Eighth Edition, 2024-25

District Continuous Improvement

Framework

Acknowledgments

Many people across Missouri contributed to the development and evolution of this Blueprint and the overall District Continuous Improvement Framework. Special recognition goes to the following partners who have collaboratively helped shape the statewide District Continuous Improvement Framework.

- The Commissioner, Deputy Commissioner, and Assistant Commissioners at the Missouri Department of Elementary and Secondary Education for their vision and leadership
- DESE Division of Learning Services who worked collaboratively to create alignment across offices and to support districts in their efforts to implement effective educational systems
- Directors and Consultants from statewide Regional Professional Development Centers for their ongoing commitment to DCI
- Staff from the Northern Arizona University Institute for Human Development for leadership and ongoing support for the design and development of District Continuous Improvement
- The participating DCI Districts for their willingness to collaborate, share, and inform the future of education for Missouri students

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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.

Personnel from the Institute for Human Development (IHD), at Northern Arizona University, provide training, education, and service for people with disabilities and conduct research focusing on improving educational and disability systems. For over ten years, this team has worked closely with the Missouri Department of Elementary and Secondary Education, Office of Special Education to infuse research into professional development and the statewide system of support. This translation of research into practice occurs through the reciprocal exchange of information, between community members, partner organizations, state agencies, and the IHD. IHD is part of a national network of University Centers for Excellence in Developmental Disabilities (UCEDD).

Contents

Common Acronyms

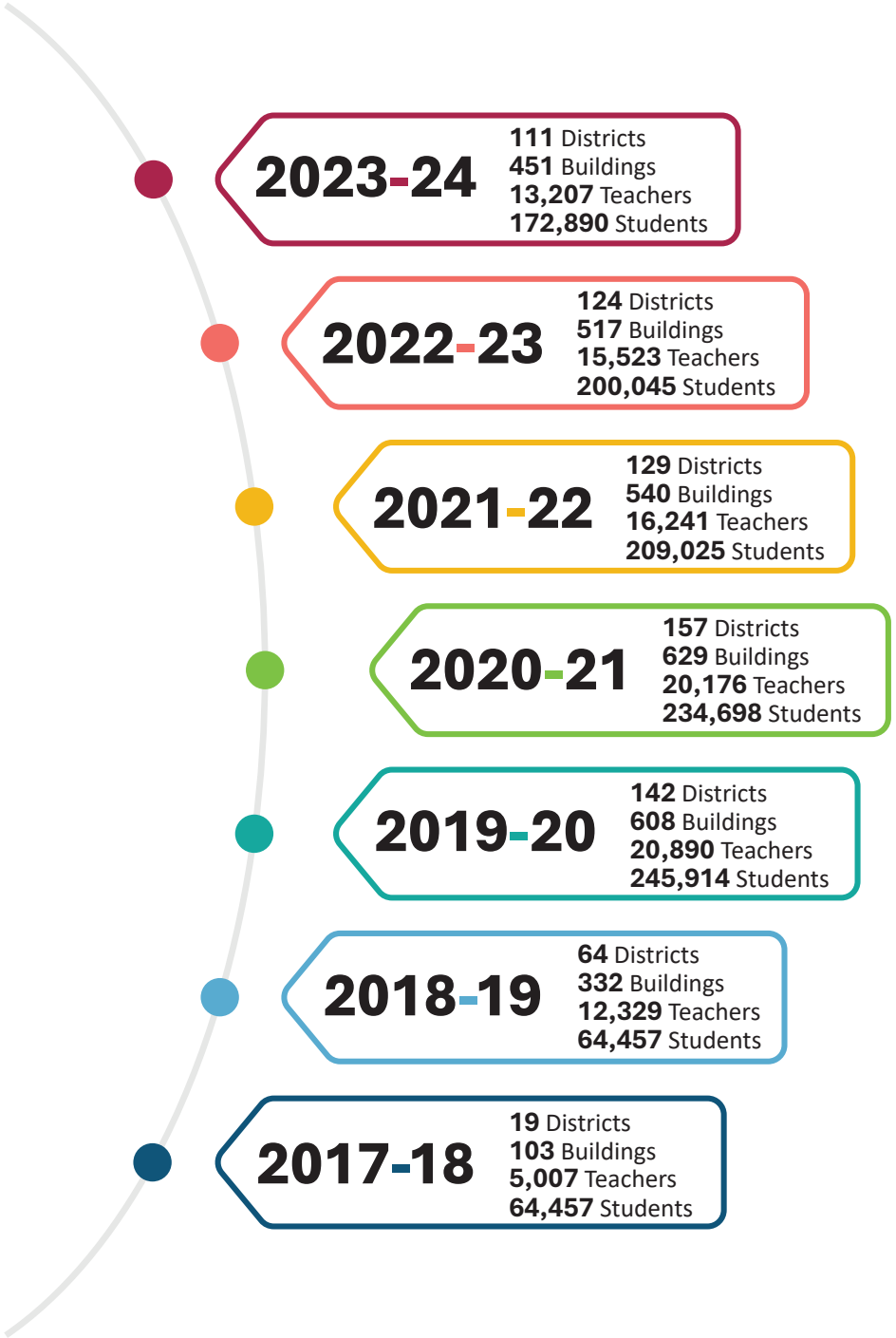
Abbreviation	Explanation
BLT	Building Leadership Team
CFA	Common Formative Assessment
CSIP	Comprehensive School Improvement Plan
CST	Coaching Support Team
CT	Collaborative Teams
CTE	Collective Teacher Efficacy
CWIS	Collaborative Work Implementation Survey
DACL	Developing Assessment Capable Learners
DBDM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

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

For definitions of terms used through the Blueprint, see the Glossary of Terms (starting on p. 89) in the Appendix.

Introduction

The partnership between the Missouri Department of Special Education (DESE) and Missouri Educational Systems and Instruction for Learning (MoEdu-SAIL) started during the 2017 school year with Missouri Model Districts. This statewide project became known as District Continuous Improvement (DCI) in 2019 and included 111 districts with 451 buildings in the 2023-24 school year. The timeline below provides details regarding the growth of the project over the years, and the impact on the number of districts, buildings, teachers, and students.



Outcomes

The Missouri Department of Elementary and Secondary Education is committed to maintaining a statewide system designed to support district leaders and educators to achieve exceptional outcomes for all students. Through this partnership, DESE and participating districts work collaboratively to achieve the following outcomes.

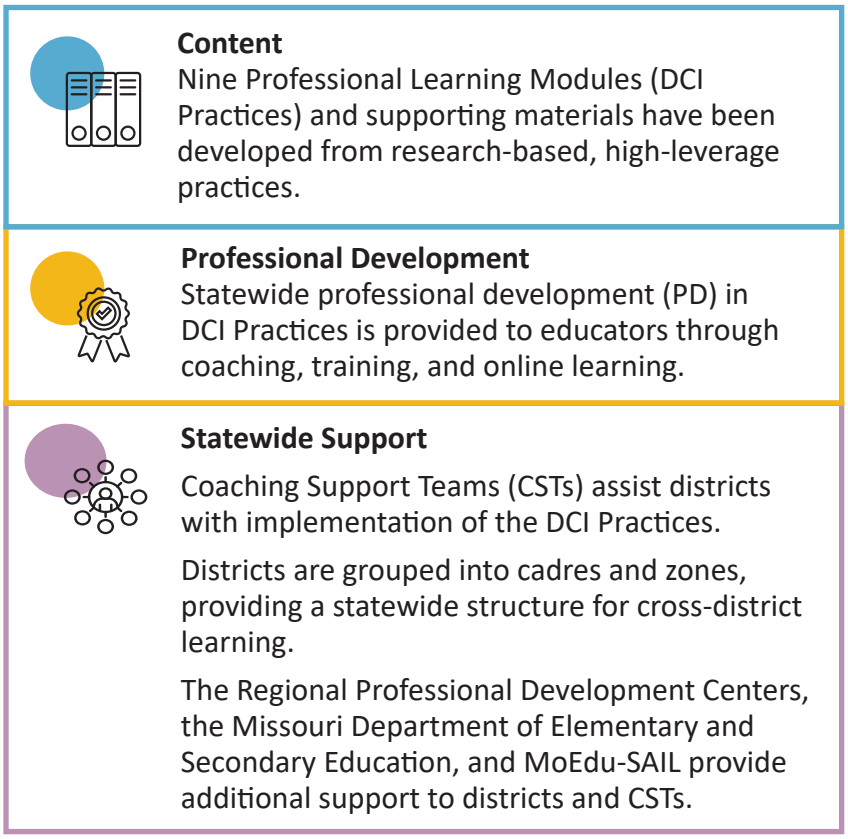
- Implement the DCI Framework as a cohesive system of support that can be used statewide in any district, regardless of demographics
- Collaborate across statewide systems and provide resources that support effective education for ALL Missouri students
- Collect data to inform the District Continuous Improvement Framework as a model for effective teaching and learning, identifying non-negotiables (what works) and areas of flexibility for implementation in various contexts
- Implement effective educational practices resulting in exceptional outcomes for all students, especially students showing risk factors, including students with disabilities

> *I am a firm believer that, as in life, good work in our schools doesn't happen without building relationships. Through the work of DCI and the building of collaborative teams, our school administrators, instructional leaders, and teachers develop relationships that focus on a culture of care, collaboration, trust, support, and purpose. Once these relationships are established, data is shared openly and objectively and effective teaching and learning practices are implemented, coached, and collaborated on. It is through this process that student achievement is improved and student successes applauded. DCI provides a framework that is necessary for sustainable school improvement.*
>
> *Gwen M. Deimeke*
> *IDEA Coordinator|Office of Special Education*

Watch for these checkmarks suggesting further references.

DCI Framework

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



Content, In Detail

The content for the DCI Framework consists of nine DCI Practices (described in detail beginning on p. 10). The DCI Practices, from which the content of the Professional Learning Modules is derived, are organized into three key components.

Foundations - three foundational educational practices essential for collaborative, data-informed instruction and decision making: Collaborative Teams (CT), Data-Based Decision Making (DBDM), and Common Formative Assessment (CFA).

Effective Teaching and Learning Practices (ETLP) - two selected evidence-based practices shown to be highly effective in improving student achievement: Developing Assessment Capable Learners (DACL) with Feedback and Metacognition.

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

Professional Development, In Detail

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

Statewide Support, In Detail

DESE provides Statewide Support to participating districts through a partnership with MoEdu-SAIL and the Missouri Regional Professional Development Centers (RPDCs). Training and coaching are provided through Coaching Support Teams, comprised of experienced educators from RPDCs and MoEdu-SAIL, widening the breadth of available expertise in effective teaching and learning practices (general and special education), behavioral practices (Schoolwide Positive Behavioral Supports), leadership, data, technology, and educational systems change.

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

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

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

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

Research Base

The District Continuous Improvement Framework for improving educational systems is based on the work of many researchers; however, two seminal pieces of research are most evident in the DCI Framework.

The first is Dr. John Hattie's Visible Learning research which continues to be relevant. Hattie has recently published *Visible Learning: The Sequel: A Synthesis of Over 2,100 Meta-analyses Relating to Achievement* which includes an additional 1,300 (and growing) meta-analyses focusing on educational practices shown to have a high impact on student achievement – practices that influence learning at a greater than average rate. Hattie's newly renamed "thermometer of influence" and the effective practices implemented in DCI are described in greater detail starting on page 17. As Hattie's research is ongoing, the most recent findings are referenced in DCI materials as taken from www.visiblelearningmetax.com.[1]

> *There remains a need for more focus on the use of successful models of implementation within systems, schools, and classrooms.*
>
> *(Hattie, 2023, p. 4)*

The second influential research is *Moving Your Numbers*, a study conducted under the guidance of Dr. Martha Thurlow, Director of the National Center on Educational Outcomes (NCEO), and supported by the Office of Special Education Programs (OSEP).[2]

The results of the *Moving Your Numbers* research identified six practices common to effective district-level school improvement.

1. Use data well
2. Focus your goals
3. Select and implement shared instructional practices (individually and as teacher teams)
4. Implement deeply
5. Monitor and provide feedback and support
6. Inquire and learn (at the district, school, and teacher team level)

The DCI Framework weaves together these two pieces of research through the content (the nine DCI Practices), professional development, and statewide support.

Benefits of Participation

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

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

> *DCI is a great way to ensure a complete systemic approach to district improvement. It is the umbrella in which quality instruction, leadership, and school improvement come together. With the support of the CST (Coaching Support Teams) districts are afforded high quality, on-going professional learning to move from "pockets of excellence" into district-wide improvement that is on-going and systematic.*
>
> *RPDC Director*

- Districts work closely with their CST to decide on the district focus, determine their plan of action, and discuss the most appropriate professional development activities for effective support. With the ongoing communication, interaction, and support from CSTs, DCI is truly a value-added partnership for districts.
- Districts build internal capacity and expertise to support ongoing coaching. Coaching has proven to be essential for transferring new knowledge and skills into practice. Research has shown implementation with fidelity dramatically improves with coaching (see pages 24-25 for a more detailed description). When districts embed coaching into their ongoing professional learning, both the quality of teaching and results for students improve.
- Districts have multiple opportunities to interact with other participating districts. Sharing lessons learned, strategies, and insights with their counterparts throughout the state is key to this initiative. Participating districts are organized into cadres and zones, through which there is time for both formal and informal district sharing. Lessons learned provide valuable strategies that are shared at collaborative meetings and annual DCI Summits.

- Districts engage in a data-driven process. By using data as a part of the process (Data-Based Decision Making), district leaders and teachers make decisions based on district, building, and student level data.
- Districts gain access to online tools that provide timely professional learning resources and data regarding implementation.

Key Activities

The following key activities describe the role of participating districts.

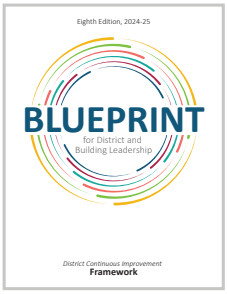
- Engaging consistently with a CST
- Developing a district-wide DCI implementation plan through use of the Implementation Practice Profile: District Level
- Engaging in district- and building-level professional development, as determined in collaboration with the CST
- Utilizing tools (e.g., CWIS, SAPP, VLP) to gather information regarding district and building implementation
- Participating in the collection of educator data in the form of video recordings, interviews, and surveys (all data collection falls within district policy guidelines)
- Participating in collaborative meetings for professional development
- Providing ongoing feedback and recommendations for improving the DCI Framework and process

> *District Continuous Improvement offers districts up-to-date professional development support. Consultants work alongside superintendents and leadership teams to determine the areas of focused support needed specific to their district based on various data sources to create a personalized Professional Development Plan that connects to the district's Continuous Improvement Plan. Areas of focused support can be to strengthen Instructional or Systemic Leadership or to focus on foundational areas such as Collaborative Teams, Common Formative Assessments, and Data-Based Decision Making. Wherever districts and CSTs decide to begin the DCI work, sustained systems are created that lead to improved student learning.*
>
> *RPDC Director*

DCI Foundational Materials

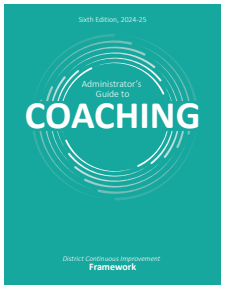
The Blueprint, Step-by-Step Guide, and Administrator's Guide to Coaching create a foundational set of materials for District Continuous Improvement. The materials are updated annually, informed by feedback from districts, Coaching Support Team members, and DESE. Annual revisions to these documents incorporate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

Blueprint for District and Building Leadership



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

Administrator's Guide to Coaching



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

Step-by-Step Guide

The Step-by-Step Guide provides guidance and recommendations for how to effectively implement the DCI Framework. The Step-by-Step Guide is organized by Essential Function, as described throughout the Practice Profiles (PP). Practice Profiles not only provide educators with concrete examples of the "how to" but also serve as a vehicle for self-monitoring implementation and growth.

The Blueprint

The intended users of this Blueprint include all partners in District Continuous Improvement, including District and Building Leadership Teams together with teachers in participating districts, Coaching Support Teams, RPDCs, and DESE.

Suggested Use for the Blueprint

District leaders and Coaching Support Team members should familiarize themselves with the entirety of the Blueprint in order to gain a shared understanding of the integrated pieces; conduct self-assessment of current practices and resulting outcomes; and formulate an action plan.

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

Districts and CSTs have, for example, used the Blueprint in the following ways.

- With all staff at the beginning of the school year to review principles of the DCI Framework and DCI Practices
- To build common vocabulary
- During data team meetings
- To improve implementation of effective strategies by referring to the Practice Profiles (located in the back of the Blueprint)
- During coaching sessions

Getting Started

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

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

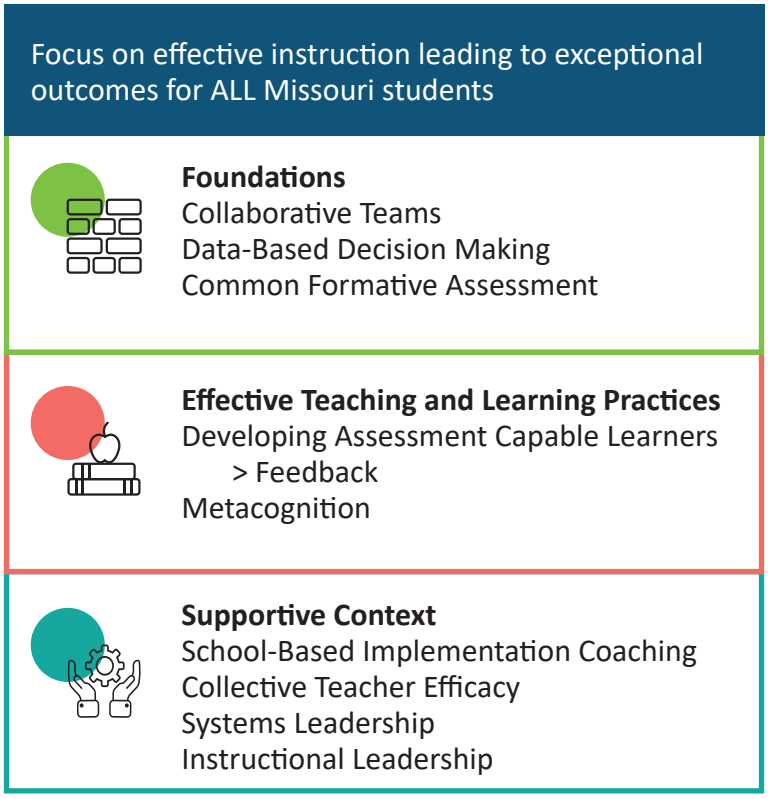
- The Step-by-Step has a "Getting Started" section.
- The Administrator's Guide to Coaching provides information about the important step of becoming aware of external coaching opportunities.

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

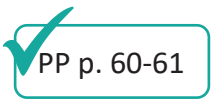
District Continuous Improvement is a partnership – get comfortable with the DCI Foundational Materials, explore the MoEdu-SAIL website, rely on input from your CST, and let the journey begin.

Overview

This DCI Practices Section provides an overview of each of the nine practices. Having a basic understanding of each will help as you begin to identify your district's needs and develop your plan of action. Keeping in mind, of course, that any plan needs to be fluid and adaptable.



Each DCI Practice has its own Professional Learning Module, Practice Profile, and supporting materials. The use of Practice Profiles as a way of outlining implementation criteria originated with the National Implementation Research Network (NIRN). Simply put, the Practice Profile outlines expectations in a rubric structure for skills and knowledge that should be learned from the content in any given Professional Learning Module. Each Practice Profile includes Essential Functions which provide a clear description of the features that must be present to say that a practice is being used to achieve outcomes. The Essential Functions for each DCI Practice are included in the following descriptions along with reflection questions that can guide conversation and deepen understanding.



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

Foundations

The three foundational pieces of the DCI Practices are Collaborative Teams, Data-Based Decision Making, and Common Formative Assessment.

Collaborative Teams

PP p. 60-61

When educators effectively and intentionally collaborate about the most effective practices within curriculum, instruction, assessment, and climate, the result is quality teaching. Quality teaching is further enhanced when educators build collaborative processes into their system, which allows for dialogue, discussion, and planning for all students.

Essential Functions of Collaborative Teams

- Educators collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement
- Educators effectively implement group processes in Collaborative Team meetings
- Educators intentionally use collaborative skills in Collaborative Team meetings

Collaborative Teams Reflection Questions

How often and how well does your team discuss the following?

- Data and how to monitor student progress
- Instructional practices that are connected to student learning
- Data to identify students needing re-teaching
- Alignment of instructional practices to academic standards

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

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

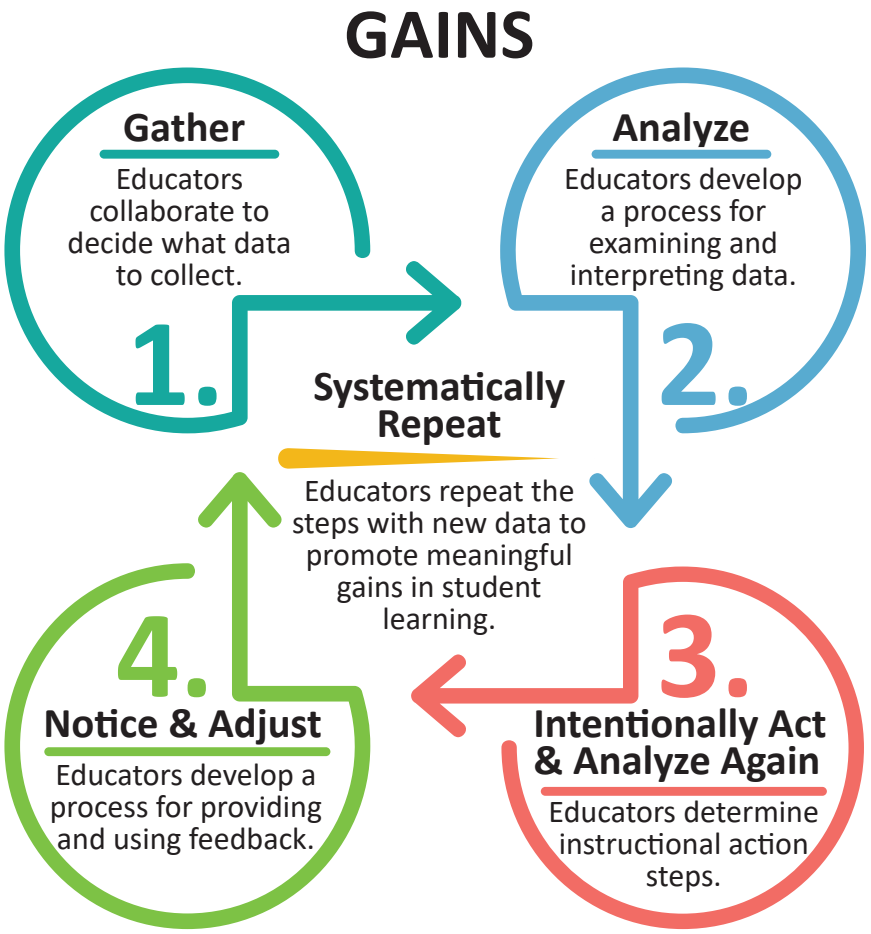
> *As a result of CST coaching, our District Leadership Team now observes in-depth conversations between teachers who are sharing data and instructional strategies.*
>
> *Elementary Principal*

PP p. 62-63

Data-Based Decision Making

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

Data-Based Decision Making Cycle: Gather; Analyze; Intentionally Act and Analyze Again; Notice and Adjust; Systematically Repeat (GAINS)
The GAINS process is designed to be compatible with various data-based decision making models that are being used in educational settings. The four GAINS steps are aligned to the Practice Profile Essential Functions and are a synthesis of concepts included in most DBDM models, with an emphasis on examining how instruction impacts learning. The final step, Systematically Repeat, results in continuous improvement for improved student outcomes.



Data-Based Decision Making Cycle

Essential Functions of Data-Based Decision Making

- Gather: Educators establish a collaborative process for collecting data
- Analyze: Educators implement a process for examining and interpreting data
- Intentionally Act and Analyze Again: Educators determine instructional action steps
- Notice and Adjust: Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly

Finally, through the GAINS process, educators repeat the steps with new data to promote meaningful gains in student learning.

DBDM Reflection Questions

- How systematic is your team's approach to analyzing teaching and learning data?
- When a common misunderstanding is discovered in the data, how does your team address it?
- How does your team assess impact when implementing an instructional change or new practice?

Common Formative Assessment

PP p. 64-65

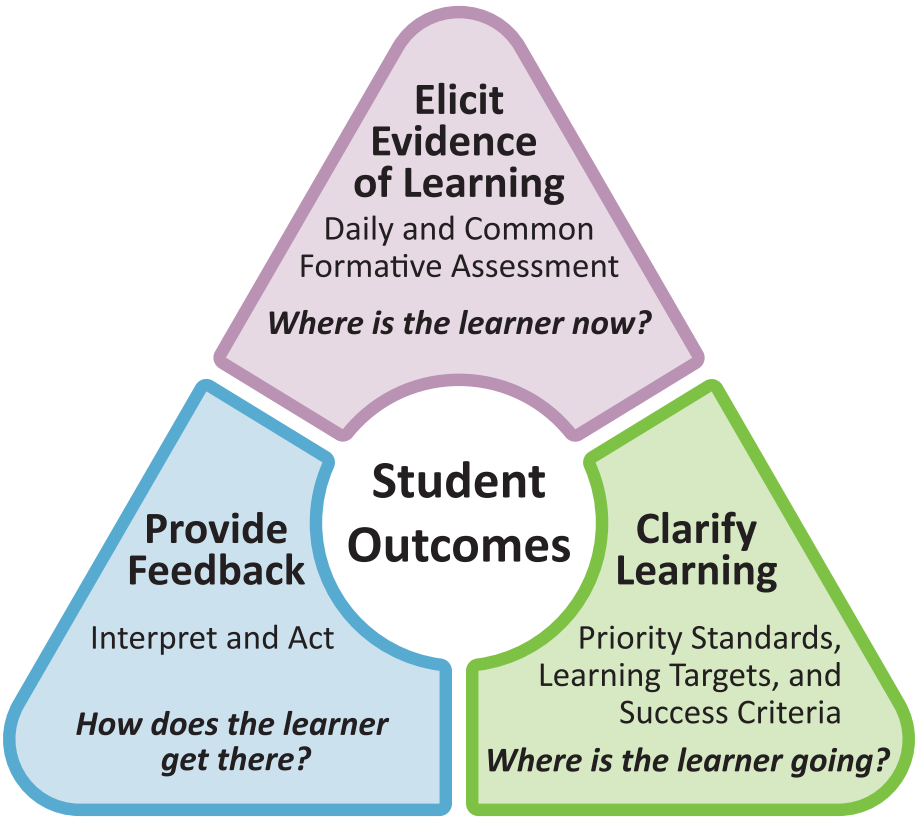
The goal of formative assessment is to monitor student learning so teachers can both improve their instruction and more effectively provide feedback to students. Common formative assessments are team-designed measures used to assess and analyze students' understanding of essential learning targets. They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

The Common Formative Assessment high-leverage practices within DCI present a systematic and cyclical approach designed to provide timely teacher/student feedback on curricula, instruction, and student learning. An effective formative assessment process involves clarifying learning, eliciting evidence of learning, and using that evidence to

provide feedback to both educators and students. Common formative assessments are developed by collaborative teacher teams to help clarify the essential learning targets of a cycle of instruction (i.e, lesson, unit, course). Educator teams elicit evidence of learning through both the common formative and daily formative assessment activities and then reflect on and analyze results to make instructional and learner adjustments designed to improve student outcomes.

Three overarching questions guide the formative assessment process: Where is the learning going?, Where is the learner now?, and How does the learner get there?

Formative Assessment Process



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

Essential Functions of Common Formative Assessment

- Educators develop and use clear and meaningful learning targets
- Educators establish measurable student success criteria
- Educators elicit evidence of learning through daily formative assessments
- Educators elicit evidence of learning through common formative assessments
- Educators interpret and act on formative assessment data to provide feedback

CFA Reflection Questions

- Are learning targets clear and meaningful, guiding instruction and clarifying learning for students?
- Are success criteria clearly aligned to learning targets? Are they measurable and focus on what students say and do?
- What daily formative assessment strategies are used to gather evidence of learning to then monitor student understanding and improving instruction?
- What processes are in place to support the development of high-quality common formative assessments?
- Do formative assessments gather essential data that clearly show where students are in relation to mastery of learning targets?
- How is formative assessment data used to provide effective actionable feedback that improves instruction and drives student learning forward?

Educators use many forms of measurement and assessment to determine what students are learning and how instruction or other learning environment functions should be changed in order to improve learning. Other forms include summative and diagnostic assessments. This Blueprint and accompanying Professional Development materials focus on Common Formative Assessment. Refer to the resources in this Blueprint for additional guidance on these other types of assessment.

Putting the Foundations into Place

The foundation is established when educator teams hold collaborative solution-driven dialogues using data to describe teaching practices and learner outcomes. A collaborative approach to data analysis helps all educators understand the connection between data, instructional decisions, and academic and social/behavioral outcomes for students. In order to have data available for decision making, district- and building-level educators must develop and implement efficient data collection systems to ensure accurate and complete data describing both teaching practices and learner outcomes.

Integrating Foundations

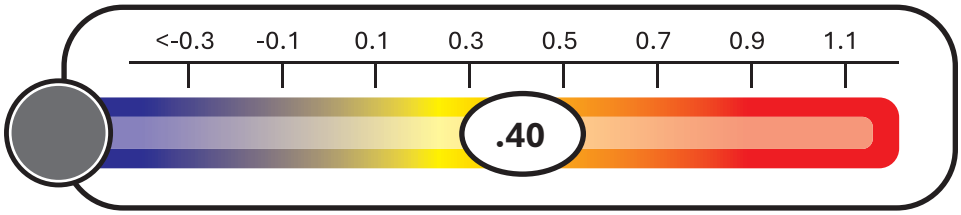
- Collaborative Teams
  - Collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement
  - Effectively implement group processes in collaborative meetings
  - Intentionally use collaborative skills in team meetings
- Data-Based Decision Making
  - Establish a collaborative process for collecting data
  - Implement a process for examining and interpreting data
  - Determine instructional action steps
  - Use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly
- Common Formative Assessment
  - Develop clear and meaningful learning targets to guide instruction and student learning
  - Establish clear and measurable student success criteria in a rubric, scoring guide, or checklist
  - Construct and/or use quality assessment instruments which are of sound design and measure the learning targets
  - Use assessment data to improve student learning

Effective Teaching and Learning Practices

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

As Hattie's research is onging, the effect sizes continue to be updated and can, along with more specifics, be found on the Meta^{X}™ website (www.visiblelearningmetax.com). Hattie now uses a “Barometer of Influence” as a graphic illustration showing the influence of the practice on learning.[1, 3, 4]

Thermometer of Influence



An effect size is a value determined through statistical analysis to show the relative impact of a practice or intervention. Any effect above zero means achievement is raised by the practice. Alternatively, if the effect size of a practice is below zero and shown in the blue zone of the thermometer, then the practice has actually detracted from learning. The average effect size (one year growth in one year time) is .40. For any teaching/learning practice to be considered worthwhile, it needs to show an improvement in student learning of at least an average gain.

The following practices are included in the DCI Framework as they influence learning at an average or greater than average rate, with an effect size of .40 or greater.

Developing Assessment Capable Learners

PP p. 66-67

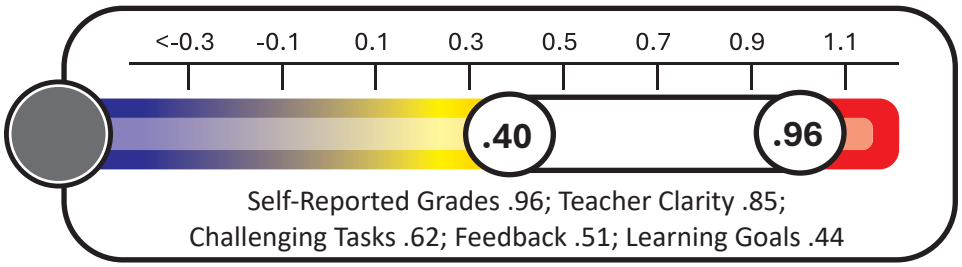
According to John Hattie, students who are “assessment capable” know where they are going, where they are now, and how to get there. The term assessment capable learner does not describe students who have effective test taking strategies. Rather it means that students know and can articulate the following.

- Their current level of understanding
- The expectations for learning and are confident they can learn them
- Select effective learning strategies
- View their own errors as opportunities to learn and seek feedback regarding their efforts

- Monitor their own progress in learning and adjust their learning strategies accordingly
- Know that they are learning and can teach others

To become assessment capable, students need teachers who use what Frey, Hattie, and Fisher call high yield practices.[5] High yield practices are teaching practices that have an effect size above .40. The higher a practice's effect size, the more powerful it is in affecting student achievement. The following high yield practices, as illustrated in the thermometer below, contribute to the development of assessment capable learners.[1, 4, 5, 6]

DACL Thermometer of Influence
Effect Size = .40 - .96



Hattie, J. (2024). www.Visiblelearningmetax.com[5]

- Self-Reported Grades – effect size .96. The practice includes strategies that help students predict their own performance.
- Teacher Clarity - effect size .85. When teachers have clarity they know what students need to learn, communicate those expectations and success criteria to students, and present lessons in a consistent manner.
- Challenging Tasks – effect size .62. Now referred to as Challenging Goals, these focus on creating goals and tasks that are challenging enough to make students pause and consider what they need to do next, developing in students a growth mindset.
- Feedback – effect size .51. To be effective, feedback must be timely, specific, understandable, and actionable. Feedback may support the learner with the task, the process of learning, or their own self-regulation.
- Learning Goals – effect size .44. Hattie now refers to these as Goal Commitment. Students with higher goals are more likely to invest time and energy in studying.

Students who are assessment capable learners are accountable for their own progress and become motivated, effective, self-regulating learners. Across all aspects of their learning, assessment capable learners do the following.

- Understand what they are supposed to learn through established learning targets set daily by the teacher
- Monitor their own progress
- Set goals in relation to the learning targets
- Reflect on their learning

Essential Functions of Developing Assessment Capable Learners

- Educators teach students to determine "Where am I going?"
- Educators teach students to determine "Where am I now?"
- Educators teach students to determine "How do I close the gap?"

DACL Reflection Questions

- When coaching students to develop learning goals, do you use rubrics or scoring guides and sample work?
- Do you provide ongoing and meaningful feedback to students?
- Do you provide opportunity for students to self-reflect and document their learning?

Feedback

Integral to Developing Assessment Capable Learners is the practice of Feedback. When educators teach students to determine "Where am I now?," they do so through effective feedback. Feedback is defined as "information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding."[7] The main purpose of feedback is to improve a student's understanding of "Where am I now?" in relation to a learning target and goal. Notice how the practice of providing effective feedback fits within the practice of Developing Assessment Capable Learners.

Feedback can occur in many forms; however, not all forms are effective. Research shows learning improves when feedback addresses a specific learning task, incorporates strategies for improving performance on tasks, and is available in multiple modalities. Praise, punishment, and extrinsic rewards are the least effective forms of feedback.[7]

Essential Functions of Feedback

- Educators provide descriptive task feedback to all students that clearly links to learning goals and success criteria
- Educators provide feedback about strengths and offer information to guide improvement to all students multiple times throughout the learning process
- Educators pace instruction to allow for frequent, descriptive feedback to all students and allow time for students to act on the feedback received
- Educators ask students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process
- Educators instruct students to set personal goals based on feedback and self-assessment

Feedback Reflection Questions

- When providing student feedback, do you provide descriptive feedback to all students?
- Does your feedback recognize strengths?
- Do you instruct students to set personal goals based on feedback and self-assessment?
- Do you pace instruction to allow students to act on feedback received?

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

PP p. 68-69

Metacognition

Metacognition is the knowledge and awareness of one's own cognitive processes. It involves actively reflecting on one's thoughts, knowledge, beliefs, and experiences to enhance learning and decision making. Students can use metacognitive strategies to take charge of their own learning. Along with Developing Assessment Capable Learners and feedback, teaching metacognitive strategies helps students become more proficient learners by empowering them to monitor and regulate their own learning processes.

The Metacogntion Professional Learning Module was re-designed in March 2024, and contains the following three areas of focus.

Cognitive Awareness - Teaching students to become more aware and better understand their own cognitive process is like giving them a roadmap to navigate their thinking. By teaching cognitive awareness strategies, educators equip students with skills to monitor their own learning process and adjust their learning strategies accordingly. Cognitive awareness enables students to reflect on and regulate their thinking processes, leading to more effective learning, problem-solving, and decision-making skills.

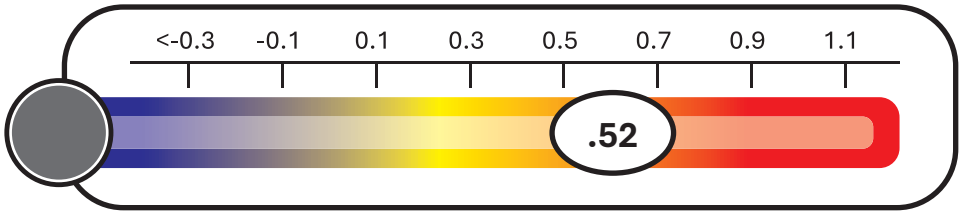
Regulation of Cognition - Teaching students to control, manage, and modulate their own cognitive processes to achieve specific goals or adapt to changing circumstances plays a crucial role in learning. For example, when studying for an exam, a student might regulate their cognition by setting specific study goals; selecting appropriate study strategies (e.g., creating flashcards, summarizing key concepts); monitoring their comprehension and retention of the material; and adjusting their study approach based on their progress and perceived level of mastery. Regulation of cognition involves the conscious monitoring, evaluation, and adjustment of one's thoughts, strategies, and behaviors in order to optimize learning, problem-solving, and decision-making.

Creating a Metacognitive Classroom Climate and Environment - Educators can promote a classroom climate and environment that develops, encourages, and supports metacognitive thinking. Students should be encouraged to be high-level thinkers and reflect on their own learning. It is essential that the educational culture is supportive of academic risk-taking; sets high expectations and clear goals; and provides multiple and diverse opportunities for interactions that lead to metacognitive thought.

See www.visiblelearningmetax.com for the most up-to-date effect sizes.

Similar to Feedback and Developing Assessment Capable Learners, Metacognitive practices have a positive influence on learning.

Metacognition Thermometer of Influence
Effect Size = .52



Hattie, J. (2024). www.Visiblelearningmetax.com[5]

Essential Functions of Metacognition

- Educators engage in metacognitive instruction to increase student's knowledge of cognition
- Educators engage students in metacognitive regulation processes of planning, monitoring, controlling, and evaluating
- Educators promote a classroom culture and environment conducive to developing, encouraging, and supporting metacognitive thinking

Metacognition Reflection Questions

- How do you provide students with opportunities to understand their personal style preferences?
- How do you provide opportunities for students to monitor their progress that focuses on improving their learning?
- How do you provide a classroom culture that sets high expectations, clear goals, and opportunities for reflective thinking?

Integrating Effective Teaching and Learning Practices

Developing Assessment Capable Learners (with Feedback) and Metacognition are not isolated practices, rather they should be integrated into daily instruction. Grouping these ETLPs together is an effective strategy. For specific guidance on how to implement the practices, see the Resources sections of this Blueprint.

Integrating ETLPs

- Developing Assessment Capable Learners
  - Teach students to determine "Where am I going?"
  - Teach students to determine "Where am I now?"
  - Teach students to determine "How do I close the gap?"
- Feedback
  - Provide descriptive feedback linking learning goals to success criteria
  - Provide feedback about strengths and offer information to guide improvement
  - Pace instruction to allow for frequent, descriptive feedback to all students and allow time for students to act on the feedback received
  - Prompt students to assess their own progress
  - Instruct students to set personal goals based on feedback and self-assessment
- Metacognition
  - Use metacognitive instruction to increase student knowledge
  - Supports students in using metacognitive processes of planning, monitoring, and evaluating
  - Promote a classroom culture of metacognitive thinking

Supportive Context

School-Based Implementation Coaching

PP p. 70-71

School-Based Implementation Coaching is critical to supporting the development of effective teaching and learning practices. Educators frequently receive exposure to or training on a new practice and are then asked to use this new practice in their classrooms with their students. Applying new practices into one's own context has challenges. Mistakes in implementation, negative reactions from others (students or colleagues), or the energy needed to problem-solve issues can derail a teacher's efforts and often result in little or no application of the new practice. Coaches provide support by modeling effective implementation, providing feedback to guide teachers, and problem-solving barriers to effective use.

Research over the past two decades has shown the positive impact of coaching on the application of effective teaching and learning practices, as well as on student achievement.[8] Traditional training can build new knowledge, provide opportunities for skill rehearsal, and time for processing new information. However, it is through coaching that the transfer of new skills to classroom practice occurs. As approaches and practices in education advance, both new and experienced educators benefit from coaching.

Shernoff et al. examined teachers' attitudes and experiences with coaching. They reported that consistent, ongoing coaching was most helpful to teachers' efforts to integrate new instructional strategies into their teaching. This type of sustained coaching provides multiple opportunities for follow-up and allows a teacher and coach to develop a trusting and productive relationship. Modeling and feedback were also reported to be key to effective coaching. Classroom-based demonstrations of new strategies provide an opportunity for teachers to observe a new strategy with their own students. Concrete feedback about one's use of a new strategy was especially helpful as teachers practiced new skills.[10]

As approaches and practices in education advance, both new and experienced educators benefit from coaching.

Within the DCI Framework, School-Based Implementation Coaching may take a variety of forms. Participating districts most often use one of the following approaches for coaching, however, these are examples and districts may use other models.

- Peer-to-peer coaching involves a reciprocal structure, one educator to another.
- Individual peer-to-a-team is one educator coaching a team of educators (grade-level or content-area teams).

- Team-to-team can be any of the following: one grade-level or content-area team coaching another grade level or content area team within a building; one building team coaching another building team within a district; or one team from District A coaching a team from District B.

Why is Coaching Important?

A variety of school-based benefits have been linked to coaching: improved teaching and improved student achievement; improved teacher efficacy and satisfaction; enhanced sense of shared responsibility and collaboration; cohesive, positive school culture; increased trust and collegiality among staff; improved focus on student achievement; curriculum alignment; wider repertoire and better understanding of instructional strategies and resources; and reduced job stress.

Essential Functions of School-Based Implementation Coaching

- Educators develop and maintain coaching relationships
- Educators provide effective feedback
- Educators develop a strategic and differentiated coaching plan
- Educators engage in solution-driven dialogue
- Educators monitor progress of implementation of effective educational practices

SBIC Reflection Questions

- Is peer-to-peer coaching occurring in your building/district?
- If so, do peer coaches follow an established protocol for observation and feedback?
- Is coaching feedback descriptive, relevant to the context, strengths-based, and respectful?

PP p. 72-73

Collective Teacher Efficacy

In Hattie's research, Collective Teacher Efficacy is the influence ranked as having one of the highest effect sizes for impacting student achievement, at 1.34.[4]

Collective Teacher Efficacy is a shared belief among teachers in a building or district that together, their efforts will have a positive effect on student learning. Through collaborative efforts with all staff, district leaders as well as principals and teacher-leaders can successfully build CTE through the following actions.[10]

- Build instructional knowledge and skills of all teachers
- Create opportunities for teachers to collaboratively share skills and experience
- Provide actionable feedback on teacher performance
- Involve teachers in shared decision making

School leaders can design intentional support for establishing CTE by providing opportunities for the teachers to experience self-efficacy, as outlined in the seminal work of Bandura.[11]

- Mastery Experience (experience success firsthand), the strongest source
- Vicarious Experience (success, as modeled by others)
- Social Persuasion (where trusted sources give feedback and encouragement)
- Affective State (physiological effects)

The collection of DCI Professional Learning Modules aligns to and supports the development of CTE. Through participation in the modules as shared learning, educators build knowledge, practice instructional skills, engage in collaborative problem-solving, and receive coaching with descriptive feedback and encouragement. Each of these opportunities, in addition to the CTE Professional Learning Module, are designed to foster building- and district-wide CTE.

> *When a team of individuals shares the belief that through their unified efforts, they can overcome challenges and produce intended results, they are more effective.*
>
> *(Hattie, 2024)*

Essential Functions of Collective Teacher Efficacy

District and building leaders accomplish the following.

- Provide opportunities for teachers to experience the four sources of efficacy, resulting in a combined belief that teachers have a major impact on student learning
- Provide opportunities for teacher collaboration that encourages the development of social networks focused on improving instructional practice
- Design school structures, promote professional development, and allot time in ways that support the development of teacher leadership
- Establish a climate that values teacher voice in decision making
- Design intentional supports that promote collaborative teacher inquiry

Collective Teacher Efficacy Reflection Questions

- Would the majority of educators in your district/building say that they have the primary impact on student learning?
- Do the majority of teachers participate in formal and informal collaborative social networks?
- Do the majority of teachers participate in school leadership opportunities through school improvement committees, providing professional learning, curriculum development, professional organizations, and/or family/community partnerships?
- Do teachers examine their educational practices collaboratively with others?
- Would teachers say they have an influential voice in district/building decisions?

PP p. 74-77

Systems Leadership

Leadership for Effective Implementation of District-Wide Evidence-Based Practices

Systems thinking is a holistic way to look at factors and interactions that contribute to an outcome. It is a mindset. By examining a problem using a systems thinking approach, leaders better understand how to create the best possible processes to accomplish their goal. Researchers have found a clear link between strong district/building leadership and positive student outcomes.[12] By creating a culture committed to continuous improvement, districts are able to assess their impact, analyze options, and make adjustments as needed to improve student outcomes.

> *Our leadership teams have established a culture of continuous improvement by using a systems approach which makes our teams more effective, leading to increased student achievement.*
>
> *District Superintendent*

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

1. **Focus on alignment.** They view their districts as systems with interconnected policies and practices. While each school in a district may have diverse needs, leaders focused on continuous improvement ensure there is alignment across their district related to initiatives, goals, and instructional priorities.
2. **Focus on path setting.** They establish structures and support for decision making, communication, and collaboration. For large-scale, sustainable changes, educators must understand how their actions impact their system.
3. **Lead by modeling a growth-centered, trust-based culture.** When staff see alignment between what leaders say and their actions, an organizational culture of trust is created. Leaders who view educators and themselves as capable learners, whose abilities can be developed, focus on learning, which fosters the resilience essential for change to occur.
4. **Empower others through supportive relationships and instructional leadership.** Teachers are empowered when they individually and collectively trust they can master and have control over issues that concern them.[13]

According to the New Teacher Center, schools with the highest levels of instructional and teacher leadership rank 10 percentile points higher in both math and language arts achievement on state tests compared to schools with the lowest levels.[14] When teachers have a voice and their insights are considered in decision making, the result is better outcomes for all students.[15]

Essential Functions of Systems Leadership

District and building leadership do the following.

- Develops, aligns, and monitors a system-wide plan for implementation focusing on impact within a cycle of continuous improvement
- Sets a path for continuous improvement that is data informed and occurs within a collaborative school culture
- Models and facilitates qualities of trust and growth mindset as key to a culture of continuous improvement
- Empowers educators at all levels to active engagement in continuous improvement and collective responsibility for student growth

Systems Leadership Reflection Questions

- As an educational leader, how do you encourage a collaborative culture among teachers and students?
- How do you use data to determine effective practices to implement school/district-wide?
- How do you support and guide the use of common formative assessments?
- In what ways have you developed leadership team capacity for data-based decision making?

PP p. 78-79

Instructional Leadership

Becoming an Instructional Leader in Your Building

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

District-level and building-level leadership have important guiding and supporting roles in DCI. District leaders are responsible for determining and addressing needs for professional learning of building-level leaders and educators across the district. Through collaborative assessment of current strengths and strategic planning

for addressing needs, district leaders support the development, scaling-up, and sustainability of the DCI foundations and teaching/learning practices.

Essential Functions of Instructional Leadership

- A collaborative culture and climate is visible through the students, teachers, and administrators
- Leadership supports and ensures teaching and learning practices engage all students in meaningful learning
- Leaders develop educator capacity to use formative assessment through a supportive data climate that facilitates the use of formative data
- Leaders initiate evidence-based decisions and processes that focus on outcomes

Instructional Leadership Reflection Questions

- As an educational leader, how do you encourage a collaborative culture among teachers and students?
- How do you use data to determine effective practices to implement school/district-wide?
- How do you support and guide the use of common formative assessment?
- In what ways have you developed leadership team capacity for data-driven decision making?

As I work with instructional leaders, I have found when they model collaboration and data-based decision making, while encouraging the use of effective teaching and learning practices, classrooms are more responsive, and decisions are made on a higher level. This establishes a positive school climate.

DCI Facilitator

Integrating Supportive Context

The practices in Supportive Context address the big picture of systemic implementation of DCI. As with the other elements, integration of each of these practices is key to successful DCI outcomes.

Integrating Supportive Context

- School-Based Implementation Coaching
  - Develop and maintain coaching relationships
  - Provide effective feedback
  - Develop a strategic and differentiated coaching plan
  - Use solution dialogue
  - Progress monitor implementation of effective educational practices
- Collective Teacher Efficacy
  - Provide opportunities for teachers to experience the four sources of efficacy, and teachers have a combined belief that they have a major impact on student learning
  - Provide opportunities for teacher collaboration that encourages the development of social networks focused on improving instructional practice
  - Design school structures, promote professional development, and allot time in ways that support the development of teacher leadership
  - Establish a climate that values teacher voice in decision making
  - Design intentional supports that promote collaborative teacher inquiry
- Systems Leadership
  - Develop, align, and monitor a system-wide plan for implementation focusing on impact within a cycle of continuous improvement
  - Set a path for continuous improvement that is data informed and occurs within a collaborative school culture
  - Model and facilitate qualities of trust and growth mindset as key to a culture of continuous improvement
  - Empower educators at all levels to active engagement in continuous improvement and collective responsibility for student growth
- Instructional Leadership
  - A collaborative culture and climate is visible through the students, teachers, and administrators
  - Support and ensure that teaching and learning practices engage all students in meaningful learning
  - Develop teacher capacity to use formative assessment through supportive data climates facilitating the use of formative data
  - Initiate evidence-based decisions and processes that focus on outcomes

Systems Approach

The work of SISEP (State Implementation and Scaling-up of Evidence-based Practices)[16] has identified considerations for and qualities of effective systems change. This Systems Approach section will review Implementation Stages, Implementation Zones, and Implementation Teams. The Implementation Stages help us to understand what effective implementation looks like and how to get there. The Implementation Zones can guide district conversations answering "where are we now?" in the journey toward full implementation of the DCI Framework. Lastly, Implementation Teams guide the implementation process, working to align and support the components of the educational system as it matures across the stages of implementation.[17]

> *We now understand the reason behind the systems approach. It helps us in the implementation and alignment of the framework which leads to sustainability.*
>
> *District Superintendent*

Implementation Stages

Implementation involves the multiple factors needed to change the structures and conditions necessary to implement and sustain a new practice or program successfully.[17] The stages of implementation describe the necessary steps, stage-by-stage, for a district to move from adoption to full implementation. Implementation Stages are described below and their alignment with the Implementation Zones is detailed on page 38.

Exploration & Adoption

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

Exploration & Adoption Guiding Questions

- What do we currently have in place that is effectively supporting student learning? That is supporting effective instructions? How do we know our practices are effective?
- What do educators need in order to improve instruction?
- What do our systems of PD (coaching and training) look like? Are these addressing educator needs? How do we know?

Program Installation

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

Program Installation Guiding Questions

- At the district level, what do we need to put into place to support building-level implementation of the DCI Practices?
- What resources, guidance, policies, support, etc. are needed for consistency across the district? Are there unique pockets of needs within the district?
- How can we best address the needs for information and establish ownership for implementation?

Initial Implementation

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

Initial Implementation Guiding Questions

- Are initial implementation steps proceeding as expected? What needs for resources or support are emerging?
- Which aspects of the framework show promise for being effective and which need to be revisited?
- What are the district-level considerations to address prior to full operation?

Full Operation

During initial implementation, districts engage in a thoughtful process of what is working and what is not working as they begin implementation. Full Operation is implementation of the DCI Framework in all buildings.

Full Operation Guiding Questions

- Is fidelity of implementation being met? If not, what resources and supports are needed to improve implementation with fidelity?
- Which aspects of the framework have been proven to be effective and which require revision?

Innovation & Sustainability

Innovation is the stage at which the model has been fully implemented and sufficient data has been gathered. Data are analyzed and interpreted and, based on interpretations of the data, modifications, additions, and subtractions are made to the model. The ultimate goal is a sustainable model of services and supports that provides a valid, reliable, and evidence-based approach to responding to the educational needs of all of Missouri's students. In this stage, districts continue to implement effective practices and make data-driven decisions, all while being ever mindful of the changing dynamics of enrollment and needs.

Implementation Drivers

The National Implementation Research Network identified nine infrastructure components essential for adopting and fully implementing an evidence-based practice. Referred to as "drivers," these components address competencies important for implementation, organizational capacity to support the development of new practices, and leadership for systems change.

For more information about the implementation drivers and their function in the implementation process, see the National Implementation Research Network.

Competency Drivers

Competency drivers ensure that education staff have the knowledge, skills, and abilities to implement new practices, as well as the feedback essential for improving practice.

See Step-by-Step Guide, Essential Functions 1&2

Selection: Matching staff knowledge, skills, and abilities to expected performance is essential for launching and maintaining implementation of new practices.

Training & Coaching: Teachers, administrators, and other education staff need support for learning how to apply new practices in daily settings. Through coaching, teachers, administrators, and other education staff receive job-embedded guidance, observation, and feedback.

Fidelity/Performance Assessment: The DCI Practices included in the DCI Framework are evidence based. There is research supporting them as high-leverage practices for impacting student achievement. Because the goal is results, like those shown through research, it is important to monitor fidelity of implementation.

Competency Drivers Guiding Questions

- Who are the people involved in DCI at all levels? Do these people have the appropriate experience, expertise, and time?
- What do people need to know about DCI? How are they going to learn it? What are the effort, materials, format, time, and sequence required?
- Is DCI implemented with fidelity? Which components are occurring with fidelity and which are not?

Organization Drivers

Organization drivers form the supports and structures keeping implementation processes on track, evaluating drift in implementation through data, and determining adjustments to implementation as needed.

Decision-Support Data Systems: For data-informed decisions, multiple types and sources of data are important. Data must be reliable and accessible. The collection and review of data should be built into daily education routines and processes.

Administration & Systems: Education administrators and their teams hold the following responsibilities.

- Identify and address challenges
- Form clear communication protocols and feedback loops
- Develop and adjust policies and procedures
- Reduce system barriers to implementing the program as intended

Leadership: Effective leaders employ both technical and adaptive strategies, use data effectively, and form collaborative processes for addressing ongoing implementation hurdles.

See Step-by-Step Guide, Essential Function 2

Together, the drivers are evident and integrated in effective implementation. They are co-occurring, complementary, and compensatory. Strengths in one driver can potentially minimize the effects of a weaker driver. For more information about implementation stages and drivers, see the Implementation Research Network's Active Implementation Hub (http://implementation.fpg.unc.edu/). This website includes online modules for each component of implementation.

Organization Drivers Guiding Questions

- What information do we need to make data-based decisions about DCI overall? About components of DCI?
- What systems level of support is needed to keep DCI in motion? To move DCI forward?
- To what extent are we aligning our DCI work to other requirements and expectations?
- Do educator leaders employ effective strategies for supporting ongoing implementation?
- What support will improve the use of data and collaborative processes?

Implementation Zones

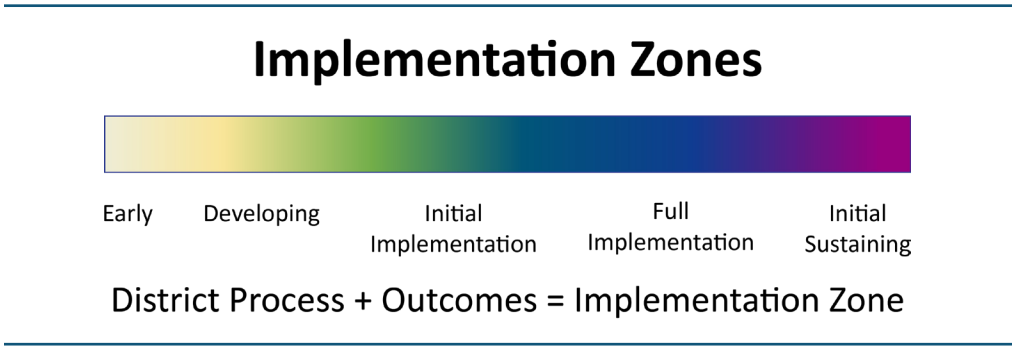
Purpose & Function

Implementation Zones (IZs) are a data-driven approach to describing district- and building-level implementation processes and outcomes in a district's journey to full implementation of and sustaining District Continuous Improvement.

The purpose of Implementation Zones is to provide a structure to address the following needs.

- To differentiate support for districts based on implementation data
- To help districts better understand the journey from onboarding to sustainability, adding clarity to the implementation processes
- To improve efficiency of CST Facilitator and team effort
- To improve continuity of support from year to year
- To aid in sustainability of DCI

Consistency of message and materials provided to districts is vital for fidelity of implementation. Districts are organized into cadres with their CST mini-team providing support from team members with the appropriate expertise.



A district is placed in one of five Implementation Zones.

- Early: Districts beginning DCI
- Developing: Districts putting elements of the DCI Framework into place and starting to see evidence of effective implementation
- Initial Implementation: Districts implementing all pieces of the DCI Framework to some, and possibly varying, extent across the district
- Full Implementation: Districts showing initial evidence of sustaining effective practices
- Initial Sustaining Zone: Districts showing sustained implementation of effective practices across multiple years

Aligning with Implementation Stages

Building on the knowledge of implementation stages (pages 32-34), the Implementation Zones incorporate district-wide implementation processes and outcomes. The table below provides a description of district implementation within each zone and the correlation with the implementation stages, sometimes sharing overlapping characteristics.

Implementation Zone	Implementation Stages
Early Implementation Zone	Exploration and adoption
Developing Implementation Zone	Program installations
Initial Implementation Zone	Initial implementation
Full Implementation Zone	Full operation
Initial Implementation Zone	Innovation and Sustainability

Data Elements & Implementation Zone Determination

As noted earlier, the Implementation Zone structure is data driven. District- and building-level data are used for IZ determination.

- District-level processes are measured by engagement with the Coaching Support Team in DCI topics referring to what a district does.
- District-level outcomes include data from the Implementation Survey: District-Level referring to what a district shows.
- Building-level processes and outcomes are based on CWIS data.
- Professional judgement provides the final piece. The Coaching Support Team Facilitators, with assistance from team members, review each district's Implementation Zone data. Through this review, Implementation Zone determinations are confirmed.

Implementation Zones are similar to a data dashboard and can be used to guide district conversations answering "where are we now?" in the journey toward full implementation of the DCI Framework.

The following descriptions of the various processes and outcomes can be seen visually on the Implementation Zone Worksheet. Each district receives a worksheet illustrating their data and zone placement.

Implementation Zone Worksheet

District:	Sample District				Date: April 2024
Number of buildings:	8				
Number of instructional staff:	292				
				Criteria	
Implementation Zone Worksheet		Early	Developing	Initial Implementation	Full Implementation
District-level processes	**Criteria**	Foundations	ETLP	Leadership	Systems
	Engaged in DCI practices: Across implementation zones	✓	✓	✓	
District-level outcomes	**Criteria**	0-4 items	5-10 items	11-14 items	15-17 items
	Implementation Checklist: # of items "in place"			11	
	By essential function	Number of items "in place"			
	Leadership (3 items)	3			
	Communication (2 items)	2			
	Commitment (5 items)	3			
	Performance/outcomes (5 items)	2			
	Alignment (2 items)	1			
Building-level processes	**Criteria**	0-19%	20-45%	46-75%	76-100%
	Number of buildings showing CWIS[1] response rates by zone	1	4	2	1
Building-level outcomes	**Criteria (number of domains averaging 4 or 5)**	<45% OR 0 domains	1-2 domains	3 domains	4-5 domains
	Number of buildings having CWIS domains averaging 4 or 5		5	1	2

[1] *CWIS: Collaborative Work Implementation Survey*

District-level Processes

The district-level processes are measured by the content of your interactions with your CST - the DCI practices and topics on which the district is focusing. The data used to inform the zone placement are the number of DCI Topics in which the district has engaged. These topics are organized and distributed by Implementation Zone, but can and should be included at any point in your DCI process.

- Early IZ incorporates Collaborative Teams, Data-Based Decision Making, and Common Formative Assessment
- Developing IZ includes Developing Accessment Capable Learners with Feedback, Metacognition, and Instructional Leadership
- Initial IZ incorporates School-Based Implementation Coaching and Collective Teacher Efficacy
- Full IZ includes alignment and systems planning

A checkmark shows on the worksheet for topics covered. You can see that the Sample District has checkmarks in 3 of the 4 Implementation Zone topic categories, suggesting they are engaged at three different levels.

District-level Outcomes

The district-level outcomes are measured by data from the Implementation Survey - the number of items "in place" by essential function (leadership, communication, commitment, performance/ outcomes, alignment). See page 44 for a description of the Implementation Survey.

- In the Early Zone, districts will have less than 5 items "in place"
- Developing Zone, districts have 5-10 items "in place"
- Initial Implementation Zone, districts have 11-14 items "in place"
- Full Implementation Zone, districts will have 15-17 items "in place"
- Initial Sustaining Zone districts have 15-17 items "in place" for 3 consecutive years

Having items "in place" means a district has accomplished that item. The sample district in the above IZ Worksheet has 12 items in place.

Building-level Processes

Both building-level processes and outcomes use data from the Collaborative Work Implementation Survey (the CWIS).
The building-level processes include the number of buildings showing the following CWIS response rates.

- The Early Zone has a response rate by building of 0-19%
- The Developing Zone has a response rate by building of 20-45%
- Initial IZ has a response rate by building of 46-75%
- Full IZ has a response rate by building of 76-100%
- Initial Sustaining IZ districts maintain a response rate, by building, of 76-100% for 3 consecutive years

The sample district in the above IZ Worksheet has buildings in each of the four zones.

Building-level Outcomes

The CWIS data used for this measure include the number of buildings showing CWIS domains with a response averaging 4 or 5. See page 48 for a description of the CWIS.

- The Early IZ has either less than 45% response rate OR zero domains with a response averaging 4-5
- The Developing IZ has 1-2 domains with a response averaging 4-5
- Initial IZ has 3 domains with a response averaging 4-5
- Full IZ has 4-5 domains with a response averaging 4-5
- Initial Sustaining IZ districts maintain a response rate, by building, of 76-100% for 3 consecutive years

Professional Judgement

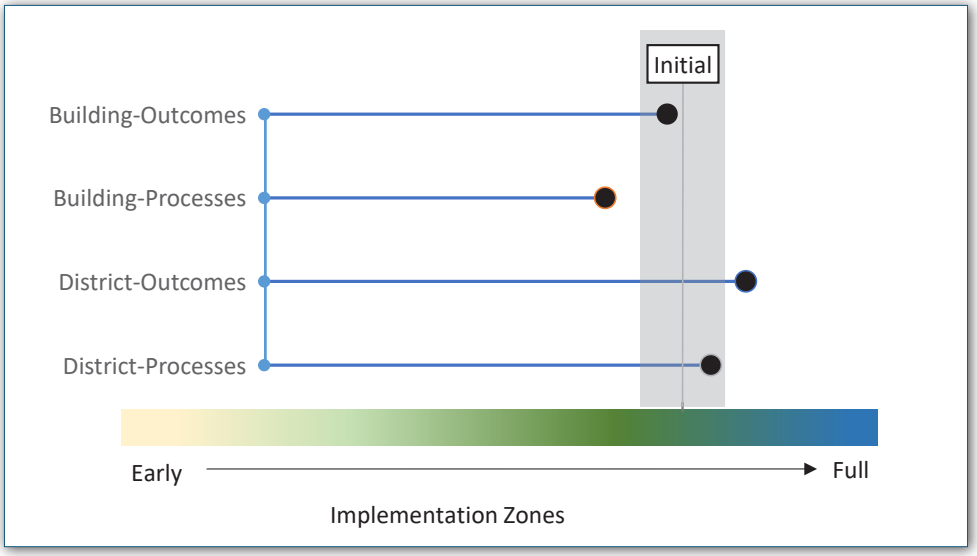
The final element in determining the appropriate Implementation Zone for districts is that of the professional judgement. The Coaching Support Team Facilitators, together with the CST Consultants, review each district's Implementation Zone data and consider contextual factors based on their knowledge of the district. Through this review, Implementation Zone determinations are confirmed.

Putting It All Together

The IZ Landscape is the visual representation of the data, bringing all the data elements together to illustrate the Implementation Zone for that district. The graph below illustrates the sample district's Implementation Zone Landscape and the final zone placement.

Looking at the top horizontal line in the Implementation Zone graphic, you will see that the district's building-level outcomes fall in the area of the Initial Zone. The next line represents the building-level processes which fall just a bit short of the Initial Zone. The district-level outcomes, however, fall closer to the Full Zone, with the district-level processes inside the Initial Zone. The preponderance of this district's data falls in the Initial Implementation Zone as illustrated by the light gray vertical bar.

Implementation Zone Landscape



Facilitators and CST members work closely to help districts understand how their data has informed their Implementation Zone recommendation and can serve to help districts create a plan to move forward through the DCI implementation process.

Context for Improving Systems

District Teams

Teams of educators provide the support and structure for ensuring implementation with fidelity occurs. Within the DCI Framework, there are leadership teams at both the district level and building level. Each have roles in guiding and supporting implementation. It is important for districts and buildings to refrain from establishing additional leadership teams for guiding the DCI implementation. Rather, districts and buildings should reflect on their current team structures and integrate team responsibilities to the greatest extent possible.

See the Step-by-Step Guide, Essential Function 1

Core competencies of team members, at both the district and building level, include the following.

- Knowledge and understanding of the DCI Framework and Practices
- Knowledge of expected DCI implementation processes
- Applied experience in using data for improving practices and systems

District Leadership Team

The District Leadership Team is comprised of district-level administrators; district-wide coaches; curriculum and assessment leaders; Professional Development coordinators; and other instructional and administrative leaders. This team supports implementation in the following ways.

- Using data to inform district-level policy and evaluate district-level systems
- Providing support for assuring the implementation drivers are addressed within each building
- Providing adaptive and technical solutions essential for sustaining and scaling-up the DCI Framework across the district
- Monitoring implementation progress and addressing challenges at the district level, which affect building-level implementation
- Collaborating with Building Leadership Teams to gain insight into the effectiveness of implementation and challenges shared across the district

Building Leadership Team

The Building Leadership Team is comprised of building-level administrators, teacher leaders, instructional coaches, and others integral to the overall building-level system. This team supports implementation in the following ways.

> *Our Building Leadership Teams give us great feedback that assists us in developing high-quality professional development. This helps us develop next steps as we reflect on our practices in the buildings.*
> *District Superintendent.*

- Using data to inform building-level policy and evaluate building-level systems
- Addressing the implementation drivers in the building context
- Providing adaptive and technical solutions essential for sustaining and scaling-up the DCI Framework and Practices within the building
- Monitoring implementation progress and addressing challenges at the building level
- Collaborating with District Leadership Teams to share insight into the effectiveness of implementation and challenges occurring in the building

Alignment

Educators are faced with recurring challenges of implementing, sustaining, and evaluating multiple practices, systems, and policies simultaneously. Being purposeful about developing a process for aligning, monitoring alignment, and sustaining alignment is an important function of district-level and building-level leadership. In a recent Technical Guide for Alignment,[18] the National Technical Assistance Center on Schoolwide Positive Behavior Supports outlines steps for aligning practices and initiatives. Drawing from this technical guide, the steps below outline a process for reviewing current initiatives and aligning the DCI Framework with current practices and systems shown to be effective for improving student achievement.

See the Step-by-Step Guide, Essential Function 4

1. Assess current initiatives

- Define the valued outcome to be achieved
- Develop an inventory of related systems, initiatives, and practices currently implemented across the district
- Identify the practices and initiatives to be aligned and determine common features
- Identify the system features supporting the initiative or practice
- Design a plan for aligned implementation, including collection of data, evaluation, and Professional Development

2. Adopt formal alignment process

- Design protocols for considering the adoption of new practices within alignment to current, effective practices
- Enable a team to monitor the effectiveness of alignment and lead the consideration of new practices as needs arise

Implementation Practice Profile & Survey

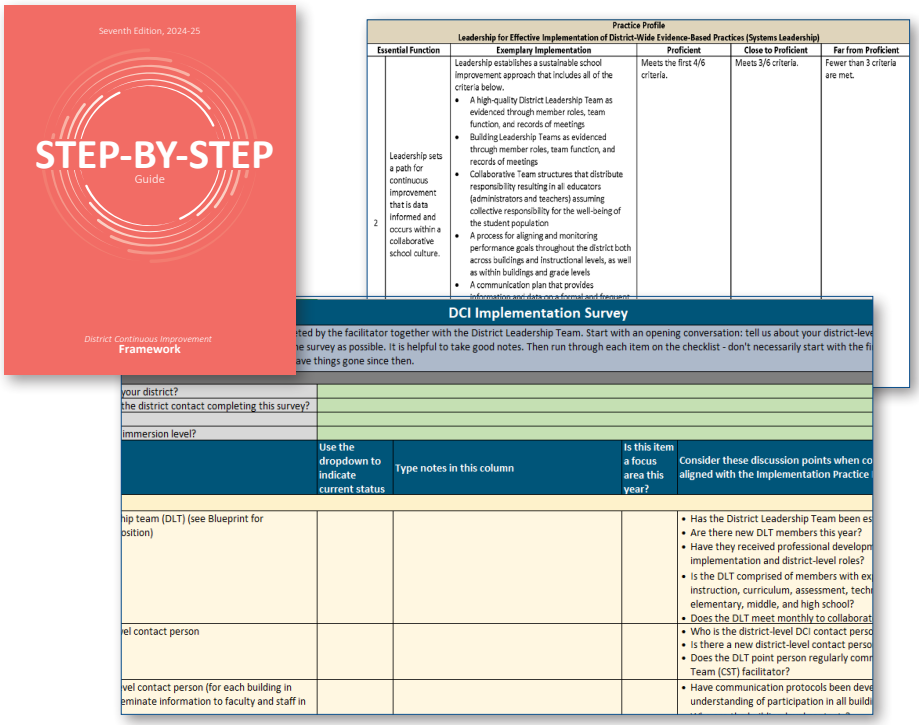
The Implementation Practice Profile: District-Level and Implementation Survey: District-Level are tools designed for district-level planning for DCI participation. Organized by the four Essential Functions of District Leadership Teams, the survey provides structure noting current status and indicating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

- District leaders maintain a collaborative culture and climate at the district-level and with building leaders
- District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice
- District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data
- District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction

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

See Implementation Practice Profile: District-Level, p. 80-83 and DCI Implementation Survey, p. 84-88

Tools for District-Level Planning



Data Informed Process

Data elements at all stages and levels of implementation can inform sustainability of effective educational practices and influence the design of processes and systems. The data elements include self-assessment, observation, implementation survey, student achievement, and other qualitative data such as artifacts, process documents, and protocols.

The DCI Components and Data Cycle graphic on the next page illustrates a "big picture" look at the multiple factors affecting implementation of the DCI Framework. It is important to notice how the arrows denote a feedback loop using data.

PP p. 60-83

Practice Profiles

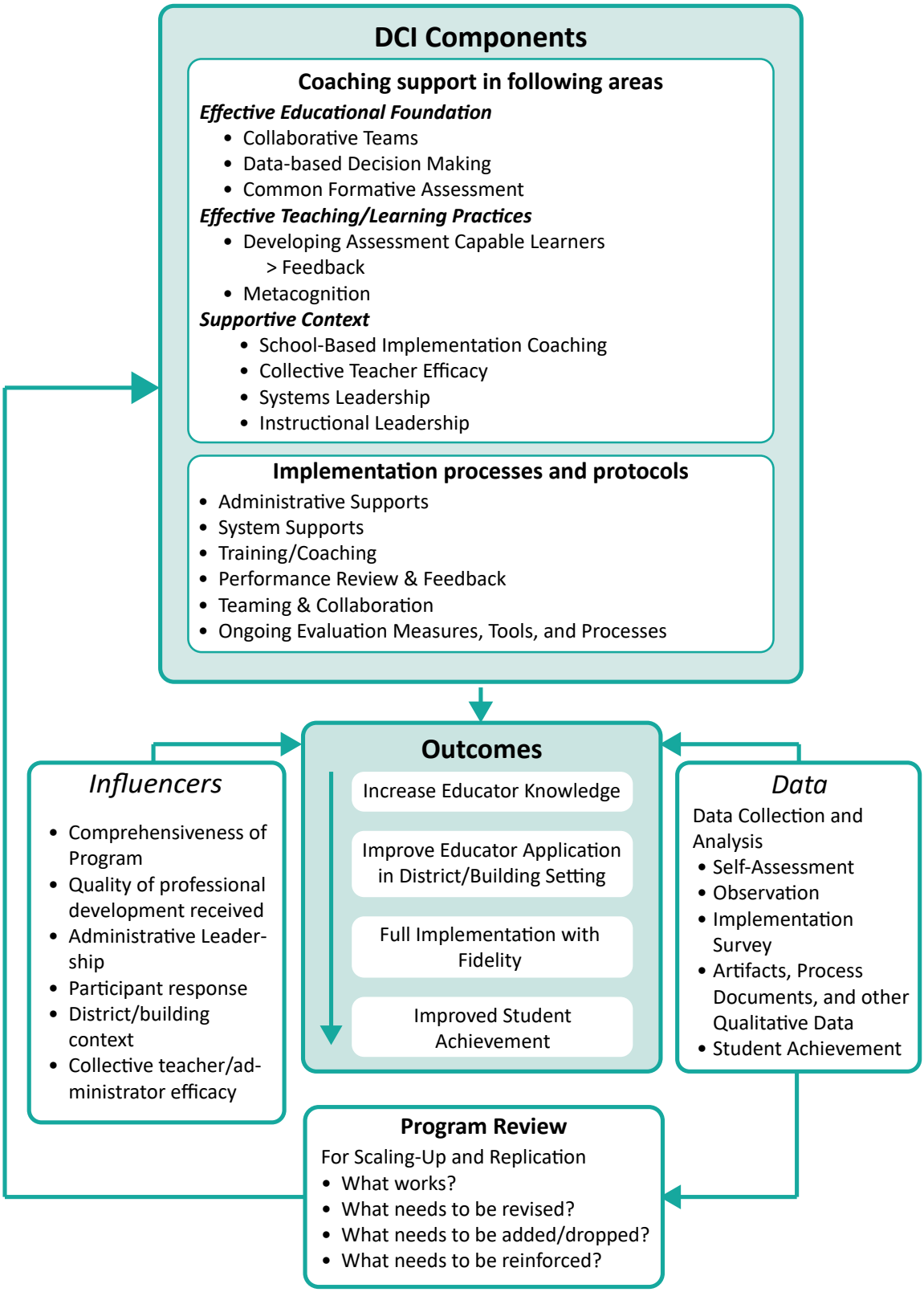
Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework has been developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics.[19] The Practice Profile template shows four levels of implementation and is anchored by the Essential Functions. The implementation levels are exemplary, proficient, close to proficient, and far from proficient. The Practice Profiles for the components of DCI are included in the Resources and Tools section of this Blueprint.

How to Use the Practice Profile

The Practice Profile has multiple uses. Because it provides the educator with concrete examples of implementation, it is a key component of training and coaching on each specific DCI Practice. The Practice Profile can also be used for self-monitoring implementation because it serves as a reminder as to the implementation criteria. Practice Profiles can also be used for providing feedback after observation of the practice. Building- and district-level leaders can incorporate the use of Practice Profiles into educator evaluation processes. In addition, the Practice Profiles can be used during the peer coaching process.

> *Our district uses the SAPPs for a self-check on the implementation of the DCI practices. SAPPs make it easy to track individual progress and provide powerful data when used along side the Practice Profile as we journey toward proficiency.*
>
> *District Administrator*

DCI Components & Data Cycle



Self-Assessment Practice Profile

The Self-Assessment Practice Profile, an online tool for team-based analysis of Practice Profiles, can be found on the VLP (http://apps.dese.mo.gov). Through the use of this tool, individual educators as well as teams of educators indicate their level of implementation as they complete a questionnaire aligned to each item on the Practice Profiles. Educators can choose to complete all of the Practice Profiles or select only a few of the DCI Practices. After completing the questionnaire, a dashboard of results is shown and reports can be downloaded. Through the reports, an administrator has a collective view of the Practice Profiles across a team, grade level, or other administrator-determined group of educators. There is additional information about the SAPP starting on page 55.

Collaborative Work Implementation Survey (CWIS)

DCI districts use the Collaborative Work Implementation Survey (CWIS). The CWIS is a 24-item instrument designed using a five-point Likert scale (see page 49 for the survey elements). The survey measures the extent to which DCI processes and practices are in place.

CWIS administration is a required part of a district's commitment to DCI. The results from the CWIS are crucial in planning for effective Professional Development. They help identify district-wide strengths and weaknesses pertaining to the DCI Practices. Using CWIS data, District Leadership Teams can work with CST Facilitators to identify district-wide goals. Be sure to administer the CWIS twice the first year – early on for baseline and again in the spring. Subsequently you will take it yearly in the spring.

> *DCI helped us get started by using the Comprehensive Work Implementation Survey (CWIS) to systemically and routinely collect, analyze, and implement change in areas most needed to move towards the best learning environment for our students.*
>
> *District Administrator*

Collaborative Work Implementation Survey (CWIS) for DCI

COLLABORATIVE, DATA-DRIVEN CULTURE

COLLABORATION

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

My team reviews data at meetings.

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

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

TEAMS USE DATA

Collaborative teams systematically analyze student data during team meetings.

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

SUPPORT & GUIDANCE

LEADERSHIP

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

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

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

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

EDUCATOR LEARNING

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

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

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

I receive feedback about my classroom instruction from other teachers.

FOCUS ON STUDENT LEARNING

INSTRUCTION DESIGN

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

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

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

STUDENT LEARNING & FEEDBACK

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

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

The students in my classroom, including students with disabilities, identify what they should do next in their learning based on self-assessment of their progress.

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

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

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

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

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

DCI Framework

Professional Learning Modules (PLM)

Research shows that conventional forms of Professional Development (i.e., one-shot workshops and conferences) do not provide the support needed to improve teaching practices.[20] Effective Professional Development needs to be authentic and ongoing.[21] Furthermore, Professional Development should address adult learning methods to ensure effectiveness through levels of instruction (i.e., introduce, illustrate, practice, evaluate, reflect, and master).[22] A Professional Learning Module is a focused approach to Professional Development content that addresses adult learning principles, upholds specific characteristics of high-quality Professional Development, and focuses on implementation at the classroom level. The table on the following page describes in detail the components of a Professional Learning Module, specifying the purpose of each component and providing examples of content.

Professional Learning Module (PLM) Components

Component	Purpose	Example of content
Preparation	Provide opportunity for learners to engage in the content prior to the formal training	Learning objectives Expectations for the training Preparatory reading Reflection exercise
Opening & introductions	Provide an overview of the day, including reviewing learner objectives, outcomes, and essential questions	Session at-a-glance Introductions Essential questions Norms Pre-knowledge check
Why the topic is important	Review the basics and relevance to student learning	Implications for student learning Ways implementation aligns with MO Learning Standards
Overview of the topic	Provide learner with core concepts, terms, and vision for implementation	Core concepts Glossary of terms Implementation example
Unpacking the topic	Explore the core components and implementation steps	Detailed description of the core components Rationale for components Detailed implementation steps
Topic in practice	Provide opportunity for learners to discuss what application in the classroom looks like	Detailed description of what implementation looks like Group discussion on what implementation looks like in a variety of contexts Measuring fidelity Using data to inform practice
Topic in action	Explore ways for the learners to incorporate the new knowledge and skills into their teaching	Reflection on what implementation would look like in their classrooms Discuss and problem-solve potential challenges to implementation and fidelity drift
Assessment & reflection	Provide opportunity for the learners to reflect on their learning and potential implementation challenges	Post-knowledge check Reflect on personal teaching context and implementation
Closing & follow-up	Provide opportunity for learner to outline their implementation steps and plans for follow-up coaching	Template for outlining implementation steps in personal teaching contexts and follow-up coaching Additional resources for further learning

Coaching Support Teams

CSTs provide ongoing contact and support to DCI districts. A CST is made of professionals with expertise in areas of leadership and school culture, academics, social/behavioral, special education, data, technology, assessment, communication, accountability/MSIP, and systems change. CSTs work closely with District Leadership Teams to support and increase district capacity in implementation and sustainability of evidence-based educational practices.

The partnership between the CST and DCI districts involves the following.

- Supporting district leadership through the Blueprint for a cohesive, integrated district plan of Professional Development to deepen implementation of evidence-based educational practices
- Assisting with identifying ways of embedding evidence-based educational practices within district need and context
- Creating, identifying, and providing coaching on DCI Practices

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

> *Our DCI partners came in at just the right time as we were taking our first steps to look at meaningful student data. They provided the background knowledge, the structure, and the guidance we needed. They supported and accelerated the direction we were already headed and did not come in with a grand new initiative. I believe the work they have done and will continue to do will have a lasting impact on teaching and learning in our school.*
>
> *Instructional Coach*

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

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

- Provide initial and early contact with districts to introduce DCI, including scope of work and systems needed for implementation
- Review implementation support resources
- Work with appropriate district personnel to assure VLP access for all

- Introduce Implementation Survey, District Level Implementation Practice Profile, and CWIS
- Develop a district's working knowledge of the DCI Practices

Current districts can expect their primary communication regarding implementation processes and support to be with their CST Facilitator.

Regional Professional Development Centers

The nine Regional Professional Development Centers (RPDCs) continue to be a resource for addressing training needs. DCI partners closely with the RPDC Directors who are integral to the CST process. As the CST and the district identify needs for training, the facilitator will reach out to a member of the CST (an RPDC consultant) holding the needed expertise to provide training.

Missouri DESE

The Missouri Department of Elementary and Secondary Education aims to facilitate the development and implementation of a statewide system of effective evidence-based educational practices to support districts and buildings to achieve exceptional outcomes for all students. DESE provides various supports for active engagement and implementation of the process with fidelity.

- A system for coordination of training and coaching for the districts within a job-embedded environment
- A system for development of school-based implementation coaching, at the district and building levels
- Resources and supports to allow the districts to participate
- On-site technical assistance and observation visits
- Opportunities for cross-district collaboration and sharing

Web-Based Tools

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

Virtual Learning Platform

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

The VLP is available to teachers and school administrators through DESE's Web Application Portal and includes space for user collaboration, pre/post assessments, handouts, worksheets, bookmarking of courses in progress, and other materials required for training. The system can be accessed at any time and may be used as a reference for users once the course(s) are complete. CSTs can provide support to users when accessing the VLP.

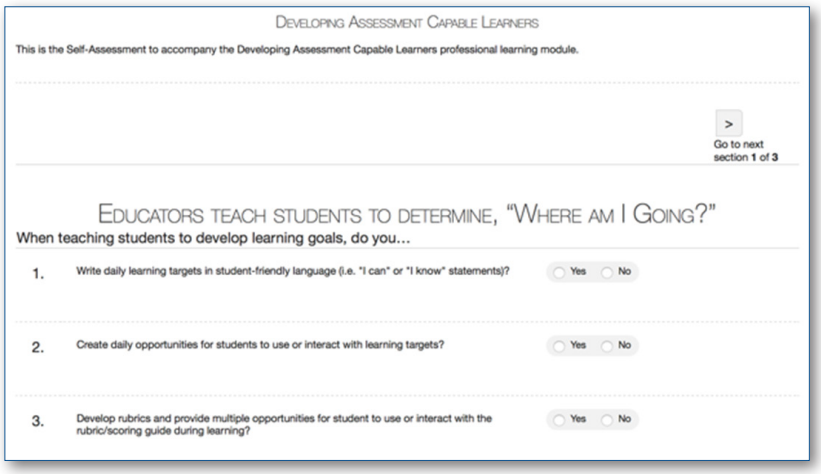
The materials in the Virtual Learning Platform are organized to provide maximum flexibility of access for all users, from totally self-directed to highly directed and structured. While the type of user may vary, all users have access to all course materials at any time. The Virtual Platform may be used in a variety of ways. It may be used by individual or groups of learners. A group of learners may or may not be guided by a leader/facilitator. A district/building may decide to learn and implement the content without outside support or organize learning cohorts using an internal facilitator (team leader). For schools desiring more support, RPDC staff is available to provide initial training and/or follow-up coaching and technical assistance activities through contracted services. Below is a screenshot of the Dashboard and Building Self-Assessment Score Report.

Dashboard & Building Self-Assessment Score Report

Self-Assessment Practice Profile

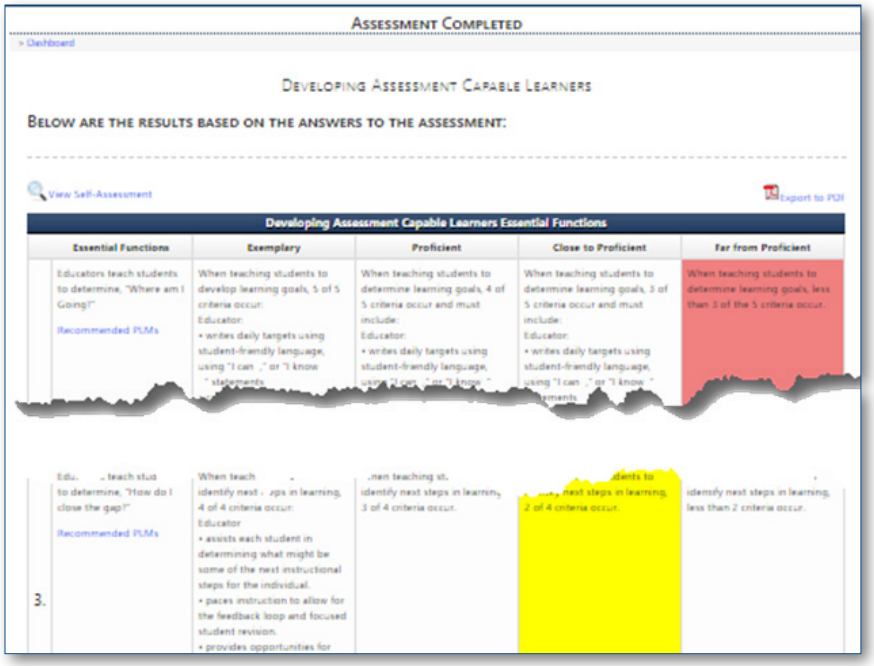
The Self-Assessment Practice Profile (SAPP) is a tool designed to help educators self-check implementation levels of newly learned skills and knowledge. Educators submit responses to a questionnaire, aligned with each Professional Learning Module's Practice Profile (apps.dese.mo.gov). Questionnaires elicit current levels of knowledge, skills, and abilities for DCI Practices.

Teacher Self-Assessment Questionnaire



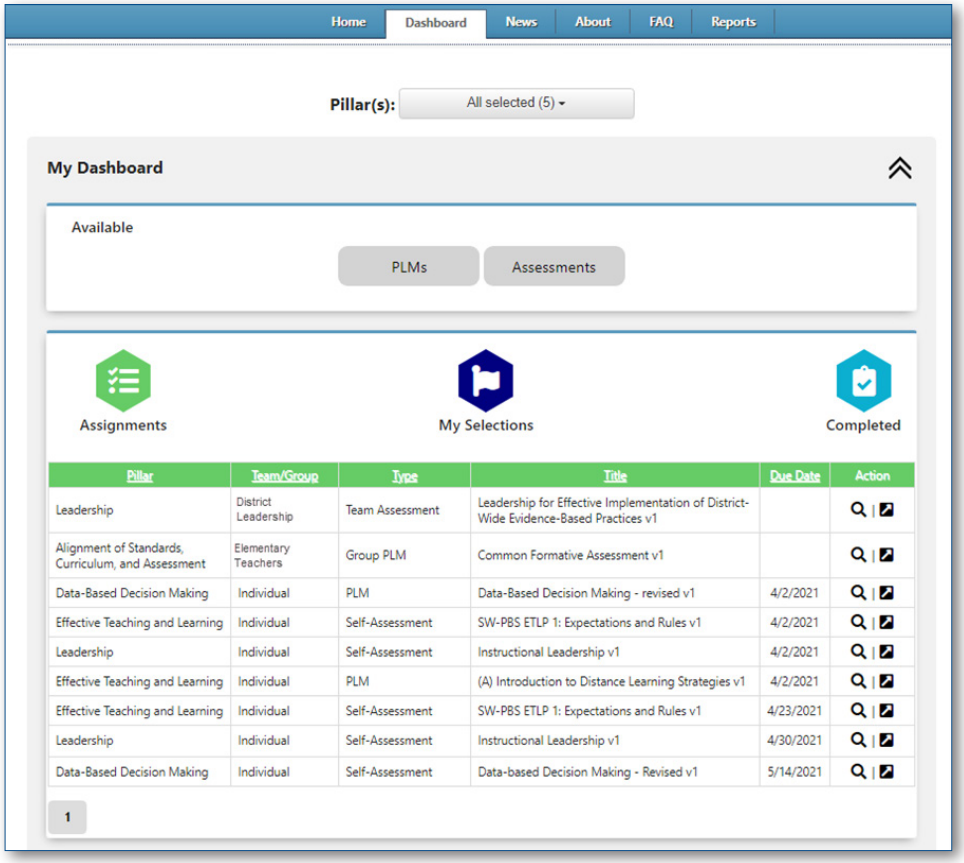
When educators submit questionnaire responses, they receive immediate feedback in the form of a shaded Practice Profile.

Teacher Shaded Practice Profile



Shaded Practice Profiles are collected in the educator's "Your Assessments" box, making it easy to track individual progress over time.

Teacher "Your Assessments" Box



Building and district leaders access educator responses to build reports in the form of building-level heat map. Reports can be built for selected teams (grade level, content level), providing a picture of implementation levels across the district. Building reports are collected in the building leaders "Reports" box. Reports should be used for collective planning among all levels of educators. Educators are encouraged to use the SAPP more than once per year to gain insight about collective progress on focus areas. However, the SAPP can be used more frequently as a coaching or reflective tool as needed.

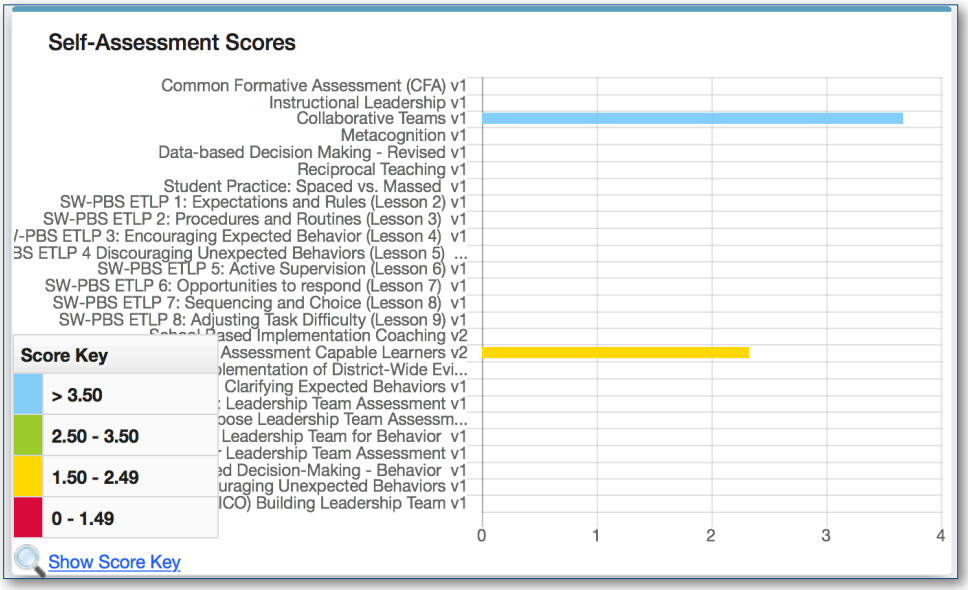
SAPP implementation materials include self-assessment questionnaires aligned with each DCI Practice, access to individual shaded Practice Profiles, and access to building-level heat maps.

Building Heat Map

Middle Building 3020 Data-based Decision Making - Revised v1				
EF	Exemplary *Ideal Implementation*	Proficient	Close to Proficient *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)*	Far from Proficient *(Follow-up professional development and coaching is critical.)*
1	Count: 3	Average: 2.80 Mode: 1 Range: 1 - 4 Count: 0	Count: 0	Count: 2
2	Count: 0	Count: 1	Count: 0	Average: 1.40 Mode: 1 Range: 1 - 3 Count: 4
3	Count: 2	Count: 0	Average: 2.20 Mode: 1 Range: 1 - 4 Count: 0	Count: 3
4	Count: 1	Count: 0	Average: 1.80 Mode: 1 Range: 1 - 4 Count: 1	Count: 3
Total Participants: 5				

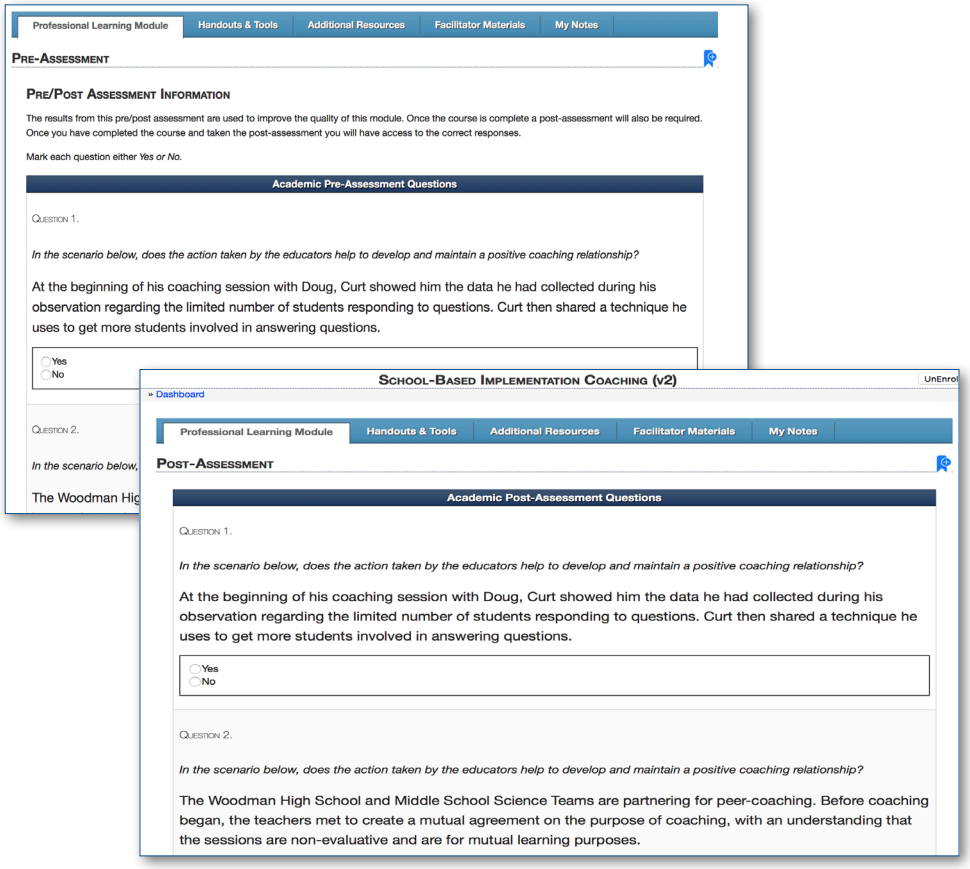
A visual of the most recent Self-Assessment Practice Profiles is displayed in a single location. The score key gives a self-assessed glance of individual progress in implementation of each of the Professional Learning Modules.

Self-Assessment Scores



The online Professional Learning Modules provide the opportunity for a pre- and post-assessment. These assessments assist in gauging the knowledge obtained from the online experience.

Pre/Post Knowledge Checks



Collaborative Teams (CT) Practice Profile					
Essential Function		**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
1	Educators collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement.	Teams address 3/4 of the following at least *twice monthly*, as evidenced by agendas and minutes. • Discuss data and monitoring student progress • Identify instructional practices that result in student learning • Identify students needing reteaching • Align instructional practices to academic standards	Teams address 3/4 items at least *monthly*, as evidenced by agendas and minutes.	Teams address 2/4 items at least *monthly*, as evidenced by agendas and minutes.	Teams address *fewer* than 2/4 items at least *monthly*, as evidenced by agendas and minutes.
2	Educators effectively implement group processes in collaborative meetings.	Teams meet *weekly* using agendas and minutes in collaborative meetings.	Teams meet at least *monthly* using agendas and minutes in collaborative meetings.	Teams meet regularly but with no set schedule.	Team meetings times are irregular, infrequent, and/or often canceled.
		Teams use agendas which include 8/9 of the following recommended items. • Team/group name • Date/time/location • Outcomes (includes required materials) • Past items to review • New items • Celebrations • Norms • Roles • Next meeting date	Teams use agendas which include 7/9 of recommended items.	Teams use agendas which include at least 4/9 of recommended items.	Teams use agendas which include *fewer* than 4/9 of recommended items are not developed.

Collaborative Teams (CT) Practice Profile					
Essential Function		**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
2	(EF 2 Continued) Educators effectively implement group processes in collaborative meetings.	(EF 2 Continued) Teams use minutes and communication that address 8/9 of the following recommendations. • Purpose for the meeting • Where and when held • List of the attendees • Tasks achieved during the meeting • Decisions made at the meeting • List of actions agreed upon including to whom it was assigned and the completion date • Notes are centrally stored with easy access for all participants to provide updates and comments • Agendas that use a consistent template for easy reference • Agendas distributed to all stakeholders	Teams use minutes and communication that address 7/9 of the recommendations.	Teams use minutes and communication that address at least 4/9 of the recommendations.	Teams use minutes and communication that address *fewer* than 4/9 of the recommendations or are not developed.
3	Educators intentionally use collaborative skills in collaborative team meetings.	During team meetings, problem-solving and sharing involves at least 6/7 of the following collaborative behaviors. • Pausing • Paraphrasing • Posing questions • Putting ideas on the table • Providing data • Paying attention to self and others • Presuming positive intentions	During team meetings, problem-solving and sharing involves at least 5/7 collaborative behaviors.	During team meetings, problem-solving and sharing involves *fewer* than 5/7 of the recommended collaborative behaviors.	The collaborative behaviors do not occur during team meetings.

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

Data-Based Decision Making (DBDM) Practice Profile					
	Essential Function	**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
3	Educators determine instructional action steps.	Meet 5/5 criteria • Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis • Design a lesson or set of lessons addressing the learning goal • Schedule and deliver instructional change (lesson or set of lessons) • Collect evidence of learning outlined in the IAP • Outline how engaging students in review of learning data will inform design or delivery of instructional change	4/5 criteria are met • Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis • Design a lesson or set of lessons addressing the learning goal • Schedule and deliver instructional change (lesson or set of lessons) • Collect evidence of learning outlined in the IAP	3/5 criteria are met. • Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis • Design a lesson or set of lessons addressing the learning goal • Schedule and deliver instructional change (lesson or set of lessons)	***Fewer*** than 3/5 of any of the criteria occur
4	Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.	Meet 7/7criteria • Review previously created data analysis system and improve it as necessary to determine instructional impact • Analyze evidence of learning collected during instructional change • Include time in data team meetings to reflect on and discuss what worked, what did not work and why • Determine if/how instructional change targeted student learning goal • Incorporate review of student data into instruction and gain feedback on student learning from students • Schedule time to reflect on the outcome of the instructional change • Adjust instructional action plan to reflect findings	6/7 criteria are met • Review previously created data analysis system and improve it as necessary to determine instructional impact • Analyze evidence of learning collected during instructional change • Include time in data team meetings to reflect on and discuss what worked, what did not work and why • Determine if/how instructional change targeted student learning goal • Incorporate review of student data into instruction and gain feedback on student learning from students • Schedule time to reflect on the outcome of the instructional change	4/7 criteria are met • Review previously created data analysis system and improve it as necessary to determine instructional impact • Analyze evidence of learning collected during instructional change • Include time in data team meetings to reflect on and discuss what worked, what did not work and why • Determine if/how instructional change targeted student learning goal	***Fewer*** than 4/7 of any of the criteria occur

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

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

Developing Assessment Capable Learners (DACL) Practice Profile					
Essential Function		**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
1	Educators teach students to determine "Where am I Going?"	When teaching students to develop learning goals, 5/5 criteria occur. Educator • Writes daily targets using student-friendly language, using "I can _____" or "I know _____" statements • Creates daily opportunities for students to use or interact with learning targets • Develops rubric or scoring guide for appropriate assignments and provides multiple opportunities for students to use/interact with the rubric/scoring guide during the learning • Analyzes sample work with the students using strong and weak examples and asking students to justify their analyses (an ongoing task throughout learning to clarify misconceptions) • Asks students to set daily goals in relation to the learning targets	When teaching students to determine learning goals, 4/5 criteria occur and must include the following. Educator • Writes daily targets using student-friendly language, using "I can_____" or "I know _____" statements • Creates daily opportunities for students to use or interact with learning targets • Asks students to set daily goals in relation to the learning targets	When teaching students to determine learning goals, 3/5 criteria occur and must include the following. Educator • Writes daily targets using student-friendly language, using "I can _____" or "I know _____" statements • Creates daily opportunities for students to use or interact with learning targets	When teaching students to determine learning goals, *fewer* than 3/5 criteria occur.

Developing Assessment Capable Learners (DACL) Practice Profile					
Essential Function		**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
2	Educators teach students to determine "Where am I Now?"	When teaching students to self-evaluate learning progress, 5/5 criteria occur. Educator • Provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria • Provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process • Paces instruction to allow for frequent, descriptive feedback to all students and allows time for students to act on the feedback received • Asks students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process • Instructs students to set personal goals based on feedback and self-assessment	When teaching students to self-evaluate learning progress, 4/5 criteria occur.	When teaching students to self-evaluate learning progress, 3/5 criteria occur.	When teaching students to self-evaluate learning progress, *fewer* than 3/5 criteria occur.
3	Educators teach students to determine "How do I Close the Gap?"	When teaching students to identify next steps in learning, 4/4 criteria occur. Educator • Assists each student in determining what might be some of the next instructional steps for the individual • Paces instruction to allow for the feedback loop and focused student revision • Provides opportunities for students to self-reflect and document their learning • Provides opportunities for students to share their learning	When teaching students to identify next steps in learning, 3/4 criteria occur.	When teaching students to identify next steps in learning, 2/4 criteria occur.	When teaching students to identify next steps in learning, *fewer* than 2/4 criteria occur.

Metacognition Practice Profile					
Essential Function		**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
1	Educators engage in metacognitive instruction to increase students' knowledge of cognition.	Educators engage in metacognitive instruction to increase students' knowledge of cognition by implementing 5/5 criteria. • 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 criteria are met by educators
2	Educators engage students in metacognitive regulation processes for planning, monitoring, controlling, and evaluating.	Educators engage students in metacognitive regulation processes by implementing 4/4 criteria. • 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 criteria are met by educators

Metacognition Practice Profile					
Essential Function		**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
3	Educators create a classroom culture and environment conducive to developing, encouraging, and supporting metacognitive thinking.	Educators create a classroom culture and environment conducive to metacognitive thinking by implementing 6/6 criteria. • 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 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.	Educators 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	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.	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	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.	Coaching plans developed by educators 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	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.	Solution dialogue meets 7/7 criteria. • Facilitate conversation about what has gone well and where more support is needed • Facilitate conversation about relevant data • Respond to ideas for improvement by validating, adding suggestions, and providing rationale for changes in practice • Support suggestions for change in practice by modeling examples of the content/practice in use • Provide opportunity for reflection and clarification of recommendations • Offer opportunity or resources for guided practice • Facilitate identifying next steps	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.	Educators progress monitor implementation of effective educational practices meeting all 3/3 criteria *and* four modes of gathering evidence.
		• Gather evidence to monitor progress toward growth goal plan using four modes
		  ○ Observation
		  ○ Video recording themselves
		  ○ Student evidence (classroom discourse, student work)
		  ○ Journaling
		• Reflect on evidence to determine growth toward goal.
		• Determine 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 month, educators strongly agree the following five criteria are true of their experience. • They have successfully implemented a new instructional strategy or practice learned in training (*affective state)*. • They have received feedback and encouragement regarding the implementation of an instructional strategy or practice learned in training (*social persuasion*). • They have seen others in their building implement a new instructional strategy or practice learned in training (*vicarious experience*). • They have collected informal or formal data to indicate they have successfully implemented a new instructional strategy or practice learned in training (*mastery experience*). • They report they have the resources and support needed to make a major impact on student learning.	When considering the last 12 months, educators mostly agree the five criteria are true of their experience.	When considering the last 12 months, educators agree some of the five criteria are true of their experience.	When considering the last 12 months, educators disagree any of five criteria have been true of their experience.
2	District/Building leaders provide opportunities for teacher collaboration that encourages the development of **social networks** focused on improving instructional practice.	When considering the last 12 month, educators strongly agree the following four criteria are true of their experience. • They participate in conversations with other teachers about ways to improve instruction 3 or more times per week. • Their collaborative conversations with other teachers are helpful for improving instructional practice. • They are part of formal and informal collaborative social networks. • They experience shared leadership within teams.	When considering the last 12 months, educators mostly agree the four criteria are true of their experience.	When considering the last 12 months, educators agree some of the four criteria are true of their experience.	When considering the last 12 months, educators disagree any of four criteria have been true of their experience.
3	District/Building leaders design school structures, promote professional development, and allot time in ways that support the development of **teacher leadership.**	When considering the last 12 month, educators strongly agree they participate in school leadership opportunities through the following five criteria. • 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 five criteria are true of their experience.	When considering the last 12 months, educators agree some of the five criteria are true of their experience.	When considering the last 12 months, educators disagree any of five criteria have been true of their experience.

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

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

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

Leadership for Effective Implementation of District-Wide Evidence-Based Practices (Systems Leadership) Practice Profile					
Essential Function		**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
3	Leadership models and facilitates qualities of trust and growth mindset as key to a culture of continuous improvement.	A. Leadership builds an organizational culture of trust that leads to all of the criteria below. • Belief by teachers that the leadership's actions are consistent with shared values • Belief by teachers that the leadership follows through on commitments • Belief by teachers that the leadership values all staff • Belief by teachers that they have the ability to positively affect student learning B. Leadership promotes and models a growth mindset by meeting all of the criteria below. • Setting both long- and short-term organizational goals • Seeking teacher feedback and input regularly • Providing teachers with constructive, detailed feedback • Creating opportunities for teachers to observe each other's classes to learn from one another • Discussing both successes and failures with teachers as opportunities for learning • Valuing effort as the path to mastery	3/4 criteria for A are met and 4/6 criteria for B are met	2/4 criteria for A are met and 3/6 criteria for B are met	Fewer than 2 criteria for A are met and fewer than 3/6 criteria for B are met

Leadership for Effective Implementation of District-Wide Evidence-Based Practices (Systems Leadership) Practice Profile					
Essential Function		**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
4	Leadership empowers educators at all levels to active engagement in continuous improvement and collective responsibility for student growth.	A. Leadership builds a supportive environment by meeting all of the criteria below. • 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 B. Leadership ensures that all of the following key components are used and supported across the district. • Collaborative Teams • Common Formative Assessment • Data-Based Decision Making • Developing Assessment Capable Learners with Feedback • Metacognition	3/4 criteria for A are met and 3/5 criteria for B are met	2/4 criteria for A are met and 2/5 criteria for B are met	Fewer than 2/4 criteria for A are met and/or 2/5 criteria for B are met

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.	The school leadership provides a supportive environment that includes all of the proficient criteria, plus meets 3/4 of the following. • Discovering and developing the capacity in staff • Creating a new paradigm/vision for school culture • Promoting inclusion for all • Modeling an attitude of serving	The school leadership provides a supportive environment that includes 4/5 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 building leadership team is established and of high quality as evidenced though member roles, team function and norms, and records of meetings	The school leadership has a school environment that includes at least 3/5 proficient criteria.	The school leadership has a school environment with fewer than 3 of the proficient criteria.
2	Leadership supports and ensures that teaching and learning practices engage all students in meaningful learning.	Select and implement evidence- based effective methods that include all of the following. Are not content related Are tied to teacher standards,\ Are implemented with fidelity Inform decisions of progress through regularly scheduled formative assessments selected *by appropriate teams*	Select and implement evidence- based effective methods that include all of the following. • Are not content related • Are tied to teacher standards • Are implemented with fidelity • Inform decisions of progress through assessment methods selected by the *instructor*	Select and implement evidence- based effective methods that include all of the following. • Are not content related • Are implemented with fidelity • Inform decisions of progress through assessment methods selected by the *instructor*	Select and implement evidence-based effective methods that include all of the following. • May or may not be content related • Are implemented with fidelity • Inform decisions of progress through assessment methods selected by the *instructor*

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 all of the following criteria. • 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 select teachers to develop research-based formative assessment methods that include 1 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.	District Leadership Team (DLT) and district contacts address all criteria indicated as proficient. Participation of DLT in monthly meetings is consistent. The meetings are well-documented examples of proficient implementation. Communication protocols are consistently followed and shared district wide. As new DLT members are brought on board, they receive professional development about district-level implementation and district-level roles.	District leaders have accomplished all of the following criteria. • 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 • 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.	The following describes level of implementation. • 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	Implementation is as follows. • District-level contact person is identified, but communication and partnership with CST does not occur • DLT is not in place • Technology is not used for sharing information, meeting, or collaboration • Building-level contacts are not identified • Information is not shared with building-level educators • Action plans are not developed

Implementation Practice Profile: District Level					
	Essential Function	**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
2	District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice.	An action plan with implementation timeline, aligned with existing Comprehensive School Improvement Plan (CSIP) and district professional development plan, is developed and used. This action plan addresses all items listed as proficient. Progress on the action plan is monitoring monthly by the DLT. Based on progress monitoring, modifications to the action plan are collaboratively identified by the DLT and communicated across the district.	An action plan with implementation timeline, aligned with existing Comprehensive School Improvement Plan (CSIP) and district professional development plan, is developed and used. This action plan… • Is informed by implementation and outcome data (e.g., SAPP, CWIS) • Provides for training and coaching on effective teaching and learning practices • Creates structures and processes for collaborative problem-solving using data • Creates structures and processes for school-based coaching • Incorporates virtual coaching and technology to enhance quality and timeliness of coaching • Includes annual benchmarks and outcomes aligning areas of foci across district priorities • Builds in opportunities for progress monitoring and revisiting action plan annually • This plan contains the following. • Prioritized goals • Annual measurable goals and outcomes matched to data sources • Identified data elements (e.g., CWIS, SAPP), which are reviewed at least annually for data-driven discussions	An action plan with implementation timeline is developed; however, there are gaps in recommended items, data, and review processes as listed in the proficient column. Of the 10 recommendations listed, at least 6 are addressed fully.	An action plan does not exist OR fewer than 6 items are addressed fully.

Implementation Practice Profile: District Level					
Essential Function		**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
3	District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data.	A system for supporting and monitoring fidelity and implementation of progress is established, used, and 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.

Implementation Practice Profile: District Level					
	Essential Function	**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
4	District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction.	The DLT uses an established protocol for review of all district work, initiatives, and programs to assure current and ongoing alignment with the district CSIP. The protocol consists of all items indicated as proficient. Review of the protocol, informed by data, occurs at least twice annually. Detailed notes of the review are taken and used to inform modifications to the CSIP.	The DLT uses an established a protocol for review of all district work, initiatives, and programs to assure current and ongoing alignment with the district CSIP. The protocol consists of the following. • A schedule of taking inventory of all district initiatives in a manner that identifies redundancies and inconsistencies • A process for assuring alignment as new initiatives or programs are added to district/ building expectations • Persons designated with responsibility for following the protocol and communicating to district/building leaders how alignment can/ should occur	The DLT has established a protocol addressing all recommended items; however not all recommendations are implemented.	The DLT has an established protocol; but it does not contain all recommended items OR a protocol has not been established.

DCI Implementation Survey				
Directions: The DCI Implementation Survey should be completed by the facilitator together with the District Leadership Team. Start with an opening conversation: tell us about your district-level work. Through the conversation, move them through the survey, covering as many items on the survey as possible. It is helpful to take good notes. Then run through each item on the checklist - don't necessarily start with the first line. Work backward with older districts. Start with where they were last year and ask how have things gone since then.				
Introduction				
What is the name of your district?				
What is the name of the district contact completing this survey?				
What is the date?				
What is your current immersion level?				
Did the district…	**Use the dropdown to indicate current status**	**Type notes in this column**	**Is this item a focus area this year?**	**Consider these discussion points when completing the survey. They are aligned with the Implementation Practice Profile: District Level.**
Leadership				
Form district leadership team (DLT) (see Blueprint for recommended composition)				• Has the District Leadership Team been established? • Are there new DLT members this year? • Have they received professional development about district-level implementation and district-level roles? • Is the DLT comprised of members with expertise in the following areas: instruction, curriculum, assessment, technology, special education, pre-K, elementary, middle, and high school? • Does the DLT meet monthly to collaborate and shape participation in DCI?
Designate district-level contact person				• Who is the district-level DCI contact person? • Is there a new district-level contact person this year? • Does the DLT point person regularly communicate with the Coaching Support Team (CST) facilitator?

Designate building-level contact person (for each building in district) who will disseminate information to faculty and staff in the building				• Have communication protocols been developed to produce consistent understanding of participation in all buildings in the district? • Who are the building-level contacts? • Can the building level contacts accurately describe how the district participates in DCI?
Communication				
Develop protocol for maintaining ongoing communication with Coaching Support Team Facilitator and CST members, prioritizing the use of virtual technology to increase communication				• Is technology used for timely and consistent sharing of information and support from the CST?
Develop a district-wide plan for consistent and timely sharing of information with building leaders				• What is the plan for communicating DCI information with building-level contacts? • How often is this plan followed? • How do building-level contacts disseminate DCI information to all staff? • What building-level expectations are in place? • How are buildings collecting data? • How are buildings monitoring progress of instruction that leads to student learning through DCI?

Commitment				

Identify a process for monitoring progress of the implementation, including annual goals and outcomes, as well as expectations for educator participation in the virtual learning platform in each of the practice areas				• Does a DCI action plan exist?
				• Was the plan informed by DCI implementation and outcome data (e.g., SAPP, CWIS)?
				• Is the action plan aligned with CSIP and/or other district professional development plans?
				• Does the action plan…
				  • Contain annual measurable goals and outcomes matched to data sources?
				  • Are they prioritized?
				  • Include a schedule for DCI training and coaching on effective teaching and learning practices?
				  • Outline how members of the DLT or other admin are involved in collaborative problem-solving using DCI data?
				  • Define the structures and processes needed for school-based coaching to occur?
				  • Include annual benchmarks and outcomes that align with other district priorities?
				  • Is progress monitored monthly?
				  • Is the action plan revised every year?
				  • How are the revisions communicated to the district?

Administer Self-Assessment Practice Profile at least twice each year for practices aligning to PD plan				• Is SAPP data reviewed at least once a year?
Administer implementation survey (e.g. Collaborative Work Implementation Survey) at least annually				• Is CWIS data reviewed at least once a year?
Use technology to increase the quality and timeliness of coaching for improved instruction				• Does the action plan incorporate virtual coaching and technology to enhance quality and timeliness of coaching?
Participate in regional, cadre, and state events to gather insights and wisdom from other districts				• Does someone from your district attend regional, cadre, and state events?

Performance/Outcomes				
Support the use of data (e.g. SAPP, CWIS) to inform professional development and building-level support				• Are CWIS and SAPP data used to determine district-wide and building-wide professional development needs? • Do district/building administrators receive professional development related to DCI? (This helps to maintain DCI focus across the district.)
Develop and implement protocol for conducting walk-throughs, observing implementation, and monitoring fidelty and progress toward full implementation of identified practices across the district				• Have CWIS and SAPP data been used to determine focus areas of need? • Does training (including use of the virtual learning platform) address areas of strength and need? • Does coaching (including use of the virtual learning platform) address areas of strength and need? • Are educators provided with intentional opportunities to reflect on their acquisition and application of new instructional knowledge and skills? • When are educators provided with descriptive feedback and support for improvement? • Who monitors implementation through observations and walkthroughs?
Annually, summarize district-wide fidelity and progress toward full implementation of identified practices				• What benchmarks have been set to monitor progress? • When are educators provided with descriptive feedback and support for improvement? • Who monitors implementation through observations and walkthroughs?
Establish district- and building-level goal(s) and benchmark(s) performance levels on the SAPP and CWIS				• What benchmarks have been set to monitor progress?
Revisit and revise PD plans based on data				• When are professional development systems reviewed and adjusted? • Who is involved in this review? • What data is used?

Alignment				
Develop timelines and expectations aligning implementation goals and other district initiatives				• Is there an established a protocol for review of all district work, initiatives, and programs to assure current and ongoing alignment with the district CSIP? • What is the process for inventorying all district initiatives? • How are all district initiatives inventoried? • When are all district initiatives inventoried? • At what point are new initiatives reviewed along with current initiatives to insure alignment? Does this happen at least twice per year? • Are redundancies and inconsistencies among district initiatives intentionally accounted for? • Is someone designated to take detailed notes during alignment meetings? • How is alignment communicated with district/building leaders, especially when it changes?
Align implementation goals with CSIP: Comprehensive School Improvement Plan				• How are implementation goals aligned with the CSIP?

Glossary of Terms

Action Plan: Created to organize a district and/or building improvement process, the plan should include details of scope, sequence, timeline, and designated responsibility.

Alignment: Being purposeful about developing and implementing a process of examining commonalities and efficiencies across educational components (e.g., initiatives, assessment, and curriculum).

Artifacts: Various types of documents, records, notes, and data used when evaluating effectiveness or documenting evidence of implementation.

Blueprint: The DCI Blueprint describes an approach and processes for implementing effective educational practices in Missouri districts and schools.

Building Leadership Team (BLT): A team comprised of building-level administrators, teacher leaders, instructional coaches, and other persons integral to the overall building-level implementation of DCI.

Cadre: Small groups of participating districts, trained and coached by their Coaching Support Team to increase district capacity and form a community for sharing successes and challenges.

Cause Data: Data measuring variables within the system or implementation process that may affect the desired outcome (e.g., implementation fidelity, type of professional development, or analysis of competing initiatives).

Coaching Support Team (CST): Comprised of professionals who hold identified expertise in leadership and school structure, academic, social/behavioral, special education, data, technology, assessment, accountability, and systems change. CSTs work closely with districts to support and increase district capacity in implementation and sustainability of evidence-based educational practices.

Coaching: An aspect of professional development focused on improving practice in the applied context. Coaching is a learning relationship in which guided reflection, modeling, guided practice, and learning strategies for improvement occur.

Collaborative Teams: A foundational practice that (a) maintains structures/processes for efficient collaboration and (b) intentionally reviews data, analyzes, and discusses the impact of educational practices on student learning.

Common Formative Assessment: A systematic and cyclical process designed to provide timely teacher/student feedback on curricula and student learning to improve both instructional practices and academic achievement.

Competency Drivers: Essential competencies for key leadership for effective implementation include selection, training, coaching, and fidelity/performance assessment.

Comprehensive School Improvement Plan (CSIP): A required accountability plan designed in collaboration with staff, administrators, and stakeholders which addresses goals for leadership, collaboration, curriculum, assessment, and instruction.

Data-Based Decision Making: A decision making process that occurs when teams (a) disaggregate data; (b) analyze student performance; (c) set incremental student learning goals; (d) discuss the relationship between instruction and student learning; and (e) identify effective key teaching and learning practices to implement.

DCI Implementation Survey: Annually, District Leadership Teams complete this survey with their facilitator to measure the district's growth in the implementation of DCI. Questions on the DCI Implementation Survey expand on the essential elements and criteria from the District Implementation Practice Profile: District Level and are used to document a district's status and identify action steps for critical system level change.

Developing Assessment Capable Learners: Referred to in John Hattie's research as "student self-report grades," assessment capable learners are students who know the learning target, can describe their level of learning in relation to the learning target, and describe their next steps.

District Leadership Team: Comprised of district-level administrators, district-wide coaches, curriculum and assessment leaders, professional development coordinators, and other instructional and administrative leaders to lead district-level DCI implementation.

Effect Size: Quantifying the difference between two groups, or the same group over time, on a common scale. An effect size is a value determined through statistical analysis to show the relative impact of a practice or intervention over time on a common scale.

Effective Teaching and Learning Practices: Research based educational practices used in DCI-MTSS, resulting in improved student learning.

Essential Functions: A clear description of the features that must be present to say that a practice is being used to achieve outcomes, guiding decisions and ensuring consistency, integrity, and sustainable effort across practitioners.

Every Student Succeeds Act (ESSA): A federal law designed to ensure that all students have a significant opportunity to a fair and equitable high-quality education. The focus is also on closing the educational achievement gaps.

Facilitative Administration: An organization driver through which leadership collaborate with their teams to identify and address challenges; form clear communication protocols and feedback loops; develop and adjust policies and procedures; and reduce system barriers to implementing the program as intended.

Feedback: Information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. Fidelity/Performance Assessment: One of four competency drivers used to determine the extent to which a program is implemented as intended and achieving intended student achievement outcomes.

Fidelity: The degree to which a program as implemented corresponds with the program as described.

Foundations: The DCI Framework references three educational practices as foundations: Collaborative Teams, Data-Based Decision Making, and Common Formative Assessment.

GAINS: The process designed to be compatible with various data-based decision models that are being used in educational settings. The GAINS steps are gather; analyze; intentionally act and analyze again; notice and adjust; and systematically repeat.

Implementation: Putting into place a specified set of activities, protocols, and structures designed to address a gap or area of need.

Implementation Drivers: Drivers based on the commonalities among successfully implemented practices and programs found in the literature and derived from current best practices.

Implementation Science: The study of factors that influence the full and effective use of innovations in practice.

Implementation Specialist: Focuses on onboarding districts new to DCI by providing initial and early contact with districts to introduce DCI, including scope of work and systems needed for implementation. After onboarding, the Facilitator and CST will begin working closely with districts.

Implementation Stages: The implementation process has six developmental implementation stages: Adoption, Program Installation, Initial Implementation, Full Operation, Innovation, and Sustainability.

Implementation Zones: A data-driven approach to describing district- and building-level implementation processes and outcomes. A district will be placed in an Implementation Zone based on their data.

Instructional Leader: Is concerned with the teachers' and school's impact on student learning and instructional issues. Instructional leaders conduct classroom observations, ensure professional development enhances student learning, communicate high academic standards, and ensure all school environments are conducive to learning.

Leadership: One of four organization drivers with the focus of building and strengthening a network of support including (a) the professional capacity of teachers and staff, (b) the professional community in which they learn and work, (c) family and community engagement, and (d) effective management and operation of the building/district.

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

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

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

Missouri Department of Elementary and Secondary Education (DESE): The administrative arm of the State Board of Education. It facilitates the development and implementation of effective evidence-based educational practices to support all districts and building to achieve exceptional outcomes for all students.

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

Organization Drivers: The group of factors that form the supports and structures essential for (a) keeping implementation processes on track, (b) evaluating drift in implementation through data, and (c) determining adjustments to implementation as needed.

Practice Profile: A framework developed by the National Implementation Research Network (NIRN) as a way of outlining criteria using a rubric structure with clearly defined practice-level characteristics.

Professional Learning Module: A focused approach to professional development content that (a) addresses adult learning principles and (b) upholds specific characteristics of high-quality Professional Development, and (c) focuses on implementation at the classroom level.

Protocols: Agreed upon guidelines/norms for conversation and a structure that permits focused conversations to occur within Collaborative Teams. Protocols are used to look at student and adult work, give feedback, solve problems or dilemmas, observe classrooms or peers, advance problem-solve on a specific issue, and structure a discussion around a text.

Regional Professional Development Center (RPDC): A resource for addressing training needs, there are nine located throughout the State of Missouri.

Rubric: A criterion-based tool used to communicate expectations of proficiency and assess a demonstrated level of performance, understanding, or knowledge around the defined criteria.

School-Based Implementation Coaching: Peer coaching, focused on educational practices, is systematically used to support ongoing implementation and problem-solve implementation challenges.

Self-Assessment Practice Profile: An online tool for team-based analysis of items on the Practice Profiles. Administrators can create reports to view implementation of practices across a team, grade level, or other administrator-determined group of educators.

Success Criteria: Description of student outcomes and expectations.

Systems Interventions: An organization driver focusing on aligning resources, expectations, and system supports to support implementation.

Training: A component of professional development that provides for the introduction of new practices, exploration of applications in real world settings, and experimentation with application scenarios under the guidance of an expert.

Visible Learning: Coined by John Hattie, an enhanced role for teachers as they become evaluators of their own teaching.

Walkthrough Tools: Break down each essential element of Practice Profiles showing how they might look in practice, designed to be used during coaching observations, self-evaluation, or to provide feedback.

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