Preparation Tips for MC1: Clarifying Expected Practice

Developed by Credential Advisory Team

Getting started and developing your draft

Part 1. Components and Uses of the Practice Profile

- Start by reviewing DCI documents to refresh your knowledge and deepen your understanding of practice profiles. Examine a practice profile's introductory information, structure, and content.
- Review and reflect on MoEdu-SAIL DCI & DCI-MTSS products such as the following:
    - DCI Blueprint (https://www.moedu-sail.org/dci-blueprint-view/)
        - Practice Profile, p.45
        - Self-Assessment Practice Profile, p. 46
    - Infographics & Practice Profiles (https://www.moedu-sail.org/dci-infographic-and-practice-profile-view/)
    - Professional Learning Modules (https://www.moedu-sail.org/dci-professional-learning-modules/)
        - Practice Profiles
        - Walkthrough Tools
- Engage in collaborative conversations with other consultants if you have questions regarding the structure, components, and purpose of the practice profile.
- Next, carefully review the rubric for Part 1 Components and Function.
- Follow the rubric's sequence when drafting your outline and rough draft. This will ensure easier scoring, so nothing is missed.
- Check off each bullet point on the rubric as you address it in your draft, so nothing is accidentally omitted in your response.
- As you begin writing your draft of Part 1, address the first two bullet points which define the practice profile and describes its structure and function.
- The final three bullet points focus on training and coaching. Clearly distinguish how the practice profile is used in each.
- Make sure responses are clear and comprehensive.

Part 2. Selecting a Module and Describing Expected Use of the Practice Profile

- Carefully follow the rubric for Part 2.
    - Pay special attention to each bullet point in every section: module, building & team, strengths & needs, guiding next steps, and roles.

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    - Follow the rubric's sequence when creating your draft. A well-organized response is easier to review.
    - Check off each bullet point as you complete it and be sure to include all required components.
- Choose a module you know well and have used in both training and coaching.
    - Try to replicate an actual experience you have had with a school and team.
    - Review the specific practice profile for the chosen module.
    - Provide a thorough description of the school setting including demographics; CSIP; team type and makeup; and how the chosen module is relative to their needs.
    - Be sure to expand on **both** training and coaching. Be explicit and clear.
    - Expand on the use of the PP to identify team strengths and needs.
    - Describe specific examples of practice profile activities you have engaged in during both training and coaching.
    - Explain how teams, trainers, and coaches use the practice profile for data-based decision making.
    - Incorporate how you have used practice profile aligned tools including the SAPP and walkthrough tools.
- Thoroughly explain the role of **each** when using the practice profile: building leader, teachers, coach, and trainer. Expand on each.

Revising your draft. Reread, reflect, and revise.

- Make sure each response is clear, and easy to understand.
- Check for thoroughness. Make sure all bullet points on the rubric have been addressed.
- Check to be sure terminology used aligns with DCI/MTSS language and content.
- The response should reflect the consultant's experience, perspective, ideas, and voice.
- May sure your responses flow so the entire submission is cohesive.
- Use AI sparingly so your voice is heard.
    - Use AI to make your responses clearer or more concise without removing essential content.
    - If you use AI to expand your content, ensure it draws on MoEdu-SAIL resources and verify its accuracy.

Finalizing the submission

- Read and review the final version and recheck rubric alignment one last time.
- Make sure all responses for each section align and complement one another.
- Check for completeness, clarity, flow, and cohesiveness.

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Common Errors

- Insufficient review of MoEdu-SAIL documents before the exercise led to reliance on memory and inaccurate terminology for practice profile components.
- Responses lacked clarity and did not directly align with the expectations spelled out in the rubric.
- Responses were vague or confusing.
- Responses used language and terminology that did not align with DCI and DCI-MTSS.
- Responses did not follow the rubric's sequence, making it difficult for reviewers to locate required components.
- Responses appeared to be AI-generated rather than reflecting the consultant's own voice. AI responses were not reviewed prior to use, and included incorrect information and terminology not consistent with our work.
- The consultant appeared to have limited experience with the selected module. Choose a module with which you are very familiar.
- Responses did not distinguish between using the practice profile for training vs. coaching.
- Responses did not fully explain how **each** role (building leader, teachers, coach, and trainer) uses the practice profile.
- The submission was fragmented and lacked cohesiveness.

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