



# Infographics and Practice Profiles Compilation

Seventh Edition, 2023

## District Continuous Improvement Framework



Suggested citation: MoEdu-SAIL. (2023). *Infographics and practice profiles compilation* (7th ed.). Missouri Department of Elementary and Secondary Education: Northern Arizona University, Institute for Human Development.

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Institute for Human Development

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).

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# DISTRICT CONTINUOUS IMPROVEMENT

START  
HERE



ORGANIZE A CULTURE FOR IMPROVEMENT

1

MAINTAIN A  
COLLABORATIVE  
CULTURE

COORDINATE WITH  
STATEWIDE SYSTEM  
OF SUPPORT

Form a  
district  
leadership  
team

Establish a  
communication  
protocol

Commit to  
the  
framework

☒ WHAT IS THE CONSISTENT  
DISTRICT WIDE MESSAGE?

☒ WHICH PRACTICES WILL  
BE IMPLEMENTED?

☒ HOW WILL PROGRESS  
BE SHARED?

2



\* USE DATA \* COACH OTHERS \* GET BETTER \*

GATHER  
DATA  
WHERE ARE WE  
NOW?

IDENTIFY PRIORITIES  
AND SET GOALS  
WHERE DO WE WANT  
TO GO?

TRAIN, TEAM,  
& COACH  
HOW DO WE  
GET THERE?

3



REVIEW PERFORMANCE  
REGULARLY TO MAKE  
DATA-DRIVEN  
ADJUSTMENTS

WHAT IS THE  
IMPACT ON  
STUDENTS?

4



SUSTAINABLE MODEL FOR IMPROVEMENT

IMPLEMENT  
EFFECTIVE TEACHING  
& LEARNING  
PRACTICES

+

BUILD TEACHER  
EFFICACY WITH  
TEAMING &  
COACHING

+

USE DATA TO  
REFLECT AND  
ADJUST

=

INCREASED  
STUDENT  
SUCCESS

5



STEP 1  
ORGANIZE &  
ALIGN



STEP 2  
LEARN &  
COACH



STEP 3  
MONITOR  
FIDELITY



STEP 4  
SUSTAIN FOR  
IMPROVEMENT



STEP 5  
EXCEPTIONAL  
OUTCOMES

## Overview

### Infographics and Practice Profiles Compilation

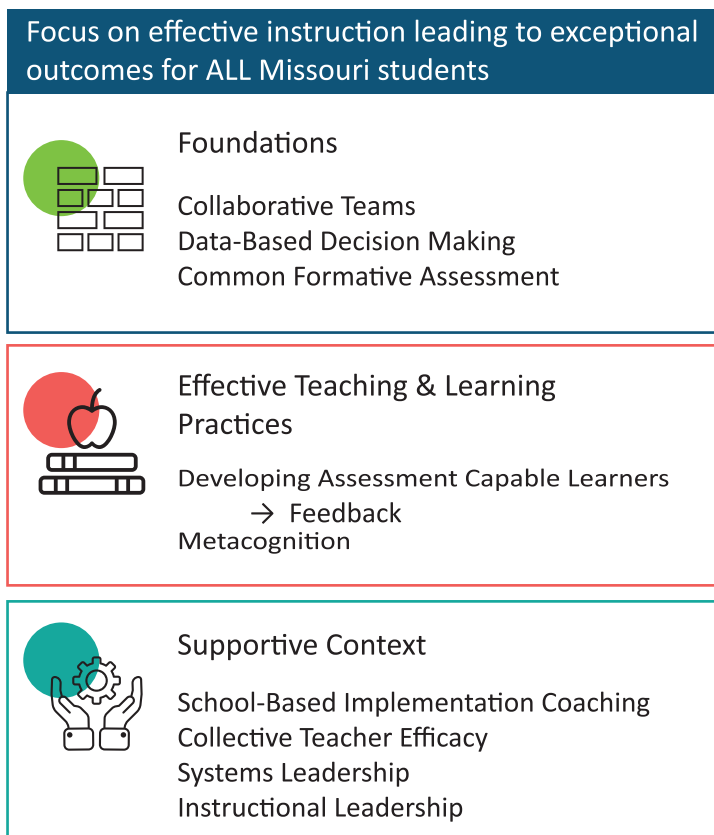
The purpose of the Infographics and Practice Profiles Compilation is to provide a graphic overview of each of the nine DCI Practices. Refer to the Blueprint for detailed descriptions of each.

An infographic or information graphic is a visual representation of information or data. They are provided to help make complex information more easily understandable at a glance.

The Practice Profiles are included to provide easy access to the Essential Function indicators for each of the DCI practices. This document is organized according to the DCI Framework and its key components.

### DCI Framework

The DCI Practices, from which the content of the Professional Learning Modules is derived, are organized into three key components, Foundations, Effective Teaching and Learning Practices (ETLP), and Supportive Context.





# Collaborative Teams

## Overview

Collaborative teams allow educators to work interdependently to study and communicate the impact of their teaching, using evidence of student progress to improve outcomes for all students. These teams set the stage for data inquiry, during which the focus shifts from how students work to how students think.

## Making a Difference

Educators and schools that engage in quality collaboration have the following.

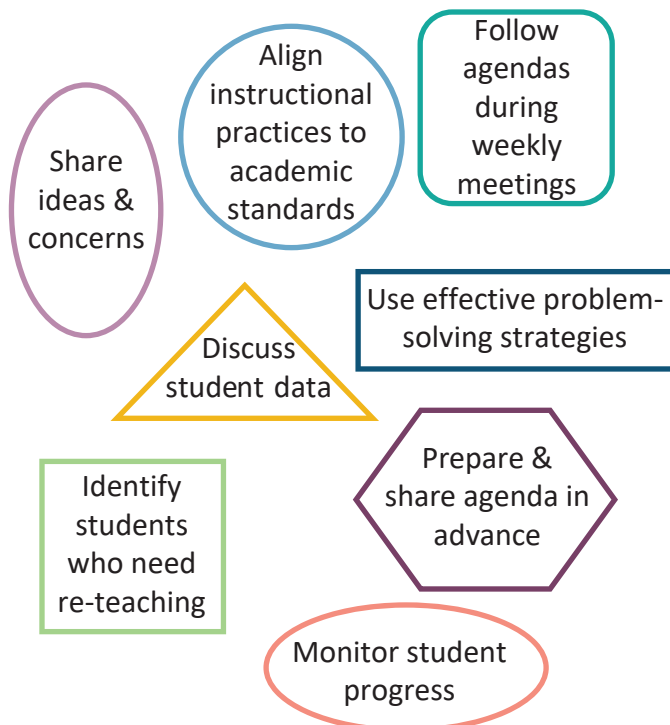


Better achievement gains in math and reading



Teachers who improve their practices at greater rates

## Teams



## Collaborative Team Structures



### Agenda & Minutes

- Purpose of the meeting
- Time bound
- Specific issues to be discussed
- Outcomes to be achieved



### Norms

- Meeting expectations/commitments
- Agreed upon collectively
- Focus on respecting all participants
- Focus on only a few critical norms



### Roles

- Establish the roles needed
- Clear role responsibilities
- Post/review roles on agendas
- Rotate roles to build capacity



### Collaborative Skills

- Pausing
- Paraphrasing
- Posing questions
- Putting ideas on the table
- Providing data
- Paying attention
- Presuming positive intentions



### Consensus

- A clear option agreed on by majority
- Those opposed given opportunity to influence that choice
- All team members agree to support the decision



### Protocols

- Agreed upon guidelines for conversation
- Structure that permits very focused conversations
- Should be a facilitated structure

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

(Hattie, 2015)

# Data-Based Decision Making



## Overview

Data-Based Decision Making (DBDM) is a way of collecting, organizing, and analyzing data for the purposes of problem-solving and making instructional decisions.

## Educators

Collect student data in relation to learning targets

Collect student data describing instructional processes

Schedule and deliver instructional change

Know data protocols used by the data team

Gather student feedback about effectiveness of instructional practices

Understand how instructional change advances student learning

Adjust instructional action plan to reflect findings of student data review

## Data Teams

Use team roles to improve meeting effectiveness & efficiency

Reflect on & discuss what worked, what did not work, and why

Can predict a link to teacher practice

Members share a common interest (content, grade level, etc.)

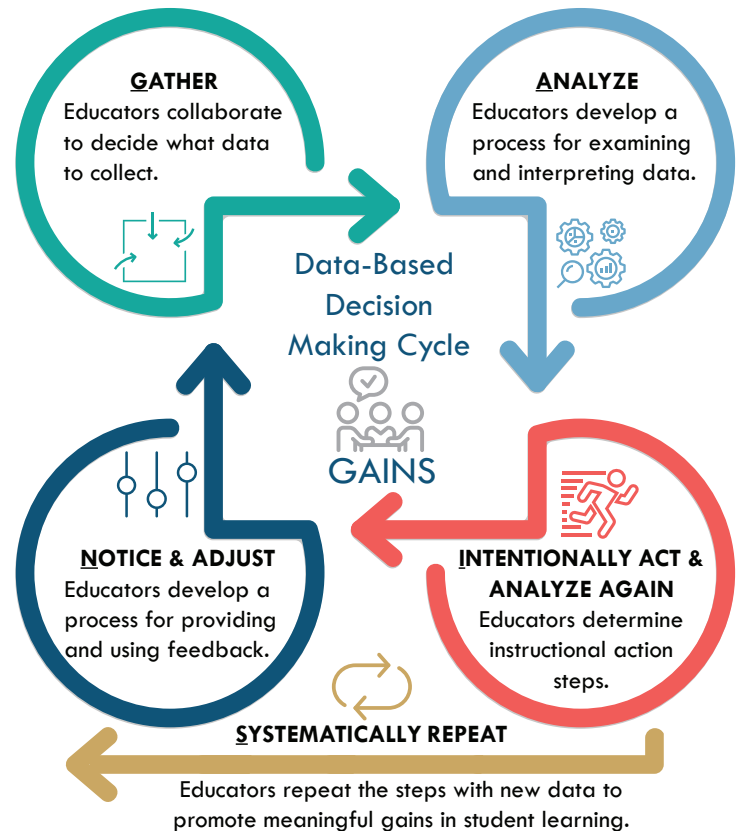
Design a lesson or set of lessons addressing the learning goal

Organize and track data-informed decisions made by the team

Determine new or revised instructional strategies to address learning problem(s)

## Making a Difference

When data is collected, analyzed, prioritized, and synthesized it becomes “actionable knowledge” for making decisions.



## Reflective Questions

What is the difference between assessment *OF* learning and assessment *FOR* learning?

Who are the users of assessment results?

*“When information about students is provided in a timely, useful manner, every adult working with a child is able to support that student’s learning more effectively.”*

(Data Quality Campaign, 2016)



# Common Formative Assessment



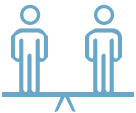
## Overview

The goal of formative assessment is to monitor student learning so instructors can both improve their instruction and 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 provide immediate information during instruction. Daily formative assessments are necessary to provide students with immediate feedback and help teachers fine-tune instruction.

## Benefits of Team-Developed CFA



Efficient use of educator's time



Equitable for students



Effective in monitoring and improving student learning



Informs and improves individual and teacher team practices

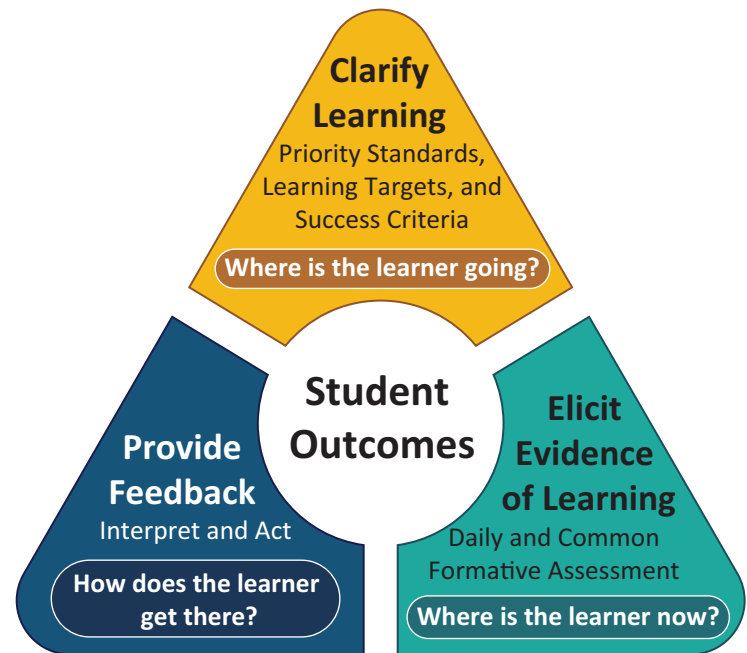


Builds the capacity of the team to achieve at higher levels



Essential to systematic interventions when student struggle

*Daily and Common Formative Assessment have the highest leverage for improving student outcomes. The impact is greatest when information is used to provide immediate feedback.*



## Educators...

Interpret and act on formative assessment data to provide feedback

Develop and use clear and meaningful learning targets

Establish measurable student success criteria

Elicit evidence of learning through daily formative assessments

Elicit evidence of learning through Common Formative Assessments

## Resulting in...

Clarity of instruction and learning targets

Ongoing monitoring of student understanding

Learners engaged in self-assessment

Improved student outcomes



# DACL

DEVELOPING ASSESSMENT CAPABLE LEARNERS WITH FEEDBACK



## Overview

“Assessment capable” does not focus on how well students perform on tests. Rather, it means that students are able to gauge their own learning. It means that students understand whether they have met a learning target and in what areas they need extra help.

## Effective Feedback is



Timely



Useful



Descriptive



Specific

## Benefits of DACL

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



Where am I now?

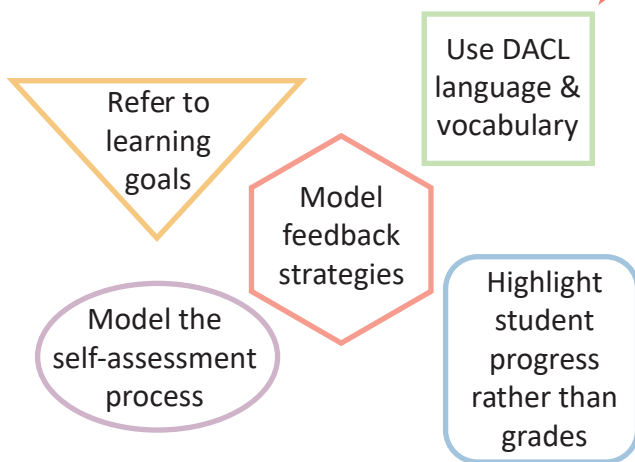


Where am I going?

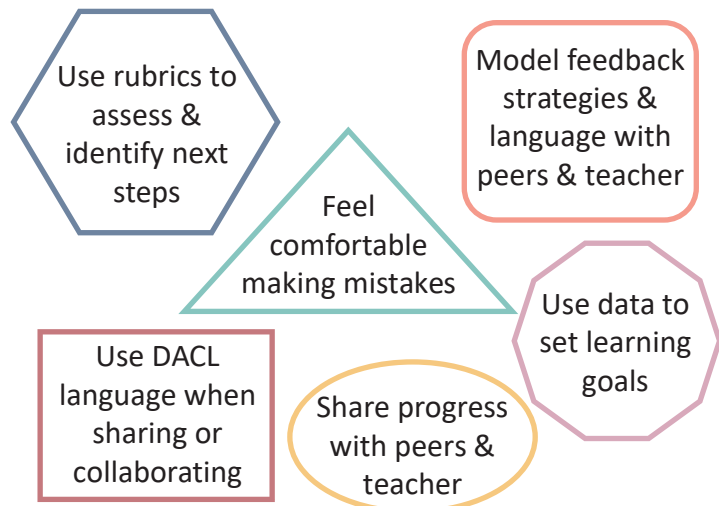


How do I close the gap?

## Teachers



## As a Result, Students



## DACL Classroom Characteristics



Activities aimed at helping students understand their progress in relation to learning targets



Rubrics displayed



Examples of students tracking their learning progress



Room arranged for easy sharing



Examples of ongoing assessment of student progress can be found



Visible examples of student goals in relation to learning target



Indications of student reflections



Evidence of DACL language posted



Daily learning targets displayed



Notebooks, charts, checklists, folders, web-based portfolios of students tracking their learning progress are present



# Metacognition

## Overview

Metacognition is thinking about thinking. Metacognitive practices, such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task, help students learn how to gain active control over the cognitive processes engaged in learning.

*"When students are metacognitive, they understand themselves as learners, a given task, a variety of strategies, and how to use them in a variety of situations."*

(Nokes & Dole, 2004)

## Impact of Metacognition



Facilitates active rather than passive learning



Gives students a greater awareness of their learning



Promotes "deeper learning"



Makes students aware of their own thinking

(McElwee, 2009)

## Teachers

When presenting students with a task, the teacher promotes a metacognitive environment.

### Comprehension



*What questions are you asking yourself about...?*

### Connection



*How is this problem like one we have already solved?*

### Strategic



*Why is this strategy the best way to solve the problem?*

### Reflection



*What worked well?  
What didn't work?  
What could I do differently next time?*

## Students

Students presented with a task engage in metacognitive thinking.

### Comprehension



*What makes me wonder?*

### Connection



*How does this connect to what I already know?*

### Strategic



*What is the first step I should take to solve this problem?*

### Reflection



*Which answers did I get correct? Which were incorrect? Is anything still confusing?*

# School-Based Implementation Coaching



## Overview

School-Based Implementation Coaching (SBIC) is a non-evaluative method of professional learning that supports an educator in applying new learning to their unique context. SBIC can take many forms, but requires a collaborative relationship between at least two professionals; the coach and the person(s) being coached.

## Benefits of Coaching



Promotes the application of learning



Provides motivation



Promotes reflection



Develops skills

(Aguilar, 2013)

## Coach-Teacher Conversations

### Reflecting

*How do you know what you have implemented is impacting student learning?*

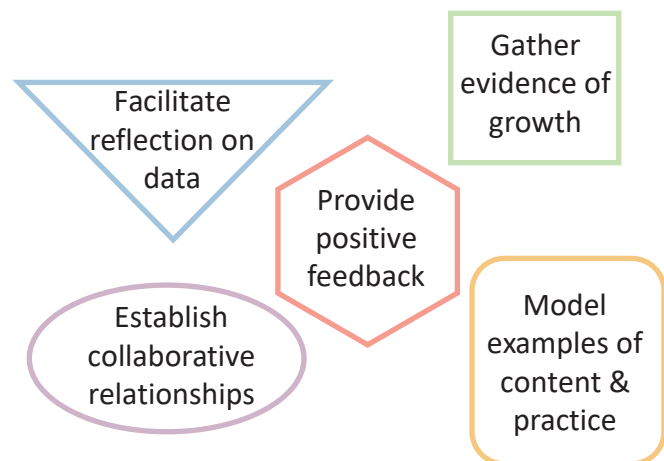
### Coaching

*What do you see as opportunities for growth?*

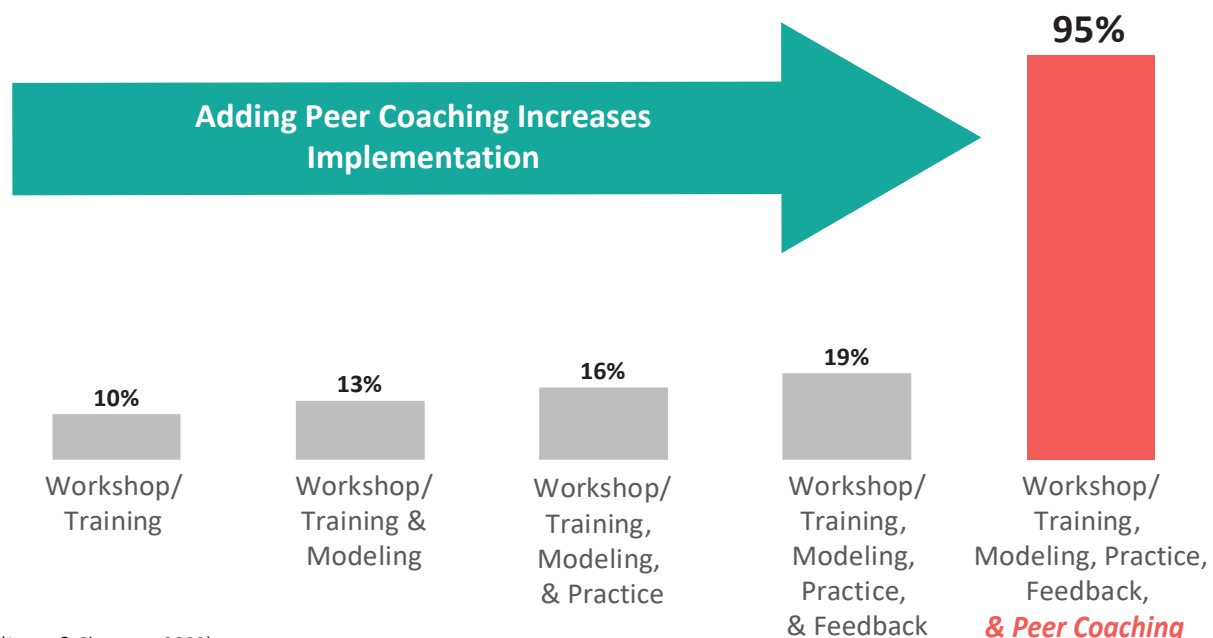
### Facilitating

*You mentioned that implementing three times a week has made your students strong self-assessors. What are your next steps?*

## Coaches



Effective implementation of new skills is more probable when training and coaching are combined



(Joyce & Showers, 2002)

# Collective Teacher Efficacy



## Overview

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

## When CTE is high in schools, educators

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

## When CTE is low in schools, educators

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

(Brinson & Steiner, 2007)

## Why is CTE Important?



Improves student performance



Builds educator confidence for addressing the needs of all students



Enhances parent-teacher relationships



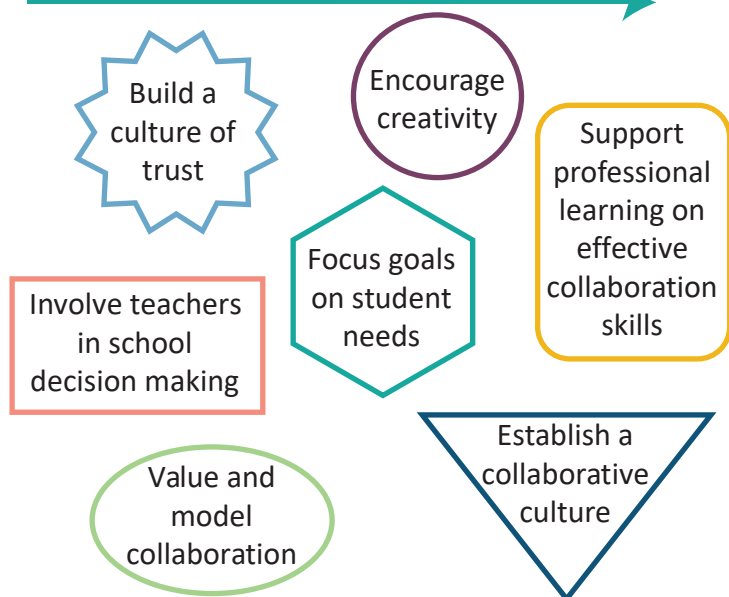
Fosters teacher commitment

(Brinson & Steiner, 2007)

*"Educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, and set more challenging goals."*

(Donohoo, 2017)

## Leaders



## As a Result, Educators



# Systems Leadership

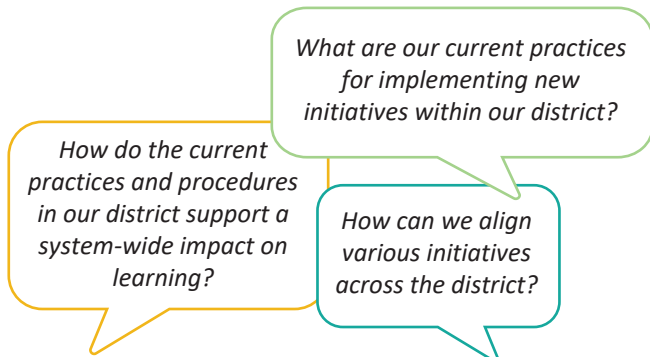
LEADERSHIP FOR EFFECTIVE IMPLEMENTATION OF DISTRICT-WIDE EVIDENCE-BASED PRACTICES



## Overview

Effective educational leaders are systems thinkers who implement a cycle of continuous improvement and support the implementation of effective practices.

## Thought Processes

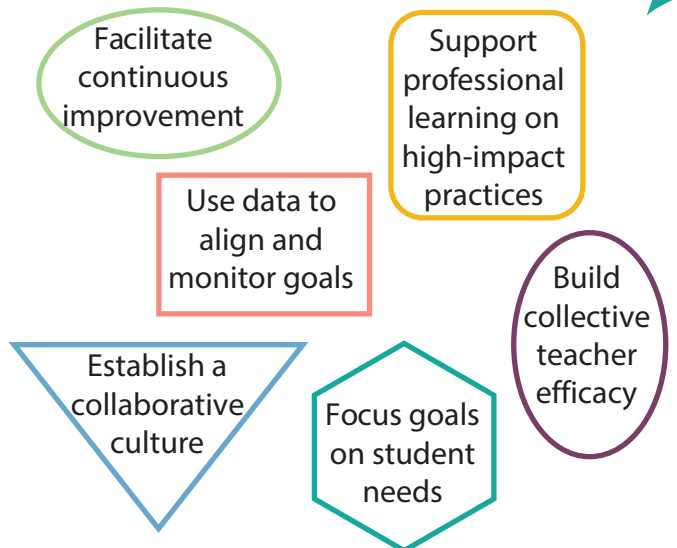


## Importance

Educational leaders directly impact teachers and their ability to provide effective instruction. Systems leadership is essential to helping districts adapt to changing needs and become more innovative and effective.



## Leaders



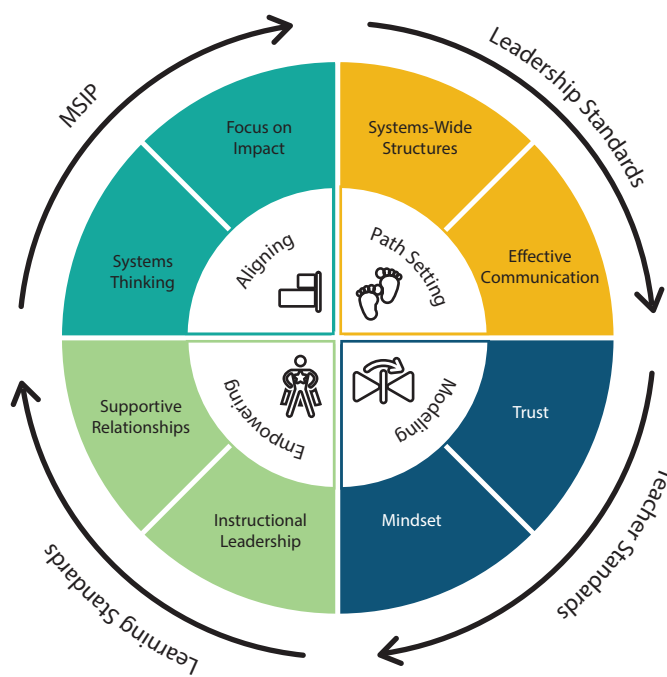
## Leadership Framework

**Aligning** - performance goals and district-wide initiatives

**Path Setting** - structures and processes to support collaboration and communication

**Modeling** - leading within a context of a growth-centered, trust-based culture

**Empowering** - supporting and monitoring active use of effective practices



## As a Result, Educators



# Instructional Leadership

BECOMING AN INSTRUCTIONAL LEADER IN YOUR BUILDING



## Overview

Effective educational leaders are systems thinkers, who implement a cycle of continuous improvement and support the implementation of effective practices.

## Making a Difference

Leaders make the greatest difference by accomplishing the following.



Creating safe & collaborative environments for learning



Emphasizing, modeling, monitoring, & evaluating the impact of the building's focus work



Striving continually for improvement

(Hattie, 2015)

## Areas of Instructional Focus



Collaborative Culture & Climate

*What strategies can we use to promote collaboration to improve performance for all students?*



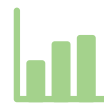
Effective Teaching & Learning Practices

*Which teaching & learning practices have a high impact on student learning?*



Assessments

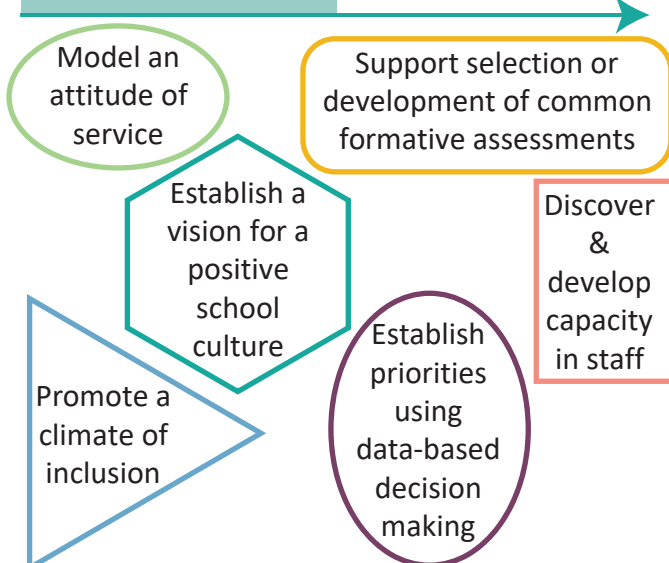
*How is student learning monitored?*



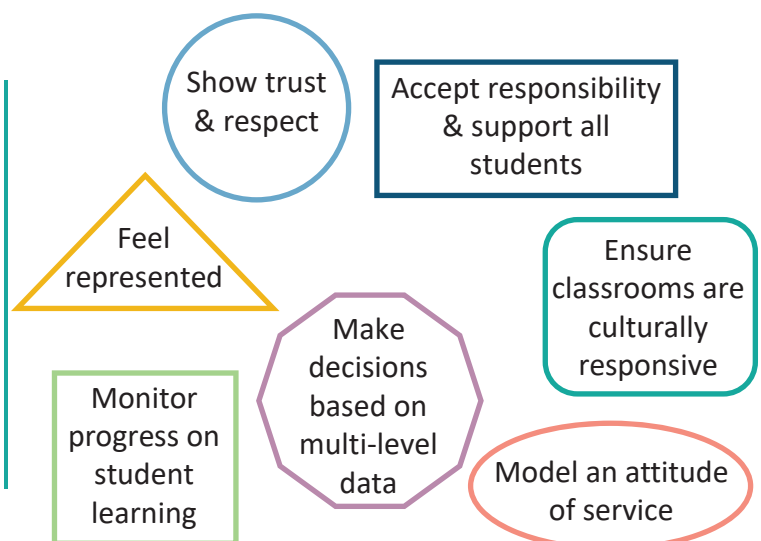
Data-Based Decision Making

*How are students performing? What are the current gaps in student learning?*

## Leaders



## As a Result, Educators



## Practice Profiles

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework has been developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (<https://nirn.fpg.unc.edu>). The Practice Profile template show four levels of implementation and is anchored by the Essential Functions. The implementation levels are exemplary, proficient, close to proficient, and far from proficient.

## 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 when peer coaching.



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.	<p>Teams address 3/4 of the following at least <i>twice monthly</i>, as evidenced by agendas and minutes.</p> <ul style="list-style-type: none"> <li>• Discuss data and monitoring student progress</li> <li>• Identify instructional practices that result in student learning</li> <li>• Identify students needing reteaching</li> <li>• Align instructional practices to academic standards</li> </ul>	Teams address 3/4 items at least <i>monthly</i> , as evidenced by agendas and minutes.	Teams address 2/4 items at least <i>monthly</i> , as evidenced by agendas and minutes.	Teams address <i>fewer</i> than 2/4 items at least <i>monthly</i> , as evidenced by agendas and minutes.	
2 Educators effectively implement group processes in collaborative meetings.	<p>Teams meet <i>weekly</i> using agendas and minutes in collaborative meetings.</p> <p>Teams use agendas which include 8/9 of the following recommended items.</p> <p>Team/group name</p> <ul style="list-style-type: none"> <li>• Date/time/location</li> <li>• Outcomes (includes required materials)</li> <li>• Past items to review</li> <li>• New items</li> <li>• Celebrations</li> <li>• Norms</li> <li>• Roles</li> <li>• Next meeting date</li> </ul>	Teams meet at least <i>monthly</i> 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.	
		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 <i>fewer</i> 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.	<p>Teams use minutes and communication that address 8/9 of the following recommendations.</p> <ul style="list-style-type: none"> <li>• Purpose for the meeting</li> <li>• Where and when held</li> <li>• List of the attendees</li> <li>• Tasks achieved during the meeting</li> <li>• Decisions made at the meeting</li> <li>• List of actions agreed upon including to whom it was assigned and the completion date</li> <li>• Notes are centrally stored with easy access for all participants to provide updates and comments</li> <li>• Agendas that use a consistent template for easy reference</li> <li>• Agendas distributed to all stakeholders</li> </ul>	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 <i>fewer</i> than 4/9 of the recommendations or are not developed.
3  Educators intentionally use collaborative skills in collaborative team meetings.	<p>During team meetings, problem-solving and sharing involves at least 6/7 of the following collaborative behaviors.</p> <ul style="list-style-type: none"> <li>• Pausing</li> <li>• Paraphrasing</li> <li>• Posing questions</li> <li>• Putting ideas on the table</li> <li>• Providing data</li> <li>• Paying attention to self and others</li> <li>• Presuming positive intentions</li> </ul>	During team meetings, problem-solving and sharing involves at least 5/7 collaborative behaviors.	During team meetings, problem-solving and sharing involves <i>fewer</i> 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.	<p>Meet 9/9 criteria</p> <p><i>Collaborative data team process</i></p> <ul style="list-style-type: none"> <li>Establish a data team with members sharing a common interest (content, grade level, etc.)</li> <li>Meet at regularly scheduled predetermined times to collaborate on student data</li> <li>Define and use roles to improve meeting effectiveness and efficiency</li> <li>Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction</li> <li>Use a system for sharing and storing team documents (i.e., agenda, minutes, etc.).</li> <li>Hold team accountable for individual and team review of data</li> </ul> <p><i>Data collection process</i></p> <ul style="list-style-type: none"> <li>Collect student data in relation to learning targets</li> <li>Collect data describing instructional processes</li> <li>Organize data in preparation for review and analysis</li> </ul>	<p>7/9 criteria are met</p> <p><i>Collaborative data team process</i></p> <ul style="list-style-type: none"> <li>Establish a data team with members sharing a common interest (content, grade level, etc.)</li> <li>Meet at regularly scheduled predetermined times to collaborate on student data</li> <li>Define and use roles to improve meeting effectiveness and efficiency</li> <li>Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction</li> </ul> <p><i>Data collection process</i></p> <ul style="list-style-type: none"> <li>Collect student data in relation to learning targets</li> <li>Collect data describing instructional processes</li> <li>Organize data in preparation for review and analysis</li> </ul>	<p>4/9 criteria are met</p> <p><i>Collaborative data team process</i></p> <ul style="list-style-type: none"> <li>Establish a data team with members sharing a common interest (content, grade level, etc.)</li> <li>Meet at regularly scheduled predetermined times to collaborate on student data</li> <li>Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction</li> </ul> <p><i>Data collection process</i></p> <ul style="list-style-type: none"> <li>Collect student data in relation to learning targets</li> </ul>	<p><b>Fewer</b> than 4/9 of any of the criteria occur</p>
2  Educators implement a process for examining and interpreting data.	<p>Meet 6/6 criteria</p> <ul style="list-style-type: none"> <li>Use purposeful data analysis system to guide effective data analysis</li> <li>Consistently use protocol for data analysis.</li> <li>Identify a common problem that is related to a learning goal</li> <li>Reflect on how instruction has previously impacted the common problem</li> <li>Predict a link to teacher practice</li> <li>Organize and track the data-informed decisions made by the team in order to be available for future problem-solving discussions</li> </ul>	<p>5/6 criteria are met</p> <ul style="list-style-type: none"> <li>Use purposeful data analysis system to guide effective data analysis</li> <li>Consistently use protocol for data analysis</li> <li>Identify a common problem that is related to a learning goal</li> <li>Reflect on how instruction has previously impacted the common problem</li> <li>Predict a link to teacher practice</li> </ul>	<p>4/6 criteria are met</p> <ul style="list-style-type: none"> <li>Use purposeful data analysis system to guide effective data analysis</li> <li>Consistently use protocol for data analysis</li> <li>Identify a common problem that is related to a learning goal</li> <li>Reflect on how instruction has previously impacted the common problem</li> </ul>	<p><b>Fewer</b> than 4/6 of any of the criteria occur</p>

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 <ul style="list-style-type: none"> <li>Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Change, Method for Examining Instruction, and Impact Analysis</li> <li>Design a lesson or set of lessons addressing the learning goal</li> <li>Schedule and deliver instructional change (lesson or set of lessons)</li> <li>Collect evidence of learning outlined in the IAP</li> <li>Outline how engaging students in review of learning data will inform design or delivery of instructional change</li> </ul>	4/5 criteria are met <ul style="list-style-type: none"> <li>Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis</li> <li>Design a lesson or set of lessons addressing the learning goal</li> <li>Schedule and deliver instructional change (lesson or set of lessons)</li> <li>Collect evidence of learning outlined in the IAP</li> </ul>	3/5 criteria are met. <ul style="list-style-type: none"> <li>Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis</li> <li>Design a lesson or set of lessons addressing the learning goal</li> <li>Schedule and deliver instructional change (lesson or set of lessons)</li> </ul>	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 <ul style="list-style-type: none"> <li>Review previously created data analysis system and improve it as necessary to determine instructional impact</li> <li>Analyze evidence of learning collected during instructional change</li> <li>Include time in data team meetings to reflect on and discuss what worked, what did not work and why</li> <li>Determine if/how instructional change targeted student learning goal</li> <li>Incorporate review of student data into instruction and gain feedback on student learning from students</li> <li>Schedule time to reflect on the outcome of the instructional change</li> <li>Adjust instructional action plan to reflect findings</li> </ul>	6/7 criteria are met <ul style="list-style-type: none"> <li>Review previously created data analysis system and improve it as necessary to determine instructional impact</li> <li>Analyze evidence of learning collected during instructional change</li> <li>Include time in data team meetings to reflect on and discuss what worked, what did not work and why</li> <li>Determine if/how instructional change targeted student learning goal</li> <li>Incorporate review of student data into instruction and gain feedback on student learning from students</li> <li>Schedule time to reflect on the outcome of the instructional change</li> </ul>	4/7 criteria are met <ul style="list-style-type: none"> <li>Review previously created data analysis system and improve it as necessary to determine instructional impact</li> <li>Analyze evidence of learning collected during instructional change</li> <li>Include time in data team meetings to reflect on and discuss what worked, what did not work and why</li> <li>Determine if/how instructional change targeted student learning goal</li> </ul>	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.	<p>Educators develop and use learning targets that meet 4/4 criteria.</p> <ul style="list-style-type: none"> <li>• Learning targets are clearly connected to essential learning in a domain.</li> <li>• Learning targets indicate what students are expected to know, understand, and be able to do at the end of the lesson/unit.</li> <li>• Learning targets engage students in higher-order thinking processes.</li> <li>• Learning targets are clearly explained to students.</li> </ul>	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.	<p>Educators develop and use student success criteria that meet 5/5 criteria.</p> <ul style="list-style-type: none"> <li>• Success criteria are closely aligned with learning targets.</li> <li>• Success criteria indicate what the student will say, do, make, or write to show evidence of learning.</li> <li>• Success criteria reflect progress toward the learning goal.</li> <li>• Success criteria are communicated in student-friendly language.</li> <li>• Educators refer to success criteria during instruction.</li> </ul>	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.	<p>Educators elicit evidence of learning through daily formative assessments that meet 4/4 criteria.</p> <ul style="list-style-type: none"> <li>• Teachers design discussions, tasks, and activities that effectively elicit evidence of learning.</li> <li>• Evidence of student learning is collected and used during lessons to fine-tune instruction.</li> <li>• Teachers provide opportunities for students to be learning resources for one another through formative assessment.</li> <li>• Teachers provide opportunities for students to engage in self-evaluation.</li> </ul>	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.	<p>Educators elicit evidence of learning through common formative assessments that meet 4/4 criteria.</p> <ul style="list-style-type: none"> <li>• CFAs are collaboratively developed.</li> <li>• CFAs are scaffolded to reflect a progression of learning.</li> <li>• CFAs are aligned with learning intentions and success criteria.</li> <li>• CFAs indicate which students are on track, which students would benefit from extension, and which students would benefit from additional instruction.</li> </ul>	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.	<p>Educators interpret and act on formative assessment data in ways that meet 5/5 criteria.</p> <ul style="list-style-type: none"> <li>• Educators use evidence (data) to adjust instruction based on student need.</li> <li>• 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?).</li> <li>• Teacher feedback to students is clearly aligned to learning targets and success criteria.</li> <li>• Educators provide feedback appropriate to the learning needs of students.</li> <li>• Educators provide feedback that encourages student thinking.</li> </ul>	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
<p>1</p> <p>Educators teach students to determine “Where am I Going?”</p>	<p>When teaching students to develop learning goals, 5/5 criteria occur.</p> <p>Educator</p> <ul style="list-style-type: none"> <li>Writes daily targets using student-friendly language, using “I can _____” or “I know _____” statements</li> <li>Creates daily opportunities for students to use or interact with learning targets</li> <li>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</li> <li>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)</li> <li>Asks students to set daily goals in relation to the learning targets</li> </ul>	<p>When teaching students to determine learning goals, 4/5 criteria occur and must include the following.</p> <p>Educator</p> <ul style="list-style-type: none"> <li>Writes daily targets using student-friendly language, using “I can _____” or “I know _____” statements</li> <li>Creates daily opportunities for students to use or interact with learning targets</li> <li>Asks students to set daily goals in relation to the learning targets</li> </ul>	<p>When teaching students to determine learning goals, 3/5 criteria occur and must include the following.</p> <p>Educator</p> <ul style="list-style-type: none"> <li>Writes daily targets using student-friendly language, using “I can _____” or “I know _____” statements</li> <li>Creates daily opportunities for students to use or interact with learning targets</li> </ul>	<p>When teaching students to determine learning goals, fewer than 3/5 criteria occur.</p>



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?”	<p>When teaching students to self-evaluate learning progress, 5/5 criteria occur.</p> <p>Educator</p> <ul style="list-style-type: none"><li>• Provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria</li><li>• Provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process</li><li>• Paces instruction to allow for frequent, descriptive feedback to all students and allows time for students to act on the feedback received</li><li>• Asks students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process</li><li>• Instructs students to set personal goals based on feedback and self-assessment</li></ul>	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?”	<p>When teaching students to identify next steps in learning, 4/4 criteria occur.</p> <p>Educator</p> <ul style="list-style-type: none"><li>• Assists each student in determining what might be some of the next instructional steps for the individual</li><li>• Paces instruction to allow for the feedback loop and focused student revision</li><li>• Provides opportunities for students to self-reflect and document their learning</li><li>• Provides opportunities for students to share their learning</li></ul>	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
<p>Developing metacognition in learners</p> <p>1</p>	<p>When developing metacognition in learners 5/5 criteria are met.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• When presenting students with a task, the teacher models metacognitive practices before, during, and after learning</li> <li>• 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</li> <li>• When presenting students with a task, the teacher provides opportunity for students to monitor progress in relation to learning target and success criteria</li> <li>• 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</li> </ul>	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 <ul style="list-style-type: none"><li>• Create reciprocal partnerships</li><li>• Communicate about coaching purpose and practices</li><li>• Allow teachers to identify needs and to choose coaching support</li><li>• Acknowledge and address differences</li><li>• Build teacher leadership capacity</li></ul>	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 <ul style="list-style-type: none"><li>• Provide informal positive feedback immediately after the session</li><li>• Use specific, descriptive, and actionable verbal feedback</li><li>• Use specific, descriptive, and actionable written feedback</li><li>• Start with positive feedback focusing on specific examples that indicate strengths of practice</li><li>• Reaffirm the positive and then mutually address growth elements with specific language and examples</li><li>• Celebrate growth within the practices</li></ul>	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 <ul style="list-style-type: none"><li>• Align coaching plan focus to school building/district vision and goals</li><li>• Support educators in self-assessment using the Practice Profile of the effective educational practice(s)</li><li>• Support educators in development of growth goal.</li><li>• Establish methods of data collection for indicators of progress</li><li>• Share a plan for gradual release of responsibility</li></ul>	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	<p>Educators use solution dialogue</p> <p>Solution dialogue includes 7/7 criteria</p> <ul style="list-style-type: none"> <li>• Facilitate conversation about what has gone well and where more support is needed</li> <li>• Facilitate conversation about relevant data</li> <li>• Respond to ideas for improvement by validating, adding suggestions, and providing rationale for changes in practice</li> <li>• Support suggestions for change in practice by modeling examples of the content/practice in use</li> <li>• Provide opportunity for reflection and clarification of recommendations</li> <li>• Offer opportunity or resources for guided practice</li> <li>• Facilitate identifying next steps</li> </ul>	Includes 6/7 criteria	Includes 5/7 criteria	Includes 4/7 criteria
5	<p>Educators progress monitor implementation of effective educational practices</p> <ul style="list-style-type: none"> <li>• Gather evidence to monitor progress toward growth goal plan using four modes <ul style="list-style-type: none"> <li>○ Observation</li> <li>○ Video recording themselves</li> <li>○ Student evidence (classroom discourse, student work)</li> <li>○ Journaling</li> </ul> </li> <li>• Reflect on evidence to determine growth toward goal.</li> <li>• Determine next steps</li> </ul>	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 <b>four sources of efficacy</b> , 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. <ul style="list-style-type: none"><li>• They have successfully implemented a new instructional strategy or practice learned in training (affective state).</li><li>• They have received feedback and encouragement regarding the implementation of an instructional strategy or practice learned in training (<i>social persuasion</i>).</li><li>• They have seen others in their building implement a new instructional strategy or practice learned in training (<i>vicarious experience</i>).</li><li>• They have collected informal or formal data to indicate they have successfully implemented a new instructional strategy or practice learned in training (<i>mastery experience</i>).</li><li>• They report they have the resources and support needed to make a major impact on student learning.</li></ul>	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 <b>social networks</b> focused on improving instructional practice.	When considering the last 12 month, educators strongly agree the following four criteria are true of their experience. <ul style="list-style-type: none"><li>• They participate in conversations with other teachers about ways to improve instruction 3 or more times per week.</li><li>• Their collaborative conversations with other teachers are helpful for improving instructional practice.</li><li>• They are part of formal and informal collaborative social networks.</li><li>• They experience shared leadership within teams.</li></ul>	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.

Collective Teacher Efficacy (CTE) Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
3  District/Building leaders design school structures, promote professional development, and allot time in ways that support the development of <b>teacher leadership</b> .	When considering the last 12 month, educators strongly agree they participate in school leadership opportunities through <ul style="list-style-type: none"><li>• work focused on school and/or district improvement,</li><li>• professional development provided by themselves and/or colleagues,</li><li>• work focused on strengthening school and/or district curriculum,</li><li>• opportunities to participate in professional organizations, and</li><li>• work focused on family/community partnerships.</li></ul>	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.
4  District/Building leaders establish a climate that values <b>teacher voice in decision making</b> .	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. <ul style="list-style-type: none"><li>• the decision-making process is transparent,</li><li>• the decision-making process includes opportunities for teachers to share their ideas and expertise,</li><li>• I had an opportunity to have an influential voice in decisions,</li><li>• I trust those in the decision-making role, and</li><li>• a collaborative problem-solving approach is used to generate ideas/solutions.</li></ul>	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 <b>collaborative teacher inquiry</b> .	When considering the last 12 month, educators strongly agree the following six criteria are true of their experience. Teams' collaborative inquiry... <ul style="list-style-type: none"><li>• uses a formal structure (meeting times, teams, and process are defined),</li><li>• is built around compelling problems of instruction,</li><li>• involves collaborative collection and analysis of data relevant to identified problem of instruction,</li><li>• results in collective commitment to a plan to address student needs,</li><li>• includes evaluation of the plan and further adjustments, and</li><li>• improves teachers' understanding and teaching practices.</li></ul>	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
<p>There is a system-wide plan for continuous improvement that includes all of the criteria below.</p> <ul style="list-style-type: none"> <li>• Alignment with district-wide initiatives</li> <li>• A district-wide common focus with specific and attainable goals</li> <li>• Building goals aligned with the district-wide common focus</li> <li>• A mechanism for feedback from all levels</li> <li>• A year-long district-wide professional learning structure that is practice specific</li> <li>• A process for the collection of multiple sources of data to inform progress toward district and building performance goals</li> <li>• A schedule for the analysis of key performance indicators at all administrative/educator levels for the purpose of monitoring impact</li> <li>• Specific practice-based strategies focused on increasing the impact that teachers are having on students collectively across the district</li> </ul> <p>Leadership develops, aligns, and monitors a system-wide plan for implementation focusing on impact within a cycle of continuous improvement.</p>		Meet 5/8 of the criteria for a system-wide plan for continuous improvement	Meet 4/8 of the criteria for a system-wide plan for continuous improvement	Fewer than 4/8 criteria for a system-wide plan for continuous improvement are met
		and	and/or	and/or
1		Leadership Teams regularly engage in formal problem-solving using district/building level data.	do not have Leadership Teams regularly engage in formal problem-solving using district/building level data.	do not have Leadership Teams regularly engage in formal problem-solving using district/building level data.
	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	<p>Leadership establishes a sustainable school improvement approach that includes all of the criteria below.</p> <ul style="list-style-type: none"> <li>• A high-quality District Leadership Team as evidenced through member roles, team function, and records of meetings</li> <li>• Building Leadership Teams as evidenced through member roles, team function, and records of meetings</li> <li>• Collaborative Team structures that distribute responsibility resulting in all educators (administrators and teachers) assuming collective responsibility for the well-being of the student population</li> <li>• 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</li> <li>• A communication plan that provides information and data on a formal and frequent basis to communicate with district, building, and community collaborators</li> <li>• A district-wide open communication network that supports dialogue and discussion across the district about teaching and the recognition/identification of high impact practices</li> </ul>	Meets the first 4/6 criteria.	Meets 3/6 criteria.	Fewer than 3 criteria are met.
	Leadership sets a path for continuous improvement that is data informed and occurs within a collaborative school culture.			

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
<p>Leadership models and growth facilitates qualities of trust and growth mindset as key to a culture of continuous improvement.</p> <p>3</p>	<p>A. Leadership builds an organizational culture of trust that leads to all of the criteria below.</p> <ul style="list-style-type: none"> <li>• Belief by teachers that the leadership's actions are consistent with shared values</li> <li>• Belief by teachers that the leadership follows through on commitments</li> <li>• Belief by teachers that the leadership values all staff</li> <li>• Belief by teachers that they have the ability to positively affect student learning</li> </ul>	<p>Meets 3/4 criteria for A</p> <p>and</p>	<p>Meets 2/4 criteria for A</p> <p>and</p>	<p>Meets fewer than 2 criteria for A</p> <p>and</p>
	<p>B. Leadership promotes and models a growth mindset by meeting all of the criteria below.</p> <ul style="list-style-type: none"> <li>• Setting both long- and short-term organizational goals</li> <li>• Seeking teacher feedback and input regularly</li> <li>• Providing teachers with constructive, detailed feedback</li> <li>• Creating opportunities for teachers to observe each other's classes to learn from one another</li> <li>• Discussing both successes and failures with teachers as opportunities for learning</li> <li>• Valuing effort as the path to mastery</li> </ul>	<p>4/6 criteria for B are met.</p>	<p>3/6 criteria for B are met.</p>	<p>fewer than 3/6 criteria for B are met.</p>

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
<p>Leadership empowers educators at all levels to active engagement in continuous improvement and collective responsibility for student growth.</p> <p>4</p>	<p>A. Leadership builds a supportive environment by meeting all of the criteria below.</p> <ul style="list-style-type: none"> <li>Establishment of district-wide goals that address the needs of all students</li> <li>Selection, ongoing training, and implementation of evidence-based methods aligned with the shared district focus</li> <li>Use of data at all levels for the purpose of establishing and addressing priority areas of emphasis</li> <li>Design and support for a system of School-Based Implementation Coaching</li> </ul>	<p>Meets 3/4 criteria for A</p> <p>and</p> <p>3/5 criteria for B are met.</p>	<p>Meets 2/4 criteria for A</p> <p>and</p> <p>2/5 criteria for B are met.</p>	<p>Meets fewer than 2/4 criteria for A</p> <p>and/or</p> <p>2/5 criteria for B are met.</p>
	<p>B. Leadership ensures that all of the following key components are used and supported across the district.</p> <ul style="list-style-type: none"> <li>Collaborative Teams</li> <li>Common Formative Assessment</li> <li>Data-Based Decision Making</li> <li>Developing Assessment Capable Learners with Feedback</li> <li>Metacognition</li> </ul>			

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.	<p>The school leadership provides a supportive environment that includes all of the proficient criteria, plus meets 3/4 of the following criteria.</p> <ul style="list-style-type: none"> <li>Discovering and developing the capacity in staff</li> <li>Creating a new paradigm/vision for school culture</li> <li>Promoting inclusion for all</li> <li>Modeling an attitude of serving</li> </ul>	<p>The school leadership provides a supportive environment that includes 4/5 of the following criteria.</p> <ul style="list-style-type: none"> <li>Safe environment for all as evidenced by feelings of trust, respect, and communication</li> <li>Teachers help each other, including ongoing training</li> <li>Teachers support all students in every classroom</li> <li>The school is culturally responsive in a way that is multidimensional, empowering, and transformative</li> <li>A building leadership team is established and of high quality as evidenced through member roles, team function and norms, and records of meetings</li> </ul>	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.	<p>School leaders select and implement evidence-based effective methods that include all of the following.</p> <ul style="list-style-type: none"> <li>Are not content related</li> <li>Are tied to teacher standards,</li> <li>Are implemented with fidelity</li> <li>Inform decisions of progress through regularly scheduled formative assessments selected by <i>appropriate teams</i></li> </ul>	<p>School leaders select and implement evidence-based effective methods that include all of the following.</p> <ul style="list-style-type: none"> <li>Are not content related</li> <li>Are tied to teacher standards</li> <li>Are implemented with fidelity</li> <li>Inform decisions of progress through assessment methods selected by the <i>instructor</i></li> </ul>	<p>School leaders select and implement evidence-based effective methods that include all of the following.</p> <ul style="list-style-type: none"> <li>Are not content related</li> <li>Are implemented with fidelity</li> <li>Inform decisions of progress through assessment methods selected by the <i>instructor</i></li> </ul>	<p>School leaders select and implement evidence-based effective methods that include all of the following.</p> <ul style="list-style-type: none"> <li>Are content related</li> <li>are implemented with fidelity</li> <li>Inform decisions of progress through assessment methods selected by the <i>instructor</i></li> </ul>

Becoming an Instructional Leader in Your Building Practice (Instructional Leadership) Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
<p>Leaders develop teacher capacity to use formative assessment through supportive data climates facilitating the use of formative data.</p> <p>3</p>	<p>School leaders work with teacher teams to select and/or create research based formative assessment methods that include all of the following criteria.</p> <ul style="list-style-type: none"> <li>• Clearly defined outcomes</li> <li>• A problem-solving model</li> <li>• Structured assessment criteria</li> <li>• Selected and constructed responses</li> </ul>	<p>School leaders work with teachers on research-based formative assessment methods that include 3/4 of the exemplary criteria.</p>	<p>School leaders designate select teachers to develop research-based formative assessment methods that include 2/4 of the exemplary criteria.</p>	<p>School leaders develop research-based formative assessment methods that include 1 or fewer of the exemplary criteria.</p>
<p>Leaders initiate evidence-based decisions and processes that focus on outcomes.</p> <p>4</p>	<p>Leadership teams establish systems to support <i>frequent and regular</i> 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.</p>	<p>The school leader <i>establishes</i> systems to support <i>regular</i> 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.</p>	<p>School leaders <i>oversee</i> 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.</p>	<p>There is no system in place for team-based decision making.</p>

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.	<p>District Leadership Team (DLT) and district contacts address all criteria indicated as proficient.</p> <p>Participation of DLT in monthly meetings is consistent. The meetings are well-documented examples of proficient implementation.</p> <p>Communication protocols are consistently followed and shared district wide.</p> <p>As new DLT members are brought on board, they receive professional development about district-level implementation and district-level roles.</p>	<ul style="list-style-type: none"> <li>District-level contact person is identified and acts as the primary contact for reciprocal communication with the Coaching Support Team (CST) facilitator.</li> <li>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.</li> <li>DLT meets monthly to collaborate and shape participation.</li> <li>DLT has developed an ongoing partnership with CST.</li> <li>Technology (i.e., virtual meetings, document sharing) is used for timely and consistent sharing of information and support from the CST.</li> </ul> <p>Communication protocols result in consistent understanding of participation in all buildings.</p> <ul style="list-style-type: none"> <li>Building-level contacts identified.</li> <li>A consistent district-wide plan for communicating with building-level contacts is established.</li> <li>Building-level contacts use a protocol to regularly disseminate information to all staff.</li> </ul> <p>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.</p>	<ul style="list-style-type: none"> <li>District-level contact person is identified, but communication and partnership with CST is inconsistent.</li> <li>DLT is in place, but not all areas of expertise are represented.</li> <li>DLT meets quarterly or less.</li> <li>Use of technology is sporadic, if at all.</li> <li>Communication protocols are not established.</li> <li>Building-level contacts are identified for some buildings, but not all.</li> <li>Information about implementation is inconsistently shared with building-level educators.</li> <li>Action plans are developed but have gaps in key components.</li> </ul>	<ul style="list-style-type: none"> <li>District-level contact person is identified, but communication and partnership with CST does not occur.</li> <li>DLT is not in place.</li> <li>Technology is not used for sharing information, meeting, or collaboration.</li> <li>Building-level contacts are not identified.</li> <li>Information is not shared with building-level educators.</li> <li>Action plans are not developed.</li> </ul>

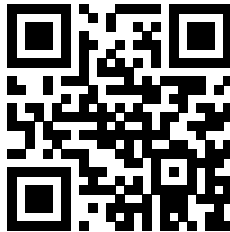


Implementation Practice Profile: District Level				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
<p>District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice.</p> <p>2</p>	<p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• Is informed by implementation and outcome data (e.g., SAPP, CWIS).</li> <li>• Provides for training and coaching on effective teaching and learning practices.</li> <li>• Creates structures and processes for collaborative problem-solving using data.</li> <li>• Creates structures and processes for school-based coaching.</li> <li>• Incorporates virtual coaching and technology to enhance quality and timeliness of coaching.</li> <li>• Includes annual benchmarks and outcomes aligning areas of foci across district priorities.</li> <li>• Builds in opportunities for progress monitoring and revisiting action plan annually.</li> </ul> <p>This plan contains:</p> <ul style="list-style-type: none"> <li>• Prioritized goals.</li> <li>• Annual measurable goals and outcomes matched to data sources.</li> <li>• Identified data elements (e.g., CWIS, SAPP), which are reviewed at least annually for data-driven discussions.</li> </ul>	<p>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.</p>	<p>An action plan does not exist OR fewer than 6 items are addressed fully.</p>

Implementation Practice Profile: District-Level				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data.	A system for supporting and monitoring fidelity and implementation of progress is established, used, and revisited annually. This system includes a data review cycle consisting of items listed as proficient.	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: <ul style="list-style-type: none"> <li>• Determine district-wide and building-level status and needs for professional development using CWIS, SAPP, and other data.</li> <li>• Determine focus areas of need and set benchmarks for improvement.</li> <li>• Provide for training and coaching (including use of the virtual learning platform) to address needs for improved instruction and build on strengths.</li> <li>• Provide opportunity for educator reflection on the acquisition and application of new instructional knowledge and skills.</li> <li>• Monitor implementation through observations and walk-throughs.</li> <li>• Provide educators with descriptive feedback and support for improvement.</li> <li>• Review school-wide data and identify ways of continuing to improve instruction and outcomes.</li> <li>• Share data and collaborate with building leaders.</li> <li>• Use data at all levels to guide professional development.</li> </ul>	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.
	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.			
	3			

Implementation Practice Profile: District-Level				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
<p>District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction.</p> <p>4</p>	<p>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.</p> <p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• A schedule of taking inventory of all district initiatives in a manner that identifies redundancies and inconsistencies.</li> <li>• A process for assuring alignment as new initiatives or programs are added to district/building expectations.</li> </ul> <p>Persons designated with responsibility for following the protocol and communicating to district/building leaders how alignment can/should occur.</p>	<p>The DLT has established a protocol addressing all recommended items; however not all recommendations are implemented.</p>	<p>The DLT has an established protocol; but it does not contain all recommended items OR a protocol has not been established.</p>

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