

District Continuous Improvement Framework

Tenth Edition

Infographics

and Practice Profiles





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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).

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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?

What is the impact on students?

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, and coach
How do we get there?

3



Review performance regularly to make data-driven adjustments

4



Sustainable Model for Improvement

Implement effective teaching and learning practices

+

Build teacher efficacy with teaming and coaching

+

Use data to reflect and adjust

=

5



Increased Student Success



Step 1
Organize & Align



Step 2
Learn & Coach



Step 3
Monitor Fidelity



Step 4
Sustain for Improvement



Step 5
Exceptional Outcomes

Overview

Purpose

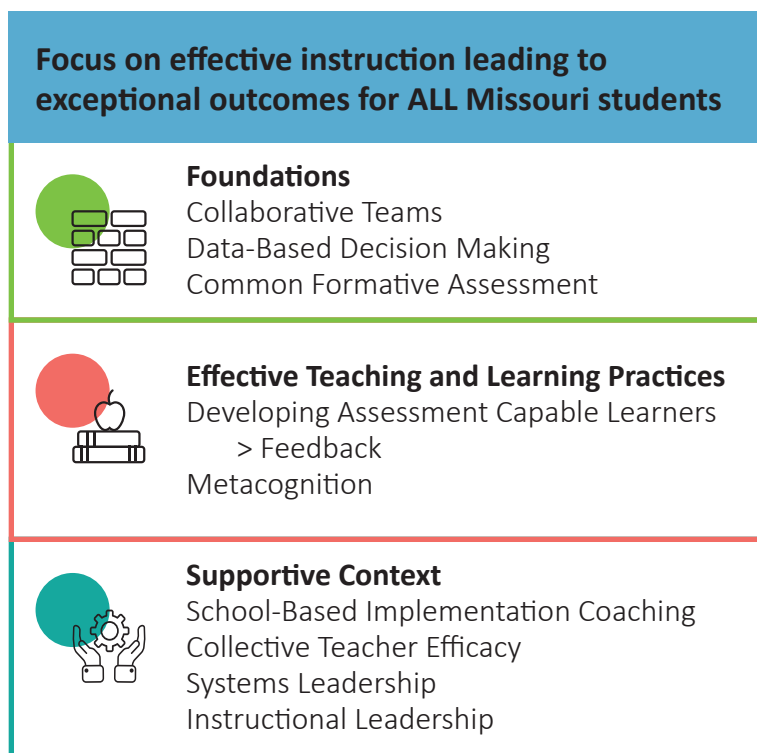
The purpose of the Infographics and Practice Profiles is to provide a graphic overview of each of the nine DCI Practices. Refer to the Blueprint for detailed descriptions of each.

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 (ETLPs); and Supportive Context.



Collaborative Teams

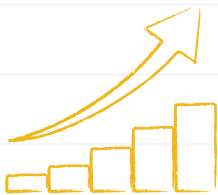


Overview

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

- | | |
|---|---|
| ✓ Share ideas and concerns | ✓ Follow an agenda during weekly meetings |
| ✓ Discuss student data | ✓ Identify students who need re-teaching |
| ✓ Align instructional practices to academic standards | ✓ Prepare and share agenda in advance |
| ✓ Use effective problem-solving strategies | ✓ Monitor student progress |

“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)

Collaborative Team Structure

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

- Define 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 are given an 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

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
- ✓ Adjust instructional action plan to reflect findings of student data review
- ✓ Gather student feedback about effectiveness of instructional practices
- ✓ Schedule and deliver instructional change
- ✓ Understand how instructional change advances student learning
- ✓ Collect student data describing instructional processes
- ✓ Know data protocols used by the data team

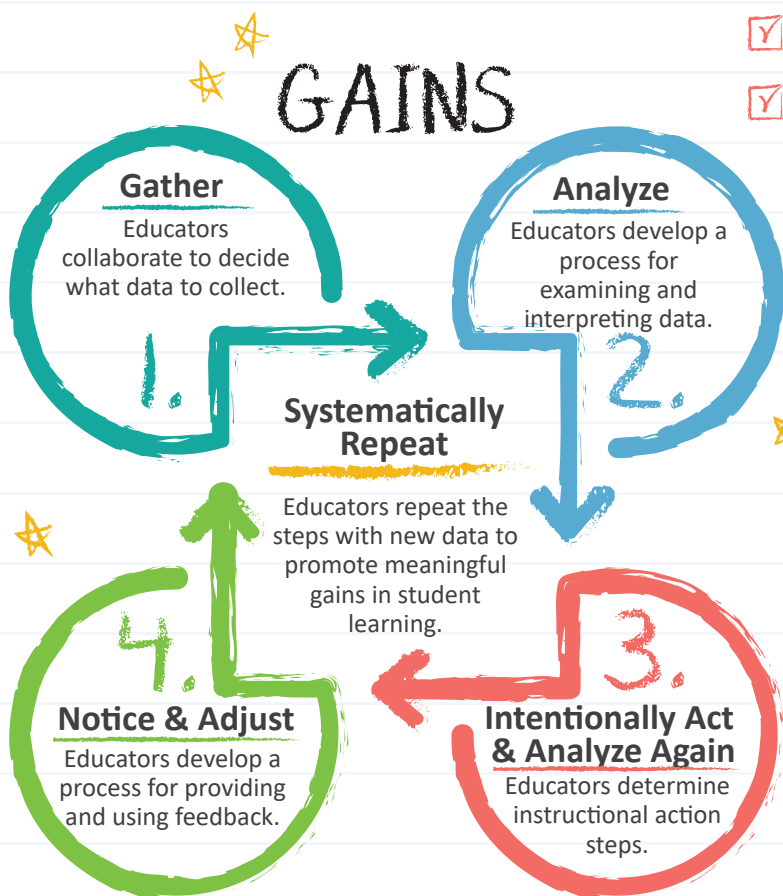
Reflective Questions

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

Who are the users of assessment results?

Data Teams

- ✓ Use team roles to improve meeting effectiveness and efficiency
- ✓ Reflect on and discuss what worked, what did not work, and why
- ✓ Can predict a link to teacher practice
- ✓ Design a lesson or set of lessons addressing the learning goal
- ✓ Members share a common interest (content, grade level, etc.)
- ✓ Organize and track data-informed decisions made by the team
- ✓ Determine new or revised instructional strategies to address learning problem(s)



Data-Based Decision Making Cycle

Making a Difference

When data are collected, analyzed, prioritized, and synthesized they become “actionable knowledge” for making decisions.

“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.”

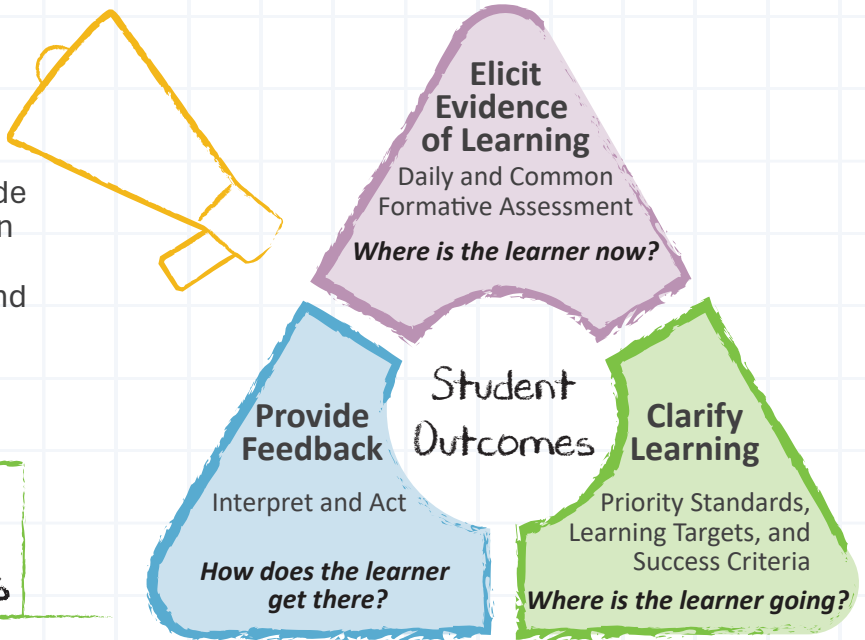
(Data Quality Campaign, 2016)

Common Formative Assessment



Overview

Common Formative Assessment (CFA) at the classroom level is a systematic and cyclical process designed to provide timely teacher and student feedback on curricula and student learning to improve both instructional practices and academic achievement.



Benefits of Team-Developed CFAs

- ★ Show evidence of learning via CFA responses
- ★ More equitable for students
- ★ More effective in monitoring and improving student learning
- ★ Can inform and improve individual and teacher team practices
- ★ Helps build the capacity of the team to achieve at higher levels
- ★ Essential to systematic interventions when students struggle

(DuFour et al., 2007)

“No one assessment type provides a complete picture of student learning. We must always consider uses and users, therefore, we must balance assessments.”

(DuFour et al., 2010)

Teachers Should

- ★ Align CFAs with standards, learning targets, and success criteria
- ★ Develop the CFA collaboratively

- ★ Post student-friendly learning targets
- ★ Communicate and clarify success criteria

- ★ Adjust instruction based on CFA feedback
- ★ Use variety of question types to demonstrate student thinking

So that Students

- ✓ Show evidence of learning via CFA responses
- ✓ Use self-assessment to evaluate and improve own learning
- ✓ Can clearly explain the success criteria in their own words
- ✓ Engage in peer-reflection activities
- ✓ Interact with peers to process learning targets

Developing Assessment Capable Learners



Overview

Developing Assessment Capable Learners (DACL) 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.



Benefits of DACL

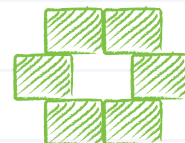
When students self-assess, track, and share their progress, their confidence as learners grows. Their motivation to do well increases, as does their achievement.



Where am I now?

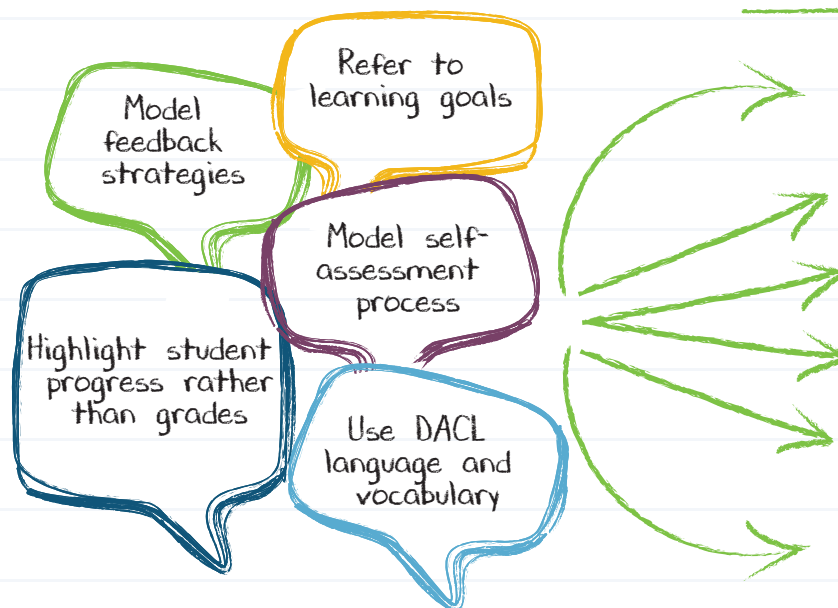


Where am I going?



How do I close the gap?

Teachers Should



So that Students

- Use rubrics to assess and identify next steps
- Feel comfortable making mistakes
- Use data to set learning goals
- Share progress with peers and teachers
- Use DACL language when sharing or collaborating
- Model feedback strategies and language with peers and teachers

DACL Classrooms Have...

- ✓ Activities aimed at helping students understand their progress in relation to learning targets
- ✓ Rubrics displayed
- ✓ Examples of students tracking their learning progress
- ✓ Examples of ongoing assessment of student progress
- ✓ Room arranged for easy sharing
- ✓ Indications of student reflections
- ✓ Visible examples of student goals in relation to learning target
- ✓ Evidence of DACL language posted
- ✓ Notebooks, charts, checklists, folders, and web-based portfolios of students tracking their learning progress
- ✓ Daily learning targets displayed

Metacognition



Overview

Metacognition is an awareness and understanding of one's own thought processes. It involves actively monitoring one's own learning and making changes to learning behaviors and strategies based on this monitoring. Metacognition includes knowledge, awareness, and control of one's own cognition.

(Peteranetz, 2016)

"Individuals skilled in metacognition are more likely to learn effectively, think critically, and adapt to new situations. They can better monitor and control their emotions, motivation, and attention, which can help them achieve their goals more effectively."

(Burns, 2023)

Benefits of Metacognition

- ✓ Improves executive function and higher-order thinking
- ✓ Helps students become self-regulated and independent learners
- ✓ Has a positive impact on learning
- ✓ Empowers students with a growth mindset

Helps Students to...



Set Goals



Self-assess



Revise



Reflect

(Wilson & Conyers, 2016)

Research

Researchers have found that metacognition has a stronger, more consistent relationship with academic outcomes than virtually any other variable influence that has been researched, including student demographic variables, students' prior knowledge, student-teacher interactions, and socioeconomic status.

(Peteranetz, 2016)

Metacognitive Strategies

Metacognitive strategies	.52
Strategy monitoring	.54
Self-verbalization/questioning	.58
Elaboration/organization	.75
Teacher clarity	.85
Planning & prediction	.83
Transfer strategies	.75
Cognitive task analysis	1.09

(Hattie, 2024, www.VisibleLearningMetaX.com)

The Learning Brain

- ★ The brain changes as new skills are learned and practiced
- ★ New concepts are learned thanks to a malleable brain
- ★ Learning gets easier as you progress
- ★ Monitoring learning and thinking can lead the brain to learning success



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
- ★ Promotes reflection

- ★ Provides motivation
 - ★ Develops skills
- (Aguilar, 2013)

Coaches

- ✓ Facilitate reflection on data
- ✓ Provide positive feedback
- ✓ Gather evidence of growth
- ✓ Establish collaborative relationships
- ✓ Model examples of content and practice

Coach-Teacher Conversations

Reflecting

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

Coaching

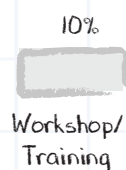
What do you see as opportunities for growth?

Facilitating

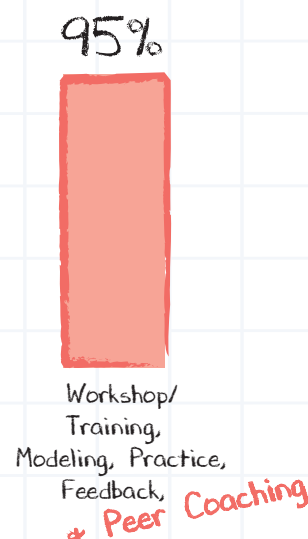
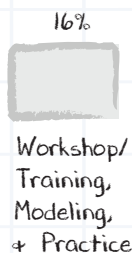
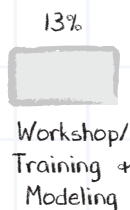
You mentioned that implementing three times a week has made your students strong self-assessors. What are your next steps?

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

Adding Peer Coaching Increases Implementation



(Joyce & Showers, 2002)



Collective Teacher Efficacy



Overview

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

Why is CTE Important?



Improves student performance



Builds educator confidence for addressing the needs of all students



Fosters teacher commitment



Enhances parent-teacher relationships

(Brinson & Steiner, 2007)

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
- ✓ Welcome parent participation

Leaders Should

- ★ Value and model collaboration
- ★ Support professional learning on effective collaboration skills

- ★ Establish a collaborative culture
- ★ Involve teachers in school decision making

- ★ Encourage creativity
- ★ Focus goals on student needs
- ★ Build a culture of trust

When CTE is Low in Schools, Educators...

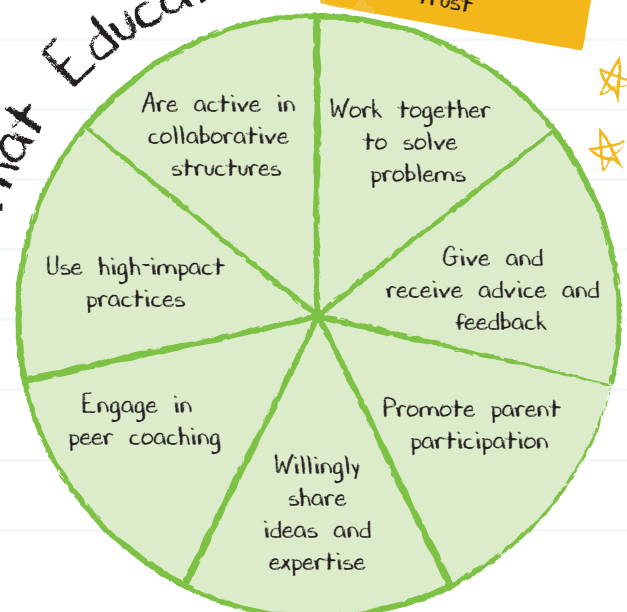
- ✗ Extend less effort
- ✗ Give up more easily
- ✗ Perform at lower levels
- ✗ Experience burnout more often
- ✗ Feel isolated
- ✗ Experience more uncertainty

(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)

So that 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

How can we align various initiatives across the district?

What are our current practices for implementing new initiatives within our district?

How do the current practices and procedures in our district support a system-wide impact on learning?

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.

- ✓ Student achievement
- ✓ Teacher well-being
- ✓ Effective school systems
- ✓ Effective instructional practices

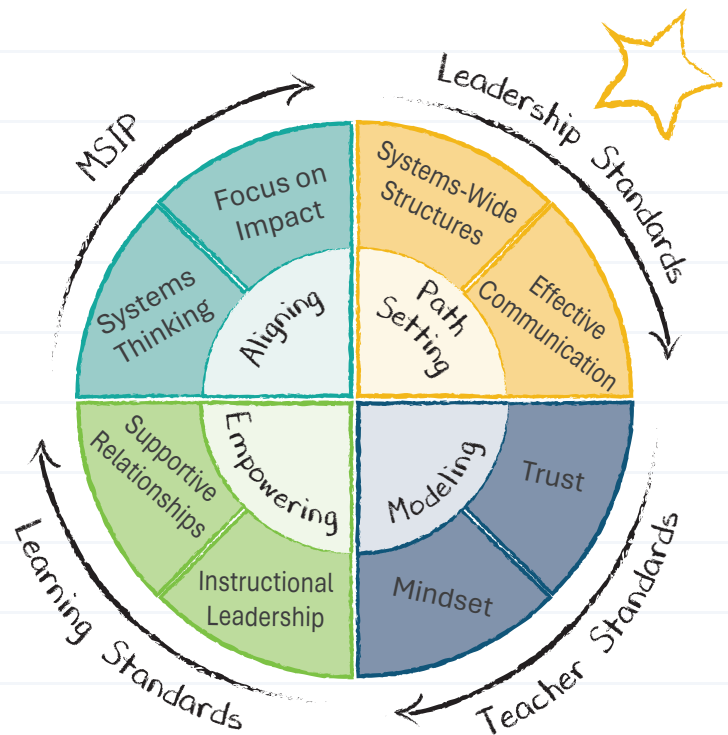
Leadership Framework

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



So that Educators

- ✓ Use high-impact practices
- ✓ Use data to guide instruction
- ✓ Have individual & collective efficacy
- ✓ Monitor progress on student learning
- ✓ Feel valued



Leaders Should

- ★ Facilitate continuous improvement
- ★ Support professional learning on high-impact practices

- ★ Establish a collaborative culture
- ★ Use data to align and monitor goals

- ★ Build collective teacher efficacy
- ★ Focus goals on student needs

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.

Areas of Instructional Focus

Effective Teaching and Learning Practices

Which teaching and learning practices have a high impact on student learning?

Collaborative Culture and Climate

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

Assessments

How is student learning monitored?

Data-Based Decision Making

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

Making a Difference

Leaders make the greatest difference by accomplishing the following.

- ★ Creating safe and collaborative environments for learning
- ★ Emphasizing, modeling, monitoring, and evaluating the impact of the building's focus work
- ★ Striving continually for improvement

(Hattie, 2015)

Leaders Should

- ★ Model an attitude of service
- ★ Support selection or development of common formative assessments

- ★ Promote a climate of inclusion
- ★ Establish priorities using data-based decision making

- ★ Establish a vision for a positive school culture
- ★ Discover and develop capacity in staff

As a Result, Educators

- ✓ Show trust and respect
- ✓ Model an attitude of service
- ✓ Monitor progress on student learning
- ✓ Make decisions based on multi-level data

- ✓ Feel represented
- ✓ Ensure classrooms are culturally responsive
- ✓ Accept responsibility and support all students

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 (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.



Digital copies of the Infographics (in both color or black and white) and the Practice Profiles are available at www.moedu-sail.org/dci-practice-profiles-and-infographics.

Collaborative Teams (CT) Practice Profile					
	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1	Teams develop a culture of shared responsibility, focused on student impact that promotes collective efficacy.	<p>Teams develop a culture of shared responsibility that builds collective teacher efficacy by demonstrating 8/8 of the following criteria.</p> <ul style="list-style-type: none"> • Build relational trust through modeling of mutual respect, transparency, and risk taking • Identify common purposes and goals to improve student outcomes for academics and behavior • Believe they are able to impact change • Engage in cycles of data-based decision making • Identify students needing varying levels of support • Align instructional practices to academic standards and behavioral expectations • Implement evidence-based instructional practices • Establish effective, consistent, and reciprocal communication amongst all stakeholders 	7/8 criteria are met by educators	5/8 criteria are met by educators	Fewer than 5/8 criteria are met by educators
2	Educators structure team meetings to assure authentic and effective collaboration.	<p>Educators structure team meetings to assure authentic and effective collaboration by demonstrating 6/6 of the following criteria.</p> <ul style="list-style-type: none"> • Collaborative Teams are configured multiple ways based on their purpose and goals (grade level, course-alike, vertical, intervention, leadership, behavior, text-book selection, CARE teams). • Teacher teams meet at least weekly for 45-60 minutes or more of dedicated/protected time for collaboration. • Leadership teams meet at least monthly for 60-90 minutes or more to guide, support, and monitor building-wide collaborative teams. • Team members agree on and accept roles that are purposeful, clearly described, and align with their skills. 	5/6 criteria are met by educators	4/6 criteria are met by educators	Fewer than 4/6 criteria are met by educators

Collaborative Teams (CT) Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
2 (EF 2 Continued) Educators structure team meetings to assure authentic and effective collaboration.	(EF 2 Continued) <ul style="list-style-type: none">Educators intentionally use collaborative skills during team meetings (problem solving and sharing; pausing; paraphrasing; posing questions; putting ideas on the table; providing data; paying attention to self and others; presuming positive intentions).All members of the team are active participants, intentionally sharing resources, perspectives, and responsibilities to promote effective learning.	5/6 criteria are met by educators	4/6 criteria are met by educators	Fewer than 4/6 criteria are met by educators
3 Educators effectively use group processes for impactful collaboration.	Educators effectively use group processes for impactful collaboration by demonstrating 3/3 of the following criteria. <ul style="list-style-type: none">Teams use agendas which include the following.<ul style="list-style-type: none">Team name, date, locationWorking agreements/normsAssigned rolesEstablish clear objectivesReview past itemsCelebrations of accomplishmentsNext meeting date, time, and locationConsistent template for easy referenceTeam minutes and communication include the following.<ul style="list-style-type: none">List of the attendeesTasks achievedConsensus and decisions madeList of actions agreed upon including to whom it was assigned and the completion due dateCentrally stored notes with easy access for all participants to provide updates and commentsMinutes distributed to all stakeholdersTeams will effectively establish and use norms for effective and productive collaboration.	2/3 criteria are met by educators	1/3 criteria are met by educators	None of the criteria are met by educators

Data-Based Decision Making (DBDM) 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"> 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 <p><i>Data collection process</i></p> <ul style="list-style-type: none"> Collect student data in relation to learning targets Collect data describing instructional processes Organize data in preparation for review and analysis 	<p>7/9 criteria are met</p> <p><i>Collaborative data team process</i></p> <ul style="list-style-type: none"> 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 <p><i>Data collection process</i></p> <ul style="list-style-type: none"> Collect student data in relation to learning targets Collect data describing instructional processes Organize data in preparation for review and analysis 	<p>4/9 criteria are met</p> <p><i>Collaborative data team process</i></p> <ul style="list-style-type: none"> 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 <p><i>Data collection process</i></p> <ul style="list-style-type: none"> Collect student data in relation to learning targets 	<p>Fewer 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"> 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 	<p>5/6 criteria are met</p> <ul style="list-style-type: none"> 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 	<p>4/6 criteria are met</p> <ul style="list-style-type: none"> 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 	<p>Fewer than 4/6 of any of the criteria occur</p>

Data-Based Decision Making (DBDM) Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
3 Educators determine instructional action steps.	<p>Meet 5/5 criteria</p> <ul style="list-style-type: none"> 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 	<p>4/5 criteria are met</p> <ul style="list-style-type: none"> 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 	<p>3/5 criteria are met.</p> <ul style="list-style-type: none"> 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) 	<p>Fewer than 3/5 of any of the criteria occur</p>
4 Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.	<p>Meet 7/7 criteria</p> <ul style="list-style-type: none"> 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 	<p>6/7 criteria are met</p> <ul style="list-style-type: none"> 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 	<p>4/7 criteria are met</p> <ul style="list-style-type: none"> 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 	<p>Fewer than 4/7 of any of the criteria occur</p>

Common Formative Assessment (CFA) 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"> • 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 1/4 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"> • 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 2/5 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"> • 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 1/4 or fewer criteria.	

Common Formative Assessment (CFA) Practice Profile				
	Essential Function	Exemplary Implementation	Proficient	Close to 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"> • 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.
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"> • 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 1/4 or fewer criteria.
				Educators meet 2/5 or fewer criteria.

Developing Assessment Capable Learners (DACL) Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1 Educators teach students to determine “Where am I Going?”	<p>When teaching students to develop learning goals, 5/5 criteria occur. Educator</p> <ul style="list-style-type: none"> 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 	<p>When teaching students to determine learning goals, 4/5 criteria occur and must include the following. Educator</p> <ul style="list-style-type: none"> 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 	<p>When teaching students to determine learning goals, 3/5 criteria occur and must include the following. Educator</p> <ul style="list-style-type: none"> 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 	<p>When teaching students to determine learning goals, fewer than 3/5 criteria occur.</p>

Developing Assessment Capable Learners (DACL) 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"> 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?”	<p>When teaching students to identify next steps in learning, 4/4 criteria occur.</p> <p>Educator</p> <ul style="list-style-type: none"> 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	Educators engage in metacognitive instruction to increase students' knowledge of cognition.	<p>Educators engage in metacognitive instruction to increase students' knowledge of cognition by implementing 5/5 criteria.</p> <ul style="list-style-type: none"> • Teach the importance and benefits of metacognitive thinking • Provide students with opportunities to understand their personal learning style preferences • Increase student cognitive awareness by building declarative, procedural, and conditional knowledge • Explicitly teach, model, and label cognitive and self-regulatory strategies • Establish classroom structures and design lessons that help students understand and build their cognitive awareness 	4/5 criteria are met by educators	3/5 criteria are met by educators	Fewer than 3/5 criteria are met by educators
2	Educators engage students in metacognitive regulation processes for planning, monitoring, controlling, and evaluating.	<p>Educators engage students in metacognitive regulation processes by implementing 4/4 criteria.</p> <ul style="list-style-type: none"> • Planning strategies to help students focus on what needs to be learned and how they will learn it (e.g., goal setting, activating prior knowledge, organizational tools, higher order questioning, etc.) • Monitoring strategies to help students focus on how they are learning (e.g., self-questioning, think-alouds, self-assessment, journals, etc.) • Controlling strategies that help students regulate their learning (e.g., self check-ins, relaxing muscles, positive self-talk, etc.) • Evaluating strategies that help students consider how effectively they learned (e.g., written prompts, self-reflection tools, exit tickets, etc.) 	3/4 criteria are met by educators	2/4 criteria are met by educators	Fewer than 2/4 criteria are met by educators

Metacognition Practice Profile				
	Essential Function	Exemplary Implementation	Proficient	Close to Proficient
3	Educators create a classroom culture and environment conducive to developing, encouraging, and supporting metacognitive thinking.	<p>Educators create a classroom culture and environment conducive to metacognitive thinking by implementing 6/6 criteria.</p> <ul style="list-style-type: none"> • Develop classroom norms that support a climate of optimism, academic risk-taking, and growth mindset • Set high expectations, clear goals, and opportunities for reflective thinking • Model and encourage the use of language that clearly describes thinking • Provide learner-centered rigorous tasks and convey that productive struggle is part of the learning process • Develop a physical environment that promotes and supports metacognition • Allocate time, opportunities, and interactions that promote metacognitive thought 	5/6 criteria are met by educators	3/6 criteria are met by educators
				Fewer than 3/6 criteria are met by educators

School-Based Implementation Coaching (SBIC) Practice Profile					
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient	
1 Educators develop and maintain coaching relationships.	<p>Educators meet 5/5 criteria for developing and maintaining coaching relationships.</p> <ul style="list-style-type: none"> • 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 	4/5 criteria are met by educators	3/5 criteria are met by educators	Fewer than 3/5 criteria are met by educators	
2 Educators provide effective feedback.	<p>Effective feedback provided by educators meets 6/6 criteria.</p> <ul style="list-style-type: none"> • 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 	5/6 criteria are met by educators	4/6 criteria are met by educators	Fewer than 4/6 criteria are met by educators	
3 Educators develop a strategic and differentiated coaching plan.	<p>Coaching plans developed by educators meet 5/5 criteria.</p> <ul style="list-style-type: none"> • 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 	4/5 criteria are met by educators	3/5 criteria are met by educators	Fewer than 3/5 criteria are met by educators	

School-Based Implementation Coaching (SBIC) Practice Profile					
	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
4	Educators use solution dialogue.	<p>Solution dialogue meets 7/7 criteria.</p> <ul style="list-style-type: none">Facilitate conversation about what has gone well and where more support is neededFacilitate conversation about relevant dataRespond to ideas for improvement by validating, adding suggestions, and providing rationale for changes in practiceSupport suggestions for change in practice by modeling examples of the content/practice in useProvide opportunity for reflection and clarification of recommendationsOffer opportunity or resources for guided practiceFacilitate identifying next steps	6/7 criteria are met by educators	5/7 criteria are met by educators	4/7 criteria are met by educators
5	Educators progress monitor implementation of effective educational practices.	<p>Educators progress monitor implementation of effective educational practices meeting all 3/3 criteria <i>and</i> four modes of gathering evidence.</p> <ul style="list-style-type: none">Gather evidence to monitor progress toward growth goal plan using four modes<ul style="list-style-type: none">ObservationVideo recording themselvesStudent evidence (classroom discourse, student work)JournalingReflect on evidence to determine growth toward goalDetermine next steps	3/3 criteria are met by educators	2/3 criteria are met by educators	Fewer than 2/3 criteria are met by educators

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 months, educators strongly agree the following 5 criteria are true of their experience. <ul style="list-style-type: none">• They have successfully implemented a new instructional strategy or practice learned in training (<i>affective state</i>).• They have received feedback and encouragement regarding the implementation of an instructional strategy or practice learned in training (<i>social persuasion</i>).• They have seen others in their building implement a new instructional strategy or practice learned in training (<i>vicarious experience</i>).• 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>).• 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 5 criteria are true of their experience.	When considering the last 12 months, educators agree some of the 5 criteria are true of their experience.	When considering the last 12 months, educators disagree any of 5 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 months, educators strongly agree the following 4 criteria are true of their experience. <ul style="list-style-type: none">• 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 4 criteria are true of their experience.	When considering the last 12 months, educators agree some of the 4 criteria are true of their experience.	When considering the last 12 months, educators disagree any of 4 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 months, educators strongly agree they participate in school leadership opportunities through the following 5 criteria. <ul style="list-style-type: none">• Work focused on school and/or district improvement• Professional development provided by themselves and/or colleagues• Work focused on strengthening school and/or district curriculum• Opportunities to participate in professional organizations• Work focused on family/community partnerships	When considering the last 12 months, educators mostly agree the 5 criteria are true of their experience.	When considering the last 12 months, educators agree some of the 5 criteria are true of their experience.	When considering the last 12 months, educators disagree any of 5 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 .	<p>When considering major decisions in their school and district over the last 12 months, educators strongly agree the following 5 criteria are true of their experience.</p> <ul style="list-style-type: none"> • 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 • A collaborative problem-solving approach is used to generate ideas/solutions 	When considering the last 12 months, educators mostly agree the 5 criteria are true of their experience.	When considering the last 12 months, educators agree some of the 5 criteria are true of their experience.	When considering the last 12 months, educators disagree any of 5 criteria have been true of their experience.
5	District/Building leaders design intentional supports that promote collaborative teacher inquiry .	<p>When considering the last 12 months, educators strongly agree the following 6 criteria are true of their teams' experience using collaborative inquiry.</p> <ul style="list-style-type: none"> • 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 • Improves teachers' understanding and teaching practices 	When considering the last 12 months, educators mostly agree the 6 criteria are true of their experience.	When considering the last 12 months, educators agree some of the 6 criteria are true of their experience.	When considering the last 12 months, educators disagree any of 6 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.	<p>There is a system-wide plan for continuous improvement that meets all of the criteria below.</p> <ul style="list-style-type: none"> • 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. 	<p>5/8 of the criteria for a system-wide plan for continuous improvement are met</p> <p>and</p> <p>leadership teams regularly engage in formal problem-solving using district/building level data</p>	<p>4/8 of the criteria for a system-wide plan for continuous improvement are met</p> <p>and/or</p> <p>do not have leadership teams regularly engage in formal problem-solving using district/building level data</p>	<p>Fewer than 4/8 criteria for a system-wide plan for continuous improvement are met</p> <p>and/or</p> <p>do not have leadership teams regularly engage in formal problem-solving using district/building level data.</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
2 Leadership sets a path for continuous improvement that is data informed and occurs within a collaborative school culture.	<p>Leadership establishes a sustainable school improvement approach that includes all of the criteria below.</p> <ul style="list-style-type: none"> • 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 	The first 4/6 criteria are met	3/6 criteria are met	Fewer than 3/6 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.	<p>A. Leadership builds an organizational culture of trust that leads to all of the criteria below.</p> <ul style="list-style-type: none">• 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 <p>B. Leadership promotes and models a growth mindset by meeting all of the criteria below.</p> <ul style="list-style-type: none">• 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	<p>3/4 criteria for A are met</p> <p>and</p> <p>4/6 criteria for B are met</p>	<p>2/4 criteria for A are met</p> <p>and</p> <p>3/6 criteria for B are met</p>	<p>Fewer than 2/4 criteria for A are met</p> <p>and</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
4 Leadership empowers educators at all levels to active engagement in continuous improvement and collective responsibility for student growth.	<p>A. Leadership builds a supportive environment by meeting all of the criteria below.</p> <ul style="list-style-type: none"> • Establishment of district-wide goals that address the needs of all students • Selection, ongoing training, and implementation of evidence-based methods aligned with the shared district focus • Use of data at all levels for the purpose of establishing and addressing priority areas of emphasis • Design and support for a system of School-Based Implementation Coaching <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"> • Collaborative Teams • Common Formative Assessment • Data-Based Decision Making • Developing Assessment Capable Learners with Feedback • Metacognition 	<p>3/4 criteria for A are met and 3/5 criteria for B are met</p>	<p>2/4 criteria for A are met and 2/5 criteria for B are met</p>	<p>Fewer than 2/4 criteria for A are met and/or 2/5 criteria for B are met</p>

Becoming an Instructional Leader in Your Building (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.</p> <ul style="list-style-type: none"> Discovering and developing the capacity in staff Creating a new paradigm/vision for school culture Promoting inclusion for all Modeling an attitude of serving 	<p>The school leadership provides a supportive environment that includes 4/5 criteria.</p> <ul style="list-style-type: none"> Safe environment for all as evidenced by feelings of trust, respect, and communication Teachers help each other, including on-going 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 through member roles, team function and norms, and records of meetings 	<p>The school leadership has a school environment that includes at least 3/5 proficient criteria.</p>	<p>The school leadership has a school environment with fewer than 3/5 of the proficient criteria.</p>
2 Leadership supports and ensures that teaching and learning practices engage all students in meaningful learning.	<p>Select and implement evidence- based effective methods that include all of the following.</p> <ul style="list-style-type: none"> Are not content related Are tied to teacher standards Are implemented with fidelity Inform decisions of progress through regularly scheduled formative assessments selected <i>by appropriate teams</i> 	<p>Select and implement evidence- based effective methods that include all of the following.</p> <ul style="list-style-type: none"> Are not content related Are tied to teacher standards Are implemented with fidelity Inform decisions of progress through assessment methods selected by the <i>instructor</i> 	<p>Select and implement evidence- based effective methods that include all of the following.</p> <ul style="list-style-type: none"> Are not content related Are implemented with fidelity Inform decisions of progress through assessment methods selected by the <i>instructor</i> 	<p>Select and implement evidence- based effective methods that include all of the following.</p> <ul style="list-style-type: none"> May or may not be content related Are implemented with fidelity Inform decisions of progress through assessment methods selected by the <i>instructor</i>

Becoming an Instructional Leader in Your Building (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.	Building leaders work with teacher teams to select and/or create research-based formative assessment methods that include 4/4 of the following criteria. <ul style="list-style-type: none"> • Clearly defined outcomes • A problem-solving model • Structured assessment criteria • Selected and constructed responses 	Building leaders work with teachers on research-based formative assessment methods that include 3/4 of the exemplary criteria.	Building leaders designate select teachers to develop research-based formative assessment methods that include 2/4 of the exemplary criteria.	Building leaders designate teachers to develop research-based formative assessment methods that include 1/4 or none 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.	Building leaders establish 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.	Building 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.	<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 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>	<p>District leaders have accomplished all of the following criteria.</p> <ul style="list-style-type: none"> 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 <p>Communication protocols result in consistent understanding of participation in all buildings.</p> <ul style="list-style-type: none"> 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 The 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>The following describes level of implementation.</p> <ul style="list-style-type: none"> 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 	<p>Implementation is as follows.</p> <ul style="list-style-type: none"> 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.	<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>Progress on the action plan is monitored monthly by the DLT. Based on progress monitoring, modifications to the action plan are collaboratively identified by the DLT and communicated across the district.</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"> • 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 <p>This plan contains the following.</p> <ul style="list-style-type: none"> • 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 	<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.</p> <p>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
3 District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data.	<p>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:</p> <p>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.</p>	<p>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.</p> <ul style="list-style-type: none"> • 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 	<p>The district engages in a data review cycle; however, there are missing steps or minimal levels of implementation.</p> <p>Of the 9 recommended steps listed, at least five are addressed fully.</p>	<p>The district does not conduct a data review cycle OR fewer than 5 items are addressed fully.</p>

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.	<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 the following.</p> <ul style="list-style-type: none">• 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	<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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