District Continuous Improvement Framework (MMD/DCI)

Infographics and Practice Profiles
Third Edition, 2019

The contents of this framework were developed under a grant from the US Department of Education to the Missouri Department of Elementary and Secondary Education (#H323A170020). However, these contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.

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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).
Become an Assessment Capable District

Organize a culture for improvement

* Use Data * Coach Others * Get Better *

Maintain a collaborative culture
Coordinate with statewide system of support
Commit to the framework

What is the consistent districtwide message?
Which practices will be implemented?
How will progress be shared?

What is the impact on students?

Review performance regularly to make data-driven adjustments

Increased Student Success

Sustainable Model for Improvement

Implement effective teaching & learning practices
Build teacher efficacy with teaming & coaching
Use data to reflect and adjust

Form a district leadership team
Establish a communication protocol

Gather data
Identify priorities and set goals
Train, team, & coach

Where are we now?
Where do we want to go?
How do we get there?

Commit to the framework

Step 1 Organize & Align
Step 2 Learn & Coach
Step 3 Monitor Fidelity
Step 4 Sustain for Improvement
Step 5 Exceptional Outcomes
Infographics
For each component of the MMD framework is an Infographic.

**Collaborative Teams**

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**Why Collaborate?**

"Quality teaching is not an individual accomplishment, it is the result of a collaborative culture that empowers teachers to team up to improve student learning beyond what any of them can achieve alone."

(Carroll, 2009)

"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)

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**The Research**

Teachers and schools that engage in quality collaboration have better achievement gains in math and reading. Moreover, teachers improve their practices at greater rates when they work in schools with better collaboration quality.

(Ronfeldt, Farmer, McQueen, & Grissom, 2015)

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**The Big Idea!**

Effective teams use processes for efficient and focused collaborative meetings.

- Agendas and Minutes
- Roles
- Norms
- Collaborative Skills
- Consensus
- Protocols

**The Process**

Shifting the Narrative

“Everyone works collectively to improve student achievement: teachers, school leaders, and other adults in schools.”

(Hattie, 2015)

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**To improve outcomes for all students, educators need to know**

**THE WHY...**

Educators become more skilled by developing common purposes and goals.

**THE WHAT...**

Educators intentionally use collaborative skills to discuss effective practices around improved student outcomes.

**THE HOW...**

Educators effectively utilize team processes. Team processes are critical!
Data-Based Decision Making

GAINS Process

**Purpose**

- Emphasizes using data to improve instruction for all students, not only those who are struggling
- Promotes commitment to deep reflection, process, and follow-through
- Relies on evidence of learning (data) to guide collaboration

**Benefits**

For teachers, benefits include

- insight into what really works,
- awareness of student strengths and misconceptions,
- structure for using student learning data to inform instruction,
- data to inform and improve building-wide instructional goals, and
- improved level of collective efficacy.

For students, benefits include

- improved teaching leading to deeper understanding of content,
- deeper understanding of content, and
- higher rates of success.

Implementation of an effective DBDM process is influenced by teacher skills and knowledge for using data, attitudes and beliefs about data, and collaborative opportunities to discuss data.

(Schildkamp & Poortman 2015)

**Guiding Questions**

How many students are succeeding in the subject I/we teach?

Within those subjects, what are the areas of strengths and weaknesses?

How can I/we establish and sustain a culture and process for strategic instructional decision making across our building, teams, and classrooms?

(Mike Schmoker, 2003)
**Common Formative Assessment**

What is Common Formative Assessment?

- **Common** = Given by all teachers at a grade level or in a content area
- **Formative** = Provides data to inform planning and instruction
- **Assessment** = Provides analytical rather than evaluative information

**(Cook & Negron, 2009)**

**It is a process!**

**Questions to Consider**

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

- What types of assessments do we currently use?
- Who analyzes the assessment results?
- What functions should assessment instruments have to provide greatest leverage?
- How can I best use selected response, constructed response, and performance task assessments?

**The Learning Process**

"Assessment is not something that is done to students separate and apart from instruction; assessment must be – must be seen to be – something that is done with students as an integral part of the learning process."

**(O’Connor, 2002)**

**Benefits**

Team-developed common formative assessments

- are a more efficient use of teachers’ time,
- are more equitable for students,
- are more effective in monitoring and improving student learning,
- can inform and improve the practice of both individual teachers and teams of teachers,
- can build the capacity of the team to achieve at higher levels, and
- are essential to systematic interventions when students do not learn.

**(DuFour, DuFour, & Eaker, 2007)**
Developing Assessment Capable Learners

Assessment Capable Learners
Students who

- know the learning target for the lesson,
- can describe where they are in relation to the criteria, and
- use that information to select learning strategies to improve their work.  

(Chappuis, 2015)

Closing the Gap

Students

- understand what they are supposed to learn,
- monitor their progress,
- set goals, and
- reflect on their learning.

Teachers

- provide descriptive feedback linking learning goals to success criteria,
- provide feedback about strengths and ways to improve,
- pace instruction to allow for frequent feedback, and
- prompt students to assess their own progress.

Effect Size
Assessment Capable Learners

(Stiggins & Chappuis, 2010)

(1.33 effect size)

(Off the Charts!)

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

(Stiggins & Chappuis, 2010)

(Hattie, 2015)
**Metacognition**

**What is Metacognition?**
- Awareness of one’s own actions and their effects
- Posing internal questions to find information and meaning
- Developing mental maps, pictures, or plans
- Monitoring plans throughout a process and revising plans when they do not work
- Self-evaluating a completed plan

**The Research**

(Hattie, 2017)

(Hattie, 2009)

(McElwee, 2009)

(McElwee, 2009)

(Nokes & Dole, 2004)

**Impact of Metacognition**
- Facilitates active rather than passive learners
- Gives students a greater awareness of their learning
- Promotes “deep learning”
- Makes students aware of their own thinking

**Four Types of Self-Addressed Metacognitive Questions**

**Comprehension**
What is the question?

**Connection**
How is this problem like one I’ve already solved?

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

**Reflection**
Does the solution make sense?

When students are metacognitive they understand...

- This is my task
- I know my steps
- I have ideas of solutions
- I can apply my knowledge to various situations
- I am a learner

(Nokes & Dole, 2004)
School-Based Implementation Coaching

Essential Functions

Educators
1. Develop and maintain coaching relationships
2. Provide effective feedback
3. Develop a strategic and differentiated coaching plan
4. Use solution dialogue
5. Progress monitor implementation of effective educational practices

The Research

(Joyce & Showers, 2002)

Adding Peer Coaching Increases Implementation

95%

How Coaching Works

School-Based Implementation Coaching

Team to Team

Individual to a Team

Peer to Peer

Workshop/Training

Workshop/Training, Modeling

Workshop/Training, Modeling, Practice

Workshop/Training, Modeling, Practice, Feedback

& Peer Coaching

10%

13%

16%

19%

( Joyce & Showers, 2002)
**Collective Teacher Efficacy**

**What is Collective Teacher Efficacy (CTE)?**

*Collective Teacher Efficacy 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
- Enhances parent-teacher relationships
- Fosters teacher commitment

**When CTE is high in schools, teachers**

- 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, teachers**

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

**CTE capacity is built through**

- collaborative social networks,
- teacher leadership,
- teacher voice in decision making & problem solving, &
- collaborative teacher inquiry.

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(1.57 effect size)

(Hattie, 2017)

Brinson, D. & Steiner, L. (2007)
Becoming an Instructional Leader of Your Building

Areas of Instructional Focus

Collaborative Culture and Climate
How can we work in an environment that promotes collaboration to improve performance for all students?

Effective Teaching/Learning Practices
What are the teaching/learning practices that are known to be highly effective and 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?

Key Actions

1. **Ensure Effective Collaborative Teams**

<table>
<thead>
<tr>
<th>Building Leadership Team</th>
<th>Collaborative Teams</th>
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</thead>
<tbody>
<tr>
<td>• Represents educators across grades and content areas</td>
<td>• Analyze and prioritize strengths and weaknesses related to instruction</td>
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<tr>
<td>• Focus on common goals</td>
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<tr>
<td>• Analyze building and classroom level student data</td>
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</table>

2. **Facilitate Effective Use of Time**
Teachers need time during the school day set aside for collaboration that includes:
- training/professional development,
- data collection,
- data analysis, and
- team planning.

3. **Establish Expectations for All Educators**
- Accept responsibility for all students in all grade levels.
- Focus on learning and implementing effective teaching/learning practices and analyzes common formative assessments to evaluate the teaching/learning.
- Encourage and support each other to be successful learners and implementers of effective practices.

4. **Ensure Wise and Focused Use of Resources**
The building leader needs to ensure that resources are available to allow staff to carry out activities essential to learning including:
- people (internal/external),
- time (job-embedded),
- professional development,
- materials, and
- money.

5. **Monitor for Implementation & Collaboration**
Ensure effective teaching/learning practices are implemented with fidelity, assessments are administered, data is used to inform instruction, and teachers are working together to help one another.
**Practice Profiles**

For each component of the MMD framework is a Practice Profile.

<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient</th>
<th>Far from Proficient</th>
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</thead>
</table>
| **1** Educators collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement. | Teams address 3/4 of the following at least twice monthly, as evidenced by agendas and minutes:  
• Discuss data and monitoring student progress.  
• Identify instructional practices that result in student learning.  
• Identify students needing reteaching.  
• Align instructional practices to academic standards. | Teams address 3/4 items at least monthly, as evidenced by agendas and minutes. | Teams address 2/4 items at least monthly, as evidenced by agendas and minutes. | Teams address fewer than 2/4 items at least monthly, as evidenced by agendas and minutes. |
| **2** Educators effectively implement group processes in collaborative meetings. | Teams meet weekly using agenda and minutes in collaborative meetings. | Teams meet at least monthly using agendas and minutes in collaborative meetings. | Teams meet regularly but with no set schedule. | Team meetings times are irregular, infrequent, and/or often canceled. |
| | Teams use agendas which include 8/9 of the following recommended items:  
• Team/group name.  
• Date/time/location.  
• Outcomes (includes required materials).  
• Past items to review.  
• New items.  
• Celebrations.  
• Norms.  
• Roles.  
• Next meeting date. | Teams use agendas which include 7/9 of recommended items. | Teams use agendas which include at least 4/9 of recommended items. | Teams use agendas which include fewer than 4/9 of recommended items are not developed. |
|   | Educators effectively implement group processes in collaborative meetings. | Teams use minutes and communication that address 8/9 of the following recommendations:  
- Purpose for the meeting.  
- Where and when held.  
- List of the attendees.  
- Tasks achieved during the meeting.  
- Decisions made at the meeting.  
- List of actions agreed upon including to whom it was assigned and the completion date.  
- Notes are centrally stored with easy access for all participants to provide updates and comments.  
- Agendas that use a consistent template for easy reference.  
- Agendas distributed to all stakeholders. | Teams use minutes and communication that address 7/9 of the recommendations. | Teams use minutes and communication that address at least 4/9 of the recommendations. | Teams use minutes and communication that address fewer than 4/9 of the recommendations or are not developed. |
|---|---|---|---|---|---|
| 2 | (continued) Educators intentionally use collaborative skills in collaborative team meetings. | During team meetings, problem-solving and sharing involves at least 6/7 of the following collaborative behaviors:  
- Pausing.  
- Paraphrasing.  
- Posing questions.  
- Putting ideas on the table.  
- Providing data.  
- Paying attention to self and others.  
- Presuming positive intentions. | During team meetings, problem-solving and sharing involves at least 5/7 collaborative behaviors. | During team meetings, problem-solving and sharing involves fewer than 5/7 of the recommended collaborative behaviors. | The collaborative behaviors do not occur during team meetings. |
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<tr>
<td>Educators establish collaborative process for collecting data.</td>
<td>Meet 9/9 criteria.</td>
<td>7/9 criteria are met.</td>
<td>Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)</td>
<td>Far from Proficient (Follow-up professional development and coaching are critical.)</td>
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<td></td>
<td>Collaborative data team process</td>
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<td></td>
<td>• Establish a data team with members sharing a common interest (content, grade level, etc.).</td>
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<td></td>
<td>• Meet at regularly scheduled predetermined times to collaborate on student data.</td>
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<td></td>
<td>• Define and use roles to improve meeting effectiveness and efficiency.</td>
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<td></td>
<td>• Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction.</td>
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<td></td>
<td>• Use a system for sharing and storing team documents (i.e. agenda, minutes, etc.).</td>
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<td></td>
<td>• Hold team accountable for individual and team review of data</td>
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<td></td>
<td>Data collection process</td>
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<td></td>
<td>• Collect student data in relation to learning targets.</td>
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<td>• Collect data describing instructional processes.</td>
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<td></td>
<td>• Organize data in preparation for review and analysis.</td>
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<tr>
<td>Educators implement a process for examining and interpreting data.</td>
<td>Meet 6/6 criteria.</td>
<td>5/6 criteria are met.</td>
<td>Fewer than 4/9 of any of the criteria occur.</td>
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<td>Use purposeful data analysis system to guide effective data analysis.</td>
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<td></td>
<td>Consistently use protocol for data analysis.</td>
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<td>Identify a common problem that is related to a learning goal.</td>
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<td></td>
<td>Reflect on how instruction has previously impacted the common problem.</td>
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<td></td>
<td>Predict a link to teacher practice.</td>
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<td></td>
<td>Organize and track the data-informed decisions made by the team in order to be available for future problem-solving discussions.</td>
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### Educators determine instructional action steps.

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<th>3</th>
<th>Meet 5/5 criteria.</th>
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<td>• Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis.</td>
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<td></td>
<td>• Design a lesson or set of lessons addressing the learning goal.</td>
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<tr>
<td></td>
<td>• Schedule and deliver instructional change (lesson or set of lessons).</td>
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<tr>
<td></td>
<td>• Collect evidence of learning outlined in the IAP.</td>
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<tr>
<td></td>
<td>• Outline how engaging students in review of learning will inform design or delivery of instructional change.</td>
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<tr>
<td>4/5 criteria are met.</td>
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<td>Fewer than 3/5 of any of the criteria occur.</td>
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</table>

### Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.

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<th>Meet 7/7 criteria.</th>
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<td>• Review previously created data analysis system and improve it as necessary to determine instructional impact.</td>
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<td>• Analyze evidence of learning collected during instructional change.</td>
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<td>• Include time in data team meetings to reflect on and discuss what worked, what did not work and why.</td>
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<td>• Determine if/how instructional change targeted student learning goal.</td>
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<td></td>
<td>• Incorporate review of student data into instruction and gain feedback on student learning from students.</td>
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<tr>
<td></td>
<td>• Schedule time to reflect on the outcome of the instructional change.</td>
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<td></td>
<td>• Adjust instructional action plan to reflect findings.</td>
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<td>6/7 criteria are met.</td>
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<tr>
<td>Essential Function</td>
<td>Exemplary Implementation</td>
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</tbody>
</table>
| **1** Educators develop clear and meaningful learning targets to guide instruction and student learning. | Learning targets are developed that meet 5/6 criteria:  
• Learning target is clearly connected to essential learning in the domain.  
• Learning target develops deep understanding of underlying concepts and/or acquisition of skills.  
• Learning target clearly engages higher order thinking processes.  
• Learning target is clearly manageable and can be accomplished in the course of a lesson or unit (may be several periods).  
• Learning target is clearly explained to students.  
• Connections between current learning target and prior learning are clearly made. | 4/6 criteria are met including:  
• Learning target is clearly connected to essential learning in the domain. | 3/6 criteria are met including:  
• Learning target is clearly connected to essential learning in the domain. | Fewer than 3/6 criteria are met. |
| **2** Educators establish clear and measurable student success criteria in a rubric, scoring guide, or checklist. | Establish clear and measurable student success criteria that meet 4/5 criteria:  
• Success criteria are clearly and effectively aligned to learning targets.  
• Success criteria clearly and effectively relate to what students will say, do, make, or write to show evidence of learning.  
• Success criteria clearly and effectively reflect ways for students to indicate their current status relative to the learning targets.  
• Success criteria are communicated in language students can fully understand.  
• Success criteria are frequently referred to during the learning process. | 3/5 criteria are met including:  
• Success criteria are clearly and effectively aligned to learning targets.  
• Success criteria clearly and effectively relate to what students will say, do, make, or write to show evidence of learning. | The following criteria are met:  
• Success criteria are clearly and effectively aligned to learning targets.  
• Success criteria clearly and effectively relate to what students will say, do, make, or write to show evidence of learning. | Fewer than 2/5 of the criteria are met. |
<table>
<thead>
<tr>
<th></th>
<th>Educators construct and/or use quality assessment instruments which are of sound design and measure the learning targets.</th>
</tr>
</thead>
</table>
| 3 | Quality assessment instruments meet 4/5 criteria:  
   - Formative assessments:  
     • Are used to collect data on student learning during the learning process.  
     • Are fully aligned with the learning target and success criteria.  
     • Are clearly appropriate for the purpose of generating data in relation to the success criteria.  
     • Are consistently and strategically placed during the course of the learning process.  
     • Provide opportunities for students to clearly show “where am I now” in relation to mastery of the learning target. |
|   | 3/5 criteria are met including:  
   - Formative assessments are used to collect data on student learning during the learning process. |
|   | 2/5 criteria are met including:  
   - Formative assessments are used to collect data on student learning during the learning process. |
|   | Fewer than 2/5 of the criteria are met. |

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<tr>
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<th>Educators use assessment data to improve student learning.</th>
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</table>
| 4 | Assessment data is used to improve student learning and meets 3/3 criteria:  
   - The teacher’s decisions about next steps are completely based on evidence.  
   - The teacher takes clearly appropriate action based on evidence (e.g., to continue as planned, scaffold, give student feedback, shift focus).  
   - The teacher feedback to students is clearly aligned with the learning target and success criteria. |
|   | 2/3 of the criteria are met including:  
   - The teacher’s decisions about next steps are completely based on evidence. |
|   | The following criterion is met:  
   - The teacher’s decisions about next steps are completely based on evidence. |
<p>|   | No criteria are met. |</p>
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<tr>
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</table>
| Educators teach students to determine, “Where am I Going?” | When teaching students to develop learning goals, 5/5 criteria occur: Educator:  
- Writes daily targets using student-friendly language, using “I can _________” or “I know _________” statements.  
- Creates daily opportunities for students to use or interact with learning targets.  
- Develops rubric or scoring guide for appropriate assignments and provides multiple opportunities for students to use/interact with the rubric/scoring guide during the learning.  
- Analyzes sample work with the students using strong and weak examples and asking students to justify their analyses (an on-going task throughout learning to clarify misconceptions).  
- Asks students to set daily goals in relation to the learning targets. | When teaching students to determine learning goals, 4/5 criteria occur and must include: Educator:  
- Writes daily targets using student-friendly language, using “I can _________” or “I know _________” statements.  
- Creates daily opportunities for students to use or interact with learning targets.  
- Asks students to set daily goals in relation to the learning targets. | When teaching students to determine learning goals, 3/5 criteria occur and must include: Educator:  
- Writes daily targets using student-friendly language, using “I can _________” or “I know _________” statements.  
- Creates daily opportunities for students to use or interact with learning targets.  
- Asks students to set daily goals in relation to the learning targets. | When teaching students to determine learning goals, fewer than 3/5 criteria occur. |
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</table>
|   | **Educators teach students to determine, “Where am I Now?”** | When teaching students to self-evaluate learning progress, 5/5 criteria occur:  
**Educator:**  
- Provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria.  
- Provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process.  
- Paces instruction to allow for frequent, descriptive feedback to all students and allows time for students to act on the feedback received.  
- Asks students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process.  
- Instructs students to set personal goals based on feedback and self-assessment. | When teaching students to self-evaluate learning progress, 4/5 criteria occur. | When teaching students to self-evaluate learning progress, 3/5 criteria occur. | When teaching students to self-evaluate learning progress, fewer than 3/5 criteria occur. |
| 3 | **Educators teach students to determine, “How do I Close the Gap?”** | When teaching students to identify next steps in learning, 4/4 criteria occur:  
**Educator:**  
- Assists each student in determining what might be some of the next instructional steps for the individual.  
- Paces instruction to allow for the feedback loop and focused student revision.  
- Provides opportunities for students to self-reflect and document their learning.  
- Provides opportunities for students to share their learning. | When teaching students to identify next steps in learning, 3/4 criteria occur. | When teaching students to identify next steps in learning, 2/4 criteria occur. | When teaching students to identify next steps in learning, fewer than 2/4 criteria occur. |
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| Developing metacognition in learners. | When developing metacognition in learners 5/5 criteria are met:  
- When presenting students with a task, the teacher promotes a metacognitive environment by talking about thinking and learning in general and specifically talking about one’s own thinking and learning.  
- When presenting students with a task, the teacher models metacognitive practices before, during, and after learning.  
- When presenting students with a task, the teacher provides opportunity for students to think about the best way to approach the task or accomplish the learning target and connect to prior experiences.  
- When presenting students with a task, the teacher provides opportunity for students to monitor progress in relation to learning target and success criteria.  
- When presenting students with a task, the teacher provides opportunity for students to determine if learning target was met and reflect on what went well what did not go well and what to do differently next time. | 4/5 criteria are met. | 3/5 criteria are met. | Fewer than 3/5 criteria are met. |
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| 1 Educators develop and maintain coaching relationships. | Meet 5/5 criteria for developing and maintaining coaching relationships:  
- Create reciprocal partnerships.  
- Communicate about coaching purpose and practices.  
- Allow teachers to identify needs and to choose coaching support.  
- Acknowledge and address differences.  
- Build teacher leadership capacity. | Meet 4/5 criteria. | Meet 3/5 criteria. | Fewer than 3/5 criteria. |
| 2 Educators provide effective feedback. | Effective feedback provided by educators meets 6/6 criteria:  
- Provide informal positive feedback immediately after the session.  
- Use specific, descriptive, and actionable verbal feedback.  
- Use specific, descriptive, and actionable written feedback.  
- Start with positive feedback focusing on specific examples that indicate strengths of practice.  
- Reaffirm the positive and then mutually address growth elements with specific language and examples.  
- Celebrate growth within the practices. | Meet 5/6 criteria. | Meet 4/6 criteria. | Fewer than 4/6 criteria. |
| 3 Educators develop a strategic and differentiated coaching plan. | Coaching plans developed by educator meet 5/5 criteria:  
- Align coaching plan focus to school building/district vision and goals.  
- Support educators in self-assessment using the Practice Profile of the effective educational practice(s).  
- Support educators in development of growth goal.  
- Establish methods of data collection for indicators of progress.  
- Share a plan for gradual release of responsibility. | Meet 4/5 criteria. | Meet 3/5 criteria. | Fewer than 3/5 criteria. |
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<tr>
<th>District Continuous Improvement Infographics and Practice Profiles, Third Edition, May 2019</th>
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<tbody>
<tr>
<td><strong>Educators use solution dialogue.</strong></td>
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<td><strong>Solution dialogue includes 7/7 criteria:</strong></td>
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<tr>
<td>• Facilitate conversation about what has gone well and where more support is needed.</td>
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<tr>
<td>• Facilitate conversation about relevant data.</td>
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<td>• Respond to ideas for improvement by validating, adding suggestions, and providing rationale for changes in practice.</td>
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<tr>
<td>• Support suggestions for change in practice by modeling examples of the content/practice in use.</td>
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<tr>
<td>• Provide opportunity for reflection and clarification of recommendations.</td>
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<tr>
<td>• Offer opportunity or resources for guided practice.</td>
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<tr>
<td>• Facilitate identifying next steps.</td>
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<tr>
<td><strong>Includes 6/7 criteria.</strong></td>
</tr>
<tr>
<td><strong>Educators progress monitor implementation of effective educational practices.</strong></td>
</tr>
<tr>
<td><strong>Meet all 3/3 criteria and use four modes of gathering evidence:</strong></td>
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<tr>
<td>• Gather evidence to monitor progress toward growth goal plan using four modes.</td>
</tr>
<tr>
<td>▪ Observation.</td>
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<tr>
<td>▪ Video recording themselves.</td>
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<tr>
<td>▪ Student evidence (classroom discourse, student work).</td>
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<tr>
<td>▪ Journaling.</td>
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<tr>
<td>• Reflect on evidence to determine growth toward goal.</td>
</tr>
<tr>
<td>• Determine next steps.</td>
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<tr>
<td><strong>Meet 3/3 criteria.</strong></td>
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## Collective Teacher Efficacy (CTE) Practice Profile

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| 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. | 85% of teachers report that within the last 12 months, they have met 5 criteria for efficacy.  
  - They have successfully implemented a new instructional strategy or practice learned in training (affective state).  
  - They have received feedback and encouragement regarding the implementation of an instructional strategy or practice learned in training (social persuasion).  
  - They have seen others in their building implement a new instructional strategy or practice learned in training (vicarious experience).  
  - They have collected informal or formal data to indicate they have successfully implemented a new instructional strategy or practice learned in training (mastery experience).  
  - They report they have the resources and support needed to make a major impact on student learning. | 70% of teachers report that within the last 12 months they have met 5 criteria. | 50% of teachers report that within the last 12 months they have met 5 criteria. | Fewer than 50% of teachers report that within the last 12 months they have met 5 criteria. |
| District/Building leaders provide opportunities for teacher collaboration that encourages the development of social networks focused on improving instructional practice. | 85% of teachers report having met 4 criteria.  
  - 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. | 70% of teachers report having met 4 criteria. | 50% of teachers report having met 4 criteria. | Fewer than 50% of teachers report having met 4 criteria. |
|   | District/Building leaders design school structures, promote professional development, and allot time in ways that support the development of **teacher leadership.** | 85% of teachers participate in school leadership opportunities through
- work focused on school and/or district improvement,
- professional development provided by themselves and/or colleagues,
- work focused on strengthening school and/or district curriculum,
- opportunities to participate in professional organizations, and
- work focused on family/community partnerships. | 70% of teachers participate in school leadership opportunities through 5 criteria. | 50% of teachers participate in school leadership opportunities through 5 criteria. | Fewer than 50% of teachers participate in school leadership opportunities through 5 criteria. |
|---|---|---|---|---|---|
| 3 | District/Building leaders establish a climate that values **teacher voice in decision making.** | Regarding major decisions in their school, 85% of teachers report the following 5 criteria occur
- the decision-making process is transparent,
- the decision-making process includes opportunities for teachers to share their ideas and expertise,
- they believe they had an influential voice in decisions,
- they trust those in the decision-making role, and
- a collaborative problem-solving approach is used to generate ideas/solutions. | Regarding major decisions in their school, 70% of teachers report the 5 criteria. | Regarding major decisions in their school, 50% of teachers report the 5 criteria. | Regarding major decisions in their school, fewer than 50% of teachers report the 5 criteria. |
| 4 | District/Building leaders design intentional supports that promote **collaborative teacher inquiry.** | 85% of teachers participate in collaborative inquiry that includes the following 6 criteria.
- has a formal structure (meeting times, teams, and process are defined),
- builds consensus around compelling problems of instruction,
- involves collaborative collection and analysis of data relevant to the identified problem of instruction,
- results in collective commitment to a plan to address student needs,
- results in evaluation of the plan and further adjustments, and
- improves teachers' understanding and teaching practices. | 70% of teachers participate in collaborative inquiry that includes the 6 criteria. | 50% of teachers participate in collaborative inquiry that includes the 6 criteria. | Fewer than 50% of teachers participate in collaborative inquiry that includes the 6 criteria. |
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| **1**  
A collaborative culture and climate is visible through the students, teachers, and administrators. | The school leadership provides a supportive environment that includes all 5 of the **Proficient criteria**, plus meets 3/4 of the following:  
- Discovering and developing capacity in staff.  
- Creating a new paradigm/vision for school culture.  
- Promoting inclusion for all.  
- Modeling an attitude of serving. | The school leadership provides a supportive environment that meets 4/5 of the following criteria:  
- 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 high quality building leadership team is established and evidenced through member roles, team function and norms, and records of meetings. | The school leadership provides a supportive environment that meets 3/5 **Proficient** criteria. | The school leadership has a school environment with fewer than 3/5 **Proficient** criteria are met. |
| **2**  
Leadership supports and ensures teaching and learning practices engage all students in meaningful learning. | Select and implement evidence-based effective methods that meet 4/4 criteria:  
- Are not content related.  
- Are tied to teacher standards.  
- Are implemented with fidelity.  
- Inform decisions of progress through **regularly scheduled** formative assessments selected by appropriate teams. | Select and implement evidence-based effective methods that meet 4/4 criteria:  
- Are not content related.  
- Are tied to teacher standards.  
- Are implemented with fidelity.  
- Inform decisions of progress through assessment methods selected by the **instructor**. | Select and implement evidence-based effective methods that meet 3/3 of the following criteria:  
- Are not content related.  
- Are implemented with fidelity.  
- Inform decisions of progress through assessment methods selected by the **instructor**. | Select and implement evidence-based effective methods that meet 3/3 of the following criteria:  
- May or may not be content related.  
- Are implemented with fidelity.  
- Inform decisions of progress through assessment methods selected by the **instructor**. |
<table>
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<tr>
<th>3</th>
<th>Leaders develop teacher capacity to use formative assessment through supportive data climates facilitating the use of formative data.</th>
<th>Leaders work with teacher teams to select and/or create research-based formative assessment methods that include 4/4 criteria:  - Clearly defined outcomes.  - A problem-solving model.  - Structured assessment criteria.  - Selected and constructed responses.</th>
<th>Leaders work with teachers on research-based formative assessment methods that include 3/4 criteria.</th>
<th>Leaders designate select teachers to develop research-based formative assessment methods that include 2/4 criteria.</th>
<th>Leaders have little understanding and knowledge of formative assessment methods that include fewer than 2/4 criteria.</th>
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<tr>
<td>4</td>
<td>Leaders initiate evidence-based decisions and processes that focus on outcomes.</td>
<td>Leadership teams establish systems to support frequent and regularly scheduled team-based decision-making that meet 2/2 criteria:  - Are linked to multiple levels of data.  - Establish 2 or more priorities for the school year (such as knowledge, evaluation, time, resources).</td>
<td>Leaders establish systems to support regular team-based decision-making that meet 2/2 criteria:  - Are linked to multiple levels of data.  - Establish 2 or more priorities for the school year (such as knowledge, time, evaluation and resources).</td>
<td>Leaders oversee systems of decision-making that:  - Are linked to 1 or more levels of data.  - Establish 1 or more priorities for the school year (such as knowledge, time, evaluation, and resources).</td>
<td>There is no system in place for team-based decision-making.</td>
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<td>District leaders maintain a collaborative culture and climate at the district-level and with building leaders.</td>
<td>District Leadership Team (DLT) and district contacts address all criteria indicated as proficient. Participation of DLT in monthly meetings is consistent. The meetings are well-documented examples of proficient implementation. Communication protocols are consistently followed and shared district wide. As new DLT members are brought on board, they receive professional development about district-level implementation and district-level roles.</td>
<td>• District-level contact person is identified and acts as the primary contact for reciprocal communication with the Coaching Support Team (CST) facilitator.  • DLT is in place, comprised of members with expertise in the following areas: Instruction, curriculum, assessment, technology, special education, pre-K, elementary, middle, and high school.  • DLT meets monthly to collaborate and shape participation.  • DLT has developed an ongoing partnership with CST.  • Technology (i.e. virtual meetings, document sharing) is used for timely and consistent sharing of information and support from the CST. Communication protocols result in consistent understanding of participation in all buildings.  • Building-level contacts identified.  • A consistent district-wide plan for communicating with building-level contacts is established.  • Building-level contacts use a protocol to regularly disseminate information to all staff. DLT collaborates with building leaders to define building-level expectations, develop action plans, collect data, and monitor progress toward improving instruction leading to student learning.</td>
<td>• 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.</td>
<td>• 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.</td>
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| 2 | District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice. | An action plan with implementation timeline, aligned with existing Comprehensive School Improvement Plan (CSIP) and district professional development plan, is developed and used. This action plan:  
- 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 focus across district priorities.  
- Builds in opportunities for progress monitoring and revisiting action plan annually.  
This plan contains:  
- Prioritized goals.  
- Annual measurable goals and outcomes matched to data sources.  
- Identified data elements (e.g., CWIS, SAPP), which are reviewed at least annually for data-driven discussions. | An action plan with implementation timeline, aligned with existing Comprehensive School Improvement Plan (CSIP) and district professional development plan, is developed; however, there are gaps in recommended items, data, and review processes as listed in the proficient column. Of the 10 recommendations listed, at least 6 are addressed fully. | An action plan does not exist OR fewer than 6 items are addressed fully. |
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| 3 District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data. | A system for supporting and monitoring fidelity and implementation of progress is established, used, and revisited annually. This system includes a data review cycle consisting of items listed as proficient. Based on implementation of the data review cycle, district leaders receive professional development (or refresher professional development) to maintain proficient implementation of the data elements and the review cycle. | A system for supporting and monitoring fidelity and implementation of progress is established, used, and revisited annually. This system includes a data review cycle which promotes the following actions:  
- Determine district-wide and building-level status and needs for professional development using CWIS, SAPP, and other data.  
- Determine focus areas of need and set benchmarks for improvement.  
- Provide for training and coaching (including use of the virtual learning platform) to address needs for improved instruction and build on strengths.  
- Provide opportunity for educator reflection on the acquisition and application of new instructional knowledge and skills.  
- Monitor implementation through observations and walkthroughs.  
- Provide educators with descriptive feedback and support for improvement.  
- Review school-wide data and identify ways of continuing to improve instruction and outcomes.  
- Share data and collaborate with building leaders.  
- Use data at all levels to guide professional development. | The district engages in a data review cycle; however, there are missing steps or minimal levels of implementation. Of the 9 recommended steps listed, at least five are addressed fully. | The district does not conduct a data review cycle OR fewer than 5 items are addressed fully. |
| 4 District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction. | The DLT uses an established protocol for review of all district work, initiatives, and programs to assure current and ongoing alignment with the district CSIP. The protocol consists of:  
- A schedule of taking inventory of all district initiatives in a manner that identifies redundancies and inconsistencies.  
- A process for assuring alignment as new initiatives or programs are added to district/building expectations. Persons designated with responsibility for following the protocol and communicating to district/building leaders how alignment can/should occur. | The DLT uses an established a protocol for review of all district work, initiatives, and programs to assure current and ongoing alignment with the district CSIP. The protocol consists of:  
- A schedule of taking inventory of all district initiatives in a manner that identifies redundancies and inconsistencies.  
- A process for assuring alignment as new initiatives or programs are added to district/building expectations. Persons designated with responsibility for following the protocol and communicating to district/building leaders how alignment can/should occur. | The DLT has established a protocol addressing all recommended items; however not all recommendations are implemented. | The DLT has an established protocol; but it does not contain all recommended items OR a protocol has not been established. |