individual educators as well as teams of educators indicate 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. There is additional information about the SAPP starting on page 54.

Collaborative Work Implementation Survey (CWIS)

DCI districts use the Collaborative Work Implementation Survey (CWIS). The CWIS is a 24-item instrument designed using a five-point Likert scale (see Figure 18, p. 48, listing the survey items). The survey measures the extent to which DCI processes and practices are in place.

CWIS administration is a required part of a district's commitment to DCI. 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.

*DCI has given our district a wealth of PD and resources. With the VLP and CWIS data, we have been able to focus our PD and coaching for our administrators and teachers. Our teachers are growing and implementing what they are learning within their classrooms. Our DCI team have become a part of the district as they provide the PD with their personal and professional experiences.
They are always there to help!*

District Curriculum Director

Data

Figure 18. Collaborative Work Implementation Survey (CWIS) for DCI

COLLABORATIVE, DATA-DRIVEN CULTURE

COLLABORATION

I am a member of a grade level, grade span, or content team.

My team reviews data at meetings.

Members of the team demonstrate positive, solution-oriented interactions.

My team uses effective teaming practices such as providing agendas, establishing roles, seeking consensus, and documenting minutes.

TEAMS USE DATA

Collaborative teams systematically analyze student data during team meetings

Collaborative teams use a data analysis system that includes examining and reflecting on instruction to identify how student errors may be linked to teacher practices.

SUPPORT & GUIDANCE

LEADERSHIP

My building leader(s) effectively manages initiatives and expectations placing a focus on improving educational practices.

My building leader(s) supports the opportunity for teacher-to-teacher observation and feedback.

My building leader(s) show(s) they are committed to implementing a core set of effective instructional practices in building classrooms.

My building leader(s) actively problem-solves with collaborative teams.

EDUCATOR LEARNING

I participate in professional development where I learn to improve my instructional practices.

I receive coaching to facilitate my implementation of evidence-based instructional practices.

I participate in professional development where I learn how to monitor student progress.

I receive feedback about my classroom instruction from other teachers.

FOCUS ON STUDENT LEARNING

INSTRUCTION DESIGN

The instruction of teachers in my building intentionally addresses the Missouri Learning Standards for my grade/subject.

Teachers in my building common formative assessments aligned to the Missouri Learning Standards.

I use the results from common formative assessment to plan for re-teaching and/or future instruction.

STUDENT LEARNING & FEEDBACK

The students in my classroom, including students with disabilities, write/state learning targets using "I can" or "I know" statements.

The students in my classroom, including students with disabilities, assess their progress by using evidence of student work (rubrics or portfolios).

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.

The students in my classroom, including students with disabilities, receive feedback on their progress toward their learning targets.

Student-to-student feedback, focused on improving learning, occurs daily during instruction.

The students in my classroom state the success criteria for achieving their learning target.

All students in my classroom participate in common formative assessments, including students with disabilities.

Each student reviews his/her results of each common formative assessment with a teacher.

DCI Framework

Professional Learning Modules (PLM)

Research shows that conventional forms of Professional Development (i.e., one-shot workshops and conferences) do not provide the support needed to improve teaching practices.[23] Effective Professional Development needs to be authentic and ongoing.[24] Furthermore, Professional Development should address adult learning methods to ensure effectiveness through levels of instruction (i.e., introduce, illustrate, practice, evaluate, reflect, and master).[25] 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 below describes in detail the components of a Professional Learning Module, specifying the purpose of each component and providing examples of content.

Table 1. Professional Learning Module (PLM) Components

Component	Purpose	Example of content
Preparation	Provide opportunity for learners to engage in the content prior to the formal training	Learning objectives Expectations for the training Preparatory reading Reflection exercise
Opening & introductions	Provide an overview of the day, including reviewing learner objectives, outcomes, and essential questions	Session at-a-glance Introductions Essential questions Norms Pre-knowledge check
Why the topic is important	Review the basics and relevance to student learning	Implications for student learning Ways implementation aligns with MO Learning Standards
Overview of the topic	Provide learner with core concepts, terms, and vision for implementation	Core concepts Glossary of terms Implementation example

Table 1 (continued). Professional Learning Module Components

Component	Purpose	Example of content
Unpacking the topic	Explore the core components and implementation steps	Detailed description of the core components Rationale for components Detailed implementation steps
Topic in practice	Provide opportunity for learners to discuss what application in the classroom looks like	Detailed description of what implementation looks like Group discussion on what implementation looks like in a variety of contexts Measuring fidelity Using data to inform practice
Topic in action	Explore ways for the learners to incorporate the new knowledge and skills into their teaching	Reflection on what implementation would look like in their classrooms Discuss and problem-solve potential challenges to implementation and fidelity drift
Assessment & reflection	Provide opportunity for the learners to reflect on their learning and potential implementation challenges	Post-knowledge check Reflect on personal teaching context and implementation
Closing & follow-up	Provide opportunity for learner to outline their implementation steps and plans for follow-up coaching	Template for outlining implementation steps in personal teaching contexts and follow-up coaching Additional resources for further learning

Coaching Support Teams

CSTs provide ongoing contact and support to DCI districts. A CST is made of professionals with 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 district capacity in implementation and sustainability of evidence-based educational practices.

The partnership between the CST and DCI districts involves 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

Districts are grouped by cadre with other districts in the same Implementation Zone, allowing for greater consistency of support, problem solving, and the opportunity to share both successes and struggles alike.

A CST Facilitator provides leadership for the cadre and the Coaching Support Team. In addition to the relationship with the CST Facilitator, each district in the cadre will be assigned a mini-team of consultants. This mini-team is chosen based on the unique needs of a district and provides consistency of relationships from previous years (when possible) and the necessary expertise for a given district. Make-up of these teams can be adjusted as a district evolves and their focus changes.

Implementation Specialists focus on onboarding new districts and communicating with current districts if extra support is needed. The onboarding process includes 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

The District Leadership Team is tremendously pleased with the guidance and support that comes with the DCI process.... It not only provides professional development for the leadership team and teachers, but the process brings several focus areas into one plan. This is important so that everyone in the district realizes the connection between everything that is being done and the DCI plan.

District Superintendent

- Introduce Implementation Survey, District Level Implementation Practice Profile, and CWIS

- Develop a district's working knowledge of the DCI Practices

Current districts can expect their primary communication regarding implementation processes and support to be with their 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 facilitator will reach out to a member of the CST (an 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. DESE provides various supports for active engagement and implementation of the process with fidelity.

- A system for coordination of training and coaching for the districts 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 to participate

- On-site technical assistance and observation visits

- Opportunities for cross-district collaboration and sharing

Web-Based Tools

This section presents tools for guiding Professional Development, implementation, and use of data. These tools include the Virtual Learning Platform and the Self-Assessment Practice Profile.

Virtual Learning Platform

The Virtual Learning Platform (VLP) is an online portal that provides access to DCI Professional Learning Modules, data tools, and supporting materials. In addition to in-person or virtual coaching and trainings, DCI districts have 24/7 access to these DESE endorsed, evidence-based DCI materials.

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.

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 19 below is a screenshot of the Dashboard and Building Self-Assessment Score Report.

Figure 19. Dashboard & Building Self-Assessment Score Report
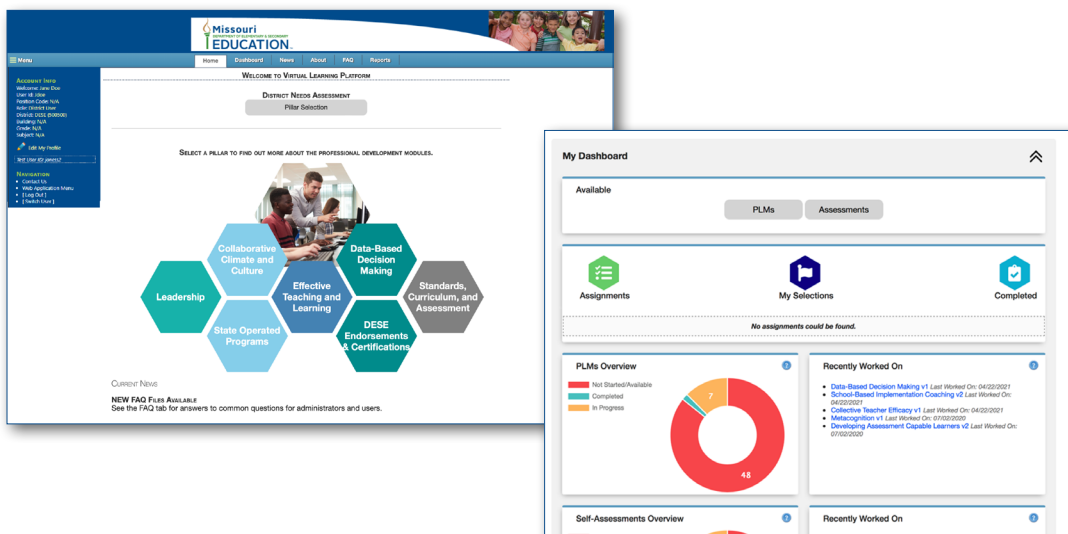
Self-Assessment Practice Profile

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 responses to a questionnaire (see Figure 20, p. 55) aligned with each Professional Learning Module's Practice Profile (apps.dese.mo.gov). Questionnaires elicit current levels of knowledge, skills, and abilities for DCI Practices. When educators submit questionnaire responses, they receive immediate feedback in the form of a shaded Practice Profile (see Figure 21, p. 55). Shaded Practice Profiles are collected in the educator's "Your Assessments" box (see Figure 22, p. 56), 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 23, p. 56). 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. 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 DCI Practice, access to individual shaded Practice Profiles, and access to building-level heat maps. Shown in Figure 24 (p. 57), a visual of the most recent Self-Assessment Practice Profiles is displayed in a single location. The score key gives a self-assessed glance of individual progress in implementation of each of the Professional Learning Modules.

The online Professional Learning Modules provide the opportunity for a pre- and post-assessment. These assessments assist in gauging the knowledge obtained from the online experience (Figure 25, p. 57).

Figure 20. Teacher Self-Assessment Questionnaire

Figure 21. Teacher Shaded Practice Profile

Figure 22. Teacher "Your Assessments" Box

Figure 23. Building Heat Map

Figure 24. Self-Assessment Scores
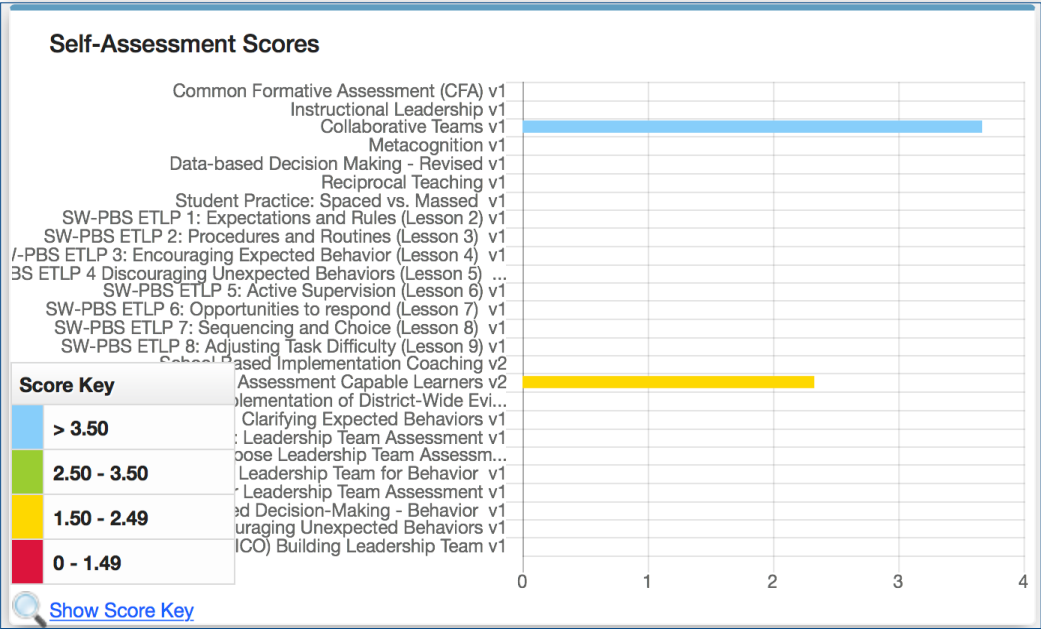
Figure 25. Pre/Post Knowledge Checks

Collaborative Teams (CT)
Practice Profile

	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1	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 agendas 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.
2	Educators effectively implement group 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.

Collaborative Teams (CT)
Practice Profile

	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
2	(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.	Teams use minutes and communication that address at least 4/9 of the recommendations.	Teams use minutes and communication that address *fewer* than 4/9 of the recommendations or are not developed.
3	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.	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.

Data-Based Decision Making Practice Profile

	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1	Educators establish collaborative process for collecting data.	Meet 9/9 criteria *Collaborative data team process* • Establish a data team with members sharing a common interest (content, grade level, etc.) • Meet at regularly scheduled predetermined times to collaborate on student data • Define and use roles to improve meeting effectiveness and efficiency • Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction • Use a system for sharing and storing team documents (i.e., agenda, minutes, etc.). • Hold team accountable for individual and team review of data *Data collection process* • Collect student data in relation to learning targets • Collect data describing instructional processes • Organize data in preparation for review and analysis	7/9 criteria are met *Collaborative data team process* • Establish a data team with members sharing a common interest (content, grade level, etc.) • Meet at regularly scheduled predetermined times to collaborate on student data • Define and use roles to improve meeting effectiveness and efficiency. • Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction *Data collection process* • Collect student data in relation to learning targets • Collect data describing instructional processes • Organize data in preparation for review and analysis	4/9 criteria are met *Collaborative data team process* • Establish a data team with members sharing a common interest (content, grade level, etc.) • Meet at regularly scheduled predetermined times to collaborate on student data • Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction *Data collection process* • Collect student data in relation to learning targets	***Fewer*** than 4/9 of any of the criteria occur
2	Educators implement a process for examining and interpreting data.	Meet 6/6 criteria • Use purposeful data analysis system to guide effective data analysis • Consistently use protocol for data analysis. • Identify a common problem that is related to a learning goal • Reflect on how instruction has previously impacted the common problem • Predict a link to teacher practice • Organize and track the data-informed decisions made by the team in order to be available for future problem-solving discussions	5/6 criteria are met • Use purposeful data analysis system to guide effective data analysis • Consistently use protocol for data analysis • Identify a common problem that is related to a learning goal • Reflect on how instruction has previously impacted the common problem • Predict a link to teacher practice	4/6 criteria are met • Use purposeful data analysis system to guide effective data analysis • Consistently use protocol for data analysis • Identify a common problem that is related to a learning goal • Reflect on how instruction has previously impacted the common problem	***Fewer*** than 4/6 of any of the criteria occur

Data-Based Decision Making Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
3 Educators determine instructional action steps.	Meet 5/5 criteria • 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	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	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)	*Fewer* than 3/5 of any of the criteria occur
4 Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.	Meet 7/7 criteria • Review previously created data analysis system and improve it as necessary to determine instructional impact • Analyze evidence of learning collected during instructional change • Include time in data team meetings to reflect on and discuss what worked, what did not work and why • Determine if/how instructional change targeted student learning goal • Incorporate review of student data into instruction and gain feedback on student learning from students • Schedule time to reflect on the outcome of the instructional change • Adjust instructional action plan to reflect findings	6/7 criteria are met • Review previously created data analysis system and improve it as necessary to determine instructional impact • Analyze evidence of learning collected during instructional change • Include time in data team meetings to reflect on and discuss what worked, what did not work and why • Determine if/how instructional change targeted student learning goal • Incorporate review of student data into instruction and gain feedback on student learning from students • Schedule time to reflect on the outcome of the instructional change	4/7 criteria are met • Review previously created data analysis system and improve it as necessary to determine instructional impact • Analyze evidence of learning collected during instructional change • Include time in data team meetings to reflect on and discuss what worked, what did not work and why • Determine if/how instructional change targeted student learning goal	*Fewer* than 4/7 of any of the criteria occur

Common Formative Assessment Practice Profile

	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1	Educators develop and use clear and meaningful learning targets to guide instruction and clarify student learning.	Educators develop and use learning targets that meet 4/4 criteria. • Learning targets are clearly connected to essential learning in a domain. • Learning targets indicate what students are expected to know, understand, and be able to do at the end of the lesson/unit. • Learning targets engage students in higher-order thinking processes. • Learning targets are clearly explained to students.	Educators develop and use learning targets that are clearly connected to essential learning in a domain and meet 3/4 criteria.	Educators develop and use learning targets that are clearly connected to essential learning in a domain and meet 2/4 criteria.	Educators develop and use learning targets that meet 1 or fewer criteria.
2	Educators establish measurable student success criteria to clarify learning.	Educators develop and use student success criteria that meet 5/5 criteria. • Success criteria are closely aligned with learning targets. • Success criteria indicate what the student will say, do, make, or write to show evidence of learning. • Success criteria reflect progress toward the learning goal. • Success criteria are communicated in student-friendly language. • Educators refer to success criteria during instruction.	Educators develop and use student success criteria that are aligned with learning targets and meet 4/5 criteria.	Educators develop and use student success criteria that are aligned with learning targets and meet 3/5 criteria.	Educators develop and use student success criteria that meet 2 or fewer criteria.
3	Educators elicit evidence of learning through daily formative assessments to monitor student understanding and improve instruction.	Educators elicit evidence of learning through daily formative assessments that meet 4/4 criteria. • Teachers design discussions, tasks, and activities that effectively elicit evidence of learning. • Evidence of student learning is collected and used during lessons to fine-tune instruction. • Teachers provide opportunities for students to be learning resources for one another through formative assessment. • Teachers provide opportunities for students to engage in self-evaluation.	Educators collect and use evidence of learning during lessons to fine tune instruction and meet 3/4 criteria.	Educators collect and use evidence of learning during lessons to fine tune instruction and meet 2/4 criteria.	Educators meet 1 or fewer criteria.

Common Formative Assessment Practice Profile

	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
4	Educators elicit evidence of learning through common formative assessments to improve instruction and student achievement.	Educators elicit evidence of learning through common formative assessments that meet 4/4 criteria. • CFAs are collaboratively developed. • CFAs are scaffolded to reflect a progression of learning. • CFAs are aligned with learning intentions and success criteria. • CFAs indicate which students are on track, which students would benefit from extension, and which students would benefit from additional instruction.	Educators elicit evidence of learning through common formative assessments that are collaboratively developed and meet 3/4 criteria.	Educators elicit evidence of learning through common formative assessments that are collaboratively developed and meet 2/4 criteria.	Educators meet 1 or fewer criteria.
5	Educators interpret and act on formative assessment data to provide feedback and improve student learning.	Educators interpret and act on formative assessment data in ways that meet 5/5 criteria. • Educators use evidence (data) to adjust instruction based on student need. • Educators provide timely, actionable feedback relative to the three important feedback questions (Where am I going? Where am I now? How do I close the gap?). • Teacher feedback to students is clearly aligned to learning targets and success criteria. • Educators provide feedback appropriate to the learning needs of students. • Educators provide feedback that encourages student thinking.	Educators use formative assessment data to adjust instruction based on student need and meet 4/5 criteria.	Educators use formative assessment data to adjust instruction based on student need and meet 3/5 criteria.	Educators meet 2 or fewer criteria.

Developing Assessment Capable Learners Practice Profile

Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
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 ongoing 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 the following. 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 the following. 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	When teaching students to determine learning goals, *fewer* than 3/5 criteria occur.

Developing Assessment Capable Learners Practice Profile

Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
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.	When teaching students to self-evaluate learning progress, 3/5 criteria occur.	When teaching students to self-evaluate learning progress, *fewer* than 3/5 criteria occur.
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.	When teaching students to identify next steps in learning, 2/4 criteria occur.	When teaching students to identify next steps in learning, *fewer* than 2/4 criteria occur.

Metacognition Practice Profile

	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1	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

	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
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

School-Based Implementation Coaching Practice Profile

	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
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
		  o Observation
		  o Video recording themselves
		  o Student evidence (classroom discourse, student work)
		  o 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

Collective Teacher Efficacy (CTE) Practice Profile

	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
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.	When considering the last 12 month, educators strongly agree the following five criteria are true of their experience. • 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.	When considering the last 12 months, educators mostly agree the five criteria are true of their experience.	When considering the last 12 months, educators agree some of the five criteria are true of their experience.	When considering the last 12 months, educators disagree any of five criteria have been true of their experience.
2	District/Building leaders provide opportunities for teacher collaboration that encourages the development of **social networks** focused on improving instructional practice.	When considering the last 12 month, educators strongly agree the following four criteria are true of their experience. • 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.	When considering the last 12 months, educators mostly agree the four criteria are true of their experience.	When considering the last 12 months, educators agree some of the four criteria are true of their experience.	When considering the last 12 months, educators disagree any of four criteria have been true of their experience.
3	District/Building leaders design school structures, promote professional development, and allot time in ways that support the development of **teacher leadership.**	When considering the last 12 month, educators strongly agree they participate in school leadership opportunities through • 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, and • work focused on family/community partnerships.	When considering the last 12 months, educators mostly agree the five criteria are true of their experience.	When considering the last 12 months, educators agree some of the five criteria are true of their experience.	When considering the last 12 months, educators disagree any of five criteria have been true of their experience.

Collective Teacher Efficacy (CTE) Practice Profile

	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
4	District/Building leaders establish a climate that values **teacher voice in decision making.**	When considering major decisions in their school and district over the last 12 months, educators strongly agree the following five criteria are true of their experience. • the decision-making process is transparent, • the decision-making process includes opportunities for teachers to share their ideas and expertise, • I had an opportunity to have an influential voice in decisions, • I trust those in the decision-making role, and • a collaborative problem-solving approach is used to generate ideas/solutions.	When considering the last 12 months, educators mostly agree the five criteria are true of their experience.	When considering the last 12 months, educators agree some of the five criteria are true of their experience.	When considering the last 12 months, educators disagree any of five criteria have been true of their experience.
5	District/Building leaders design intentional supports that promote **collaborative teacher inquiry.**	When considering the last 12 month, educators strongly agree the following six criteria are true of their experience. Teams' collaborative inquiry... • uses a formal structure (meeting times, teams, and process are defined), • is built around compelling problems of instruction, • involves collaborative collection and analysis of data relevant to identified problem of instruction, • results in collective commitment to a plan to address student needs, • includes evaluation of the plan and further adjustments, and • improves teachers' understanding and teaching practices.	When considering the last 12 months, educators mostly agree the six criteria are true of their experience.	When considering the last 12 months, educators agree some of the six criteria are true of their experience.	When considering the last 12 months, educators disagree any of six criteria have been true of their experience.

Leadership for Effective Implementation of District-Wide Evidence-Based Practices (Systems Leadership) Practice Profile

Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1 — Leadership develops, aligns, and monitors a system-wide plan for implementation focusing on impact within a cycle of continuous improvement.	There is a system-wide plan for continuous improvement that includes all of the criteria below. • Alignment with district-wide initiatives • A district-wide common focus with specific and attainable goals • Building goals aligned with the district-wide common focus • A mechanism for feedback from all levels • A year-long district-wide professional learning structure that is practice specific • A process for the collection of multiple sources of data to inform progress toward district and building performance goals • A schedule for the analysis of key performance indicators at all administrative/educator levels for the purpose of monitoring impact • Specific practice-based strategies focused on increasing the impact that teachers are having on students collectively across the district Leadership Teams regularly engage in formal problem-solving using district/building level data.	Meet 5/8 of the criteria for a system-wide plan for continuous improvement and Leadership Teams regularly engage in formal problem-solving using district/building level data.	Meet 4/8 of the criteria for a system-wide plan for continuous improvement and/or do not have Leadership Teams regularly engage in formal problem-solving using district/building level data.	Fewer than 4/8 criteria for a system-wide plan for continuous improvement are met and/or do not have Leadership Teams regularly engage in formal problem-solving using district/building level data.

Leadership for Effective Implementation of District-Wide Evidence-Based Practices (Systems Leadership) Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
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 high-quality District Leadership Team as evidenced through member roles, team function, and records of meetings • Building Leadership Teams as evidenced through member roles, team function, and records of meetings • Collaborative Team structures that distribute responsibility resulting in all educators (administrators and teachers) assuming collective responsibility for the well-being of the student population • A process for aligning and monitoring performance goals throughout the district both across buildings and instructional levels, as well as within buildings and grade levels • A communication plan that provides information and data on a formal and frequent basis to communicate with district, building, and community collaborators • A district-wide open communication network that supports dialogue and discussion across the district about teaching and the recognition/identification of high impact practices	Meets the first 4/6 criteria.	Meets 3/6 criteria.	Fewer than 3 criteria are met.

Leadership for Effective Implementation of District-Wide Evidence-Based Practices (Systems Leadership) Practice Profile

Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
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.

Leadership for Effective Implementation of District-Wide Evidence-Based Practices (Systems Leadership) Practice Profile

Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
	A. Leadership builds a supportive environment by meeting all of the criteria below.	• Meets 3/4 criteria for A	• Meets 2/4 criteria for A	• Meets fewer than 2/4 criteria for A
	• Establishment of district-wide goals that address the needs of all students	• and	• and	• and/or
	• Selection, ongoing training, and implementation of evidence-based methods aligned with the shared district focus	• 3/5 criteria for B are met.	2/5 criteria for B are met.	2/5 criteria for B are met.
4	• Use of data at all levels for the purpose of establishing and addressing priority areas of emphasis			
Leadership empowers educators at all levels to active engagement in continuous improvement and collective responsibility for student growth.	• Design and support for 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			

Becoming an Instructional Leader in Your Building Practice (Instructional Leadership) Practice Profile

	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1	A collaborative culture and climate is visible through the students, teachers, and administrators.	The school leadership provides a supportive environment that includes all of the proficient criteria, plus meets 3/4 of the following criteria. • Discovering and developing the capacity in staff • Creating a new paradigm/vision for school culture • Promoting inclusion for all • Modeling an attitude of serving	The school leadership provides a supportive environment that includes 4/5 of the following criteria. • Safe environment for all as evidenced by feelings of trust, respect, and communication • Teachers help each other, including ongoing training • Teachers support all students in every classroom • The school is culturally responsive in a way that is multidimensional, empowering, and transformative • A building leadership team is established and of high quality as evidenced though member roles, team function and norms, and records of meetings	The school leadership has a school environment that includes at least 3/5 of the proficient criteria.	The school leadership has a school environment with fewer than 3 of the proficient criteria.
2	Leadership supports and ensures that teaching and learning practices engage all students in meaningful learning.	School leaders select and implement evidence-based effective methods that include all of the following. • Are not content related • Are tied to teacher standards, • Are implemented with fidelity • Inform decisions of progress through regularly scheduled formative assessments selected by *appropriate teams*	School leaders select and implement evidence-based effective methods that include all of the following. • Are not content related • Are tied to teacher standards • Are implemented with fidelity • Inform decisions of progress through assessment methods selected by the *instructor*	School leaders select and implement evidence-based effective methods that include all of the following. • Are not content related • Are implemented with fidelity • Inform decisions of progress through assessment methods selected by the *instructor*	School leaders select and implement evidence-based effective methods that include all of the following. • Are content related • are implemented with fidelity • Inform decisions of progress through assessment methods selected by the *instructor*

Becoming an Instructional Leader in Your Building Practice (Instructional Leadership) Practice Profile

	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
3	Leaders develop teacher capacity to use formative assessment through supportive data climates facilitating the use of formative data.	School leaders work with teacher teams to select and/or create research based formative assessment methods that include all of the following criteria. • Clearly defined outcomes • A problem-solving model • Structured assessment criteria • Selected and constructed responses	School leaders work with teachers on research-based formative assessment methods that include 3/4 of the exemplary criteria.	School leaders designate select teachers to develop research-based formative assessment methods that include 2/4 of the exemplary criteria.	School leaders develop research-based formative assessment methods that include 1 or fewer of the exemplary criteria.
4	Leaders initiate evidence-based decisions and processes that focus on outcomes.	Leadership teams establish systems to support *frequent and regularly* scheduled team-based decision making that are linked to multiple levels of data and establish priorities (such as knowledge, time, evaluation, and resources) for the school year.	The school leader *establishes* systems to support *regular* team-based decision making that are linked to multiple levels of data and establish 2 or more priorities (such as knowledge, time, evaluation, and resources) for the school year.	School leaders *oversee* systems of decision making that are linked to one or more levels of data and establish priorities (such as knowledge, time, evaluation, and resources) for the school year.	There is no system in place for team-based decision making.

Evidence: Leadership Implementation Fidelity Checklist, Interviews, Observations, Lesson Plans.

Implementation Practice Profile: District-Level

Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1 District leaders maintain a collaborative culture and climate at the district-level and with building leaders.	• 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.	• 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 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.	• 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.	• 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.

Implementation Practice Profile: District-Level

Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
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: • 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: • 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.

Implementation Practice Profile: District-Level

Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
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 revisiting 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.

Implementation Practice Profile: District-Level

Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
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: • 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.

DCI Implementation Survey

Directions: The Implementation Survey Should be completed collaboratively by the District Leadership Team and the CST Facilitator.

Introduction

What is the name of your district?	
What is the name of the district contact completing this survey?	
What is the date?	
What is your current immersion level?	

Did the district...	Use the dropdown to indicate current status.	Type notes in this column.	Is this item a focus area this year?	Please consider these discussion points when completing the survey. They are aligned with the Implementation Practice Profile.
Leadership				
Form District Leadership Team (DLT) (see Blueprint for recommended composition).				Has the District Leadership Team been established? Are there new DLT members this year? Have they received professional development about district-level implementation and district-level roles? Is the DLT comprised of members with expertise in the following areas: Instruction, curriculum, assessment, technology, special education, pre-K, elementary, middle, and high school? Does the DLT meet monthly to collaborate and shape participation in DCI?
Designate district-level contact person.				Who is the district-level DCI contact person? Is there a new district-level contact person this year? Does the DLT point person regularly communicate with the Coaching Support Team (CST) Facilitator?
Designate building-level contact person (for each building in district) who will disseminate information to faculty and staff in the building.				Have communication protocols been developed to produce consistent understanding of participation in all buildings in the district? Who are the building-level contacts? Can the building-level contacts accurately describe how the district participates in DCI?

Did the district...	Use the dropdown to indicate current status.	Type notes in this column.	Is this item a focus area this year?	Please consider these discussion points when completing the survey. They are aligned with the Implementation Practice Profile.
Communication				
Develop protocol for maintaining ongoing communication with Coaching Support Team Facilitator and CST members, prioritizing the use of virtual technology to increase communication.				Is technology used for timely and consistent sharing of information and support from the CST?
Develop a district-wide plan for consistent and timely sharing of information with building leaders.				What is the plan for communicating DCI information with building-level contacts? How often is this plan followed? How do building-level contacts disseminate DCI information to all staff? What building-level expectations are in place? How are buildings collecting data? How are buildings monitoring progress of instruction that leads to student learning through DCI?

Did the district...	Use the dropdown to indicate current status.	Type notes in this column.	Is this item a focus area this year?	Please consider these discussion points when completing the survey. They are aligned with the Implementation Practice Profile.
Commitment				
Identify a process for monitoring progress of the implementation, including annual goals and outcomes, as well as expectations for educator participation in the virtual learning platform in each of the practice areas.				Does a DCI action plan exist? Was the plan informed by DCI implementation and outcome data (e.g., SAPP, CWIS)? Is the action plan aligned with CSIP and/or other district professional development plans? Does the action plan... --contain annual measurable goals and outcomes matched to data sources? --describe how to prioritize goals and outcomes? --include a schedule for DCI training and coaching on effective teaching and learning practices? --outline how members of the DLT or other admin are involved in collaborative problem-solving using DCI data? --define the structures and processes needed for school-based coaching to occur? --include annual benchmarks and outcomes that align with other district priorities? --include monthly progress monitoring? --get yearly revisions? --clarify how to communicate revisions to the district?
Administer Self-Assessment Practice Profile at least twice each year for practices aligning to PD plan.				Is CWIS and/or SAPP data reviewed at least once a year?
Administer implementation survey (e.g., Collaborative Work Implementation Survey) at least annually.				Is CWIS and/or SAPP data reviewed at least once a year?
Use technology to increase the quality and timeliness of coaching for improved instruction.				Does the action plan incorporate virtual coaching and technology to enhance quality and timeliness of coaching?
Participate in regional, cadre, and state events to gather insights and wisdom from other districts.				Does someone from your district attend regional, cadre, and state events?

Did the district...	Use the dropdown to indicate current status.	Type notes in this column.	Is this item a focus area this year?	Please consider these discussion points when completing the survey. They are aligned with the Implementation Practice Profile.
Performance/Outcomes				
Support the use of data (e.g., SAPP, CWIS) to inform professional development and building-level support.				Is CWIS and SAPP data used to determine district-wide and building-wide professional development needs? Do district/building admin receive professional development related to DCI (this helps to maintain DCI focus across the district)?
Develop and implement protocol for conducting walkthroughs, observing implementation, and monitoring fidelity and progress toward full implementation of identified practices across the district.				Has CWIS and SAPP data been used to determine focus areas of need? Does training (including use of the virtual learning platform) address areas of strength and need? Does coaching (including use of the virtual learning platform) address areas of strength and need? Are educators provided with intentional opportunities to reflect on their acquisition and application of new instructional knowledge and skills? When are educators provided with descriptive feedback and support for improvement? Who monitors implementation through observations and walkthroughs?
Annually, summarize district-wide fidelity and progress toward full implementation of identified practices.				What benchmarks have been set to monitor progress? When are educators provided with descriptive feedback and support for improvement? Who monitors implementation through observations and walkthroughs?
Establish district- and building-level goal(s) and benchmark(s) performance levels on the SAPP and CWIS.				What benchmarks have been set to monitor progress?
Revisit and revise PD plans based on data.				When are professional development systems reviewed and adjusted? Who is involved in this review? What data is used?

Did the district...	Use the dropdown to indicate current status.	Type notes in this column.	Is this item a focus area this year?	Please consider these discussion points when completing the survey. They are aligned with the Implementation Practice Profile.
Alignment				
Develop timelines and expectations aligning implementation goals and other district initiatives.				Is there an established a protocol for review of all district work, initiatives, and programs to assure current and ongoing alignment with the district CSIP? What is the process for inventorying all district initiatives? How are all district initiatives inventoried? When are all district initiatives inventoried? At what point are new initiatives reviewed along with current initiatives to insure alignment? Does this happen at least twice per year? Are redundancies and inconsistencies among district initiatives intentionally accounted for? Is someone designated to take detailed notes during alignment meeting? How is alignment communicated with district/building leaders, especially when it changes?
Align implementation goals with CSIP: Comprehensive School Improvement Plan.				How are implementation goals aligned with the CSIP?

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.*

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.

Building Leadership Team: A *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.

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 Team (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 DCI 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 DCI Framework, *Common Formative Assessment* 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.

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.

Comprehensive School Improvement Plan (CSIP): Every school district in Missouri must have a CSIP which is an accountability plan designed in collaboration with staff, administrators, and stakeholders. This plan must address goals for leadership, collaboration, curriculum and assessment, and instruction.

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.

Developing Assessment Capable Learners: Referred to in John Hattie's 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.

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, district-wide coaches, curriculum and assessment leaders, professional development coordinators, and other instructional 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 a practice 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. The 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 DCI Framework references three educational practices as *foundations*: Collaborative Teams, Data-Based Decision Making, and Common Formative Assessment.

GAINS: The GAINS process is designed to be compatible with various data-based decision models that are being used in educational setting, The four GAINS steps are gather, analyze, intentionally act and analyze again, and notice adjust.

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: The *Implementation Specialists* focus on onboarding districts new to DCI by providing initial and early contact with districts to introduce DCI, including scope of work and systems needed for implementation. After onboarding, 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 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: Annually, participating District Leadership Teams complete this survey with their facilitator to measure the district's growth in the implementation of district continuous improvement. Questions on the *Implementation Survey* expand on the essential elements and criteria from the District Implementation Practice Profile and are used to document a district's status and identify action steps for critical system level change. Status on the implementation survey is also used alongside other district data to identify the most appropriate implementation zone for each district.

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: *Implementation Zones* (IZs) are a data-driven approach to describing district- and building-level implementation processes and outcomes. A district will be placed in an Implementation Zone based on their data. The Early Implementation Zone 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. Lastly, the Initial Sustaining Zone is 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 operation of the building/district.

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

Look Fors: Walkthrough/Look For Tools break down each essential element of Practice Profiles showing how they might look in practice. Designed to be used during coaching observations, self-evaluation, or to provide feedback.

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

Missouri Department of Elementary and Secondary Education (DESE): is the administrative arm of the State Board of Education. It facilitates the development and implementation of effective evidence-based educational practices to support all districts and building to achieve exceptional outcomes for all students. It is primarily a service agency that works with educators, legislators, government agencies, community leaders and citizens to maintain a strong public education system.

Missouri School Improvement Program (MSIP): MSIP is the Department's process for distinguishing the performance of schools in valid, accurate and meaningful ways. The goal of the system is to promote continuous improvement in the public schools of the state.

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 Framework is to implement effective academic and behavioral practices designed for achieving exceptional student outcomes. The DCI Framework and available implementation supports are outlined in this Blueprint.

Multi-Tiered System of Support: is a framework that focuses on intervention best practices within the areas of academics, behavior, and social/emotional support for the whole child. Tiers are based on student need and increase the level of support to include targeted and intensive interventions.

Opening and Introductions: *Opening and introductions* are a key learning package component in which 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 decision-support data systems; administration and systems; 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 of, and/or revising of strategies/practices. They 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-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* describe student outcomes and expectations.

Systems Interventions: As an organization driver, *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 before doing something about student "learning."

Resources for Further Learning

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