Missouri Model Districts Framework
Blueprint for district and building leadership
Acknowledgments

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- The Commissioner, Deputy Commissioner, and Assistant Commissioners at the Missouri Department of Elementary and Secondary Education for their vision and leadership.
- The DESE Division of Learning Services to work collaboratively to create alignment across Offices and to support districts in their efforts to implement effective educational systems.
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The UMKC-IHD is an applied research and training center for human services and has been in existence for over 40 years. UMKC-IHD and its approximately 50 faculty and staff work with a variety of university, community, state and national constituents to build the capacity of systems, organizations, programs, families, and individuals through applied research, training, community services and supports, and information dissemination.
Margie Vandeven was appointed Missouri’s sixth Commissioner of Education in December 2014. Throughout her tenure with the Department, Dr. Vandeven has served as a supervisor of the Missouri School Improvement Program, Director of School Improvement and Accreditation, Director of Accountability and Accreditation, Assistant Commissioner for the Office of Quality Schools, and as Deputy Commissioner of Learning Services.

“We live in an age of increasing knowledge about what works in education—effective educational practices, effective professional development for educational professionals, and rapidly changing technology for instruction and educator learning. The Department of Elementary and Secondary Education (DESE) is committed to building systems that focus on educational practices that really matter and offering Missouri districts the supports needed to implement the work in the most efficient manner possible. The time is right for Missouri schools to lead the charge in building educational systems that work for ALL students and educators. With your help, we can refine this blueprint to guide all districts in Missouri in accomplishing this mission.”

Stacey Preis has served as the Deputy Commissioner for the Division of Learning Services since January 2015. Prior to this position, Dr. Preis served as Assistant Commissioner for the Office of Early and Extended Learning. Dr. Preis began her career as a high school English and journalism teacher in Jefferson City Public Schools and worked in various capacities for University of Missouri-Columbia. Before joining the Department Dr. Preis worked as Executive Director of the Joint Committee on Education for the Missouri General Assembly.

“As we move toward the next iteration of the Missouri School Improvement Program (MSIP6), Missouri districts and schools have the perfect opportunity to focus on those educational practices that have been shown to be effective and critical to the success of ALL educators and students. You have agreed to partner with us in implementing the Missouri Model Districts framework of identified effective educational practices. Through this effort, we are attempting to remove the complexity of work related to school improvement by focusing on a few proven effective practices, providing common tools and resources, and enhancing the supports provided through the statewide system. By partnering with us to develop and refine this blueprint, you can help provide all districts in the state with a process to implement these effective educational practices and achieve exceptional outcomes for all Missouri students.”
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Preface

Missouri Model Districts (MMD) is an opportunity offered to selected districts in an effort to advance and sustain effective educational practices and influence the design of MSIP 6. Using a district-level approach, the project will integrate effective academic and behavioral practices into a framework for achieving exceptional student outcomes. MMD will launch with the MMD Summit in May 2017 and formally begin with the 2017 - 2018 school year. A three-year commitment to MMD is expected. Over the three years of the project, the Missouri Department of Elementary and Secondary Education (DESE) will use the work of the MMD to develop processes, resources, and expectations that support statewide effective education for ALL Missouri students.

Outcomes

The Missouri Department of Elementary and Secondary Education (DESE) aims to achieve and facilitate the development of a system of support at district and building levels to achieve exceptional outcomes for all students. This partnership between the DESE and participating districts will work toward the following outcomes:

- Refinement of an integrated academic and social/behavioral framework into a cohesive MMD system of support that can be implemented statewide in any district, regardless of demographics.
- Shape the design of MSIP 6 (Missouri School Improvement Program) options.
- Collection of data pointing to the non-negotiables (what works) and areas of flexibility when implementing in various contexts.
- Implementation of effective educational practices (data-based decision making, collaborative culture, common formative assessment, and effective teaching/learning practices), resulting in exceptional outcomes for all students, especially students showing risk factors, including students with disabilities.
Description of Participation

Participating districts/buildings will collaborate with the DESE to do the following:

- Engage in a more in-depth implementation and evaluation of an integrated academic and behavioral practices framework leading to improved instruction and student learning.
- Provide insights for shaping the future of the statewide model and MSIP 6.
- Build internal capacity and expertise to support ongoing district/school-based coaching.
- Share lessons learned and insights with other districts/buildings.
- Engage in a data-driven process.

Key Activities

The following key activities describe the role of participating districts and buildings.

- Participate in site visits from the DESE and coaching support team (CST) as a district/building leadership team.
- Participate in data collection, which may include videotaping (consistent with district policy), interviews with educators, and surveys.
- Engage in regional and state meetings for professional development.
- Provide ongoing feedback and recommendations for improving the framework and process.
- Engage consistently with a state CST.
- Engage in district and building level professional development, as determined in collaboration with the CST.

Support for Active Engagement and Implementation with Fidelity

In order to support the involvement of districts, the DESE will provide for the following.

- Coordination of training and coaching for the districts/buildings
- Development of school-based implementation coaching at the district and building levels.
- Resources and supports to allow the districts and buildings to participate.
• On-site technical assistance and observation visits.
• Cross-district collaboration and sharing.

Missouri Model Districts, and participating buildings, will receive ongoing support from a designated CST holding expertise in effective teaching/learning practices (general and special education), behavioral practices (Schoolwide Positive Behavioral Supports (SW-PBS)), leadership, data, technology, and education systems change. Additionally, districts/buildings will have access to the DESE endorsed training and professional development materials. The CST will primarily work with the district leadership team. CST may also work with building leadership teams; however, district leaders are expected to be involved in supporting the building leadership teams.
Introduction to the Blueprint

By definition, a blueprint is a detailed plan of action. This blueprint describes an approach and processes for implementing effective educational practices in Missouri districts and schools. Invited Missouri Model Districts, in partnership with the DESE, should use this blueprint as a guide for developing educational systems to achieve exceptional outcomes for their students.

This blueprint is a dynamic document in that processes described may change in response to lessons learned in the initial stages of implementation.

Why have a Blueprint?

Effective educational practices are worthy of sustaining and scaling-up. This blueprint is the road map for leading districts through all stages of the processes, from initial implementation through sustaining and scaling-up. Through the multi-year partnership between the DESE and Missouri Model Districts, this blueprint will undergo refinement. The goal is to create a final blueprint which will become the working document for sustaining and scaling-up effective educational practices statewide.

Overview of Contents

The contents begin with a description of the key functions of evidence-based educational practices and systems at district and building levels. This is followed by a description of the statewide support available to assist districts with effective and efficient implementation of these practices. The blueprint concludes with supplemental resources, links, and other references.

Intended Audience: District and Building Leadership Teams

The intended users of this blueprint include district and building leadership teams within Missouri Model Districts. Additionally, other users include professional development and support providers representing the Statewide System of Support (SSOS).
Using the Blueprint

This blueprint is a “guide” rather than a “cookbook.” The contexts of Missouri districts, and the school buildings within districts, are highly variable and diverse. This blueprint balances the requirement of implementing evidence-based educational practices with a guided process for determining ways of supporting implementation within each unique district context.

District leaders and coaching support teams should familiarize themselves with the entirety of the blueprint in order to (a) gain a shared understanding of the integrated pieces, (b) conduct self-assessment of current practices and resulting outcomes, and (c) formulate an action plan.
Framework for Effective Educational Systems

This framework for improving educational systems is based on the work of many researchers; however, two seminal pieces of research are most evident in this framework. The first is the research conducted by Dr. John Hattie. In 2008, Dr. Hattie published *Visible Learning*, the result of over 800 meta-analyses relating to student achievement.¹ The second is the work of *Moving Your Numbers*, a study conducted under the guidance of 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).

Informed by Visible Learning, the MMD framework includes selected teaching/learning practices shown to have a high impact on student achievement. As a foundation to selected teaching and learning practices, are three education practices, which were informed by the *Moving Your Numbers* research. These foundations/practices establish the teaching environment for collaborative, data-driven, instructional decision-making. In order to ensure the implementation with fidelity and sustainability of effective education practices, this framework addresses critical components of leadership and internal coaching support.
Key Components

The key components of this framework are:

- 3 foundational educational practices essential for collaborative and data-informed instruction and decision making;
- 3 selected effective teaching/learning practices, identified from a pool of evidence-based practices shown to improve student achievement;
- Implementation coaching for supporting school-wide and district-wide implementation with fidelity; and
- Leadership for supporting each element toward and through a vision of sustainability and scaling-up effective educational practices.

Figure 1. Missouri Model Districts Components
Foundations

The three foundation pieces of the framework are collaborative teams, data-based decision making, and common formative assessment.

Collaborative Teams

When educators effectively implement group processes 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 have the processes built 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.

Reflection Questions

How often and how well does your team discuss:

(1) Data and how to monitor student progress?
(2) Instructional practices that are connected to student learning?
(3) Data to identify students needing re-teaching?
(4) Alignment of instructional practices to academic standards?

What group processes does your team use (i.e. agendas, minutes, norms, and roles)?

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

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

— J. Hattie (2015)
Data-Based Decision Making (DBDM)

School and district leadership teams should use a consistent DBDM process to identify and address student, school, and district improvement needs. Similarly, small groups of teachers should use a consistent DBDM process to identify students’ academic and social/behavioral needs and select practices that address those needs.

Essential functions of data-based decision making

- Educators collect, chart, and disaggregate student learning data.
- Educators analyze results to identify priority learning needs.
- Educators establish SMART goals based on data-identified student learning needs.
- Educators use data to select a common instructional practice/strategy to implement with fidelity. Educators explain results indicators for process (cause) and product (effect).
- Educators design and practice ongoing monitoring of results (monitor, reflect, adjust, repeat).

Reflection Questions

- When collecting, charting, and analyzing student learning data, does your team use common formative assessments and common scoring? Does your team make student learning data available to all team members?
- How does your team use results to identify and prioritize teaching/learning needs?

Common Formative Assessment

Formative assessment provides ongoing information that can guide and improve teaching and learning during a learning cycle such as a lesson, unit, or course. It may include collaboratively developed assessment instruments as well as formative assessment strategies that are embedded in instruction, rather than administered as separate events. Educators use common formative assessments within a district or building to ensure that student and teacher performance is consistent across grade levels and departments. Common formative assessment is 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. Common formative assessment is not
another instrument or event nor should it be included in grading—but rather it is a collection of practices to improve teaching and accelerate learning.³

**Essential functions of common formative assessment**

- Educators develop clear and meaningful learning targets to guide instruction and student learning.
- Educators establish clear and measurable student success criteria in a rubric, scoring guide, or checklist.
- Educators construct and/or use quality assessment instruments of sound design and that measure the learning targets.
- Educators use assessment data to improve student learning.

**Reflection Questions**

What are ways in which you make sure the learning goals in your classroom are clear and meaningful?

Are your success criteria clearly aligned to learning goals?

How do you make sure that your success criteria clearly relate to what students say and do?

How do you ensure that the assessments you use are high quality and provide opportunities to clearly show where students are in relation to mastery of the learning goal?

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**Putting the Foundations into Place**

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

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**NOTE:** 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. For the initial launch of MMD, 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.
Figure 2. Foundations

1. Collaborative teams
2. Data-based decision making
3. Common formative assessment

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.

Collect, chart, and disaggregate student learning data. Analyze results to identify priority learning needs. Establish SMART goals based on data identified student learning needs. Use data to select a common instructional practice/strategy to implement with fidelity. Educators explain results indicators for process (cause) and product (effect). Design and practice ongoing monitoring of results (monitor, reflect, adjust, repeat).

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, which are aligned to the Missouri Learning Standards. Use assessment data to improve student learning.
Effective Teaching/Learning Practices

John Hattie’s 2008 book, *Visible Learning*, was based on more than 800 meta-analyses of 50,000 research articles, about 150,000 effect sizes, and about 240 million students.¹ In his research, Hattie uses a “Barometer of Influence” as a graphic illustration showing the influence of the practice on learning (see Figure 3).²³⁴⁵

Figure 3. Barometer of Influence

The values above the arch indicate effect size, which 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. For example, if the effect size of practice is below zero and shown in the red zone of the barometer, then the practice has actually detracted from learning. The average effect (one year growth in one year time) size is 0.40. 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 three practices influence learning at a greater than average rate.

Assessment Capable Learners

“Assessment capable” does not focus on how well students perform on tests. Rather, it means that students are able to gauge their own learning. It means that students understand if they have met a learning target and in what areas they need extra help. According to Hattie (2012), it is important for students to know where they are going, how they are going to get there, and where to go next.⁴

Teaching students to become and grow as assessment capable learners is shown through research to be a high impact practice.
Students who are assessment capable learners feel accountable for their own progress and become motivated, effective, self-regulating learners. What do assessment capable learners do? Across all aspects of their learning, they:

- Understand what they are supposed to learn,
- Monitor their own progress,
- Set goals, and
- Reflect on their learning.

**Essential functions of teaching students to become and grow as 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?”

**Reflection Questions**

- When coaching students to develop learning goals, do you use rubrics or scoring guides and sample work?
- Do you provide ongoing 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.”6 The main purpose of feedback is to improve students’ 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 teaching assessment capable learners.

Feedback can occur in many forms; however, not all forms are effective. Research shows learning improves when feedback (a) addresses a specific learning task, (b) incorporates strategies for improving performance on tasks, and (c) is available in multiple modalities. Praise, punishment, and extrinsic rewards are the least effective forms of feedback.6

As shown in the barometer (see Figure 5), feedback, when provided in one of the effective forms, influences learning at a greater than average rate.

Figure 5. Feedback Effect Size = 0.73

Essential functions of effective feedback

- Educator provides descriptive feedback that clearly links to learning goal and success criteria to all students multiple times throughout the learning process.

- Educator provides feedback about strengths and offers information to guide improvement to all students multiple times throughout the learning process.

7 Keys of Effective Feedback

1. Goal-referenced
2. Tangible and transparent
3. Actionable
4. User friendly
5. Timely
6. Ongoing
7. Consistent

• Educator paces instruction to allow for frequent, descriptive feedback to all students and allow time for students to act on the feedback received.

• Educator asks students to assess their own progress and justify their assessments multiple times throughout the learning process.

• Educator instructs students to set personal goals based on feedback and self-assessment.

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?

Metacognition

Metacognition occurs when a student is conscious of his/her thinking and level of cognition while in the process of learning. Metacognitive learners develop mental maps or pictures as a way of connecting ideas and concepts. They pose internal questions to guide their inquiry. They consciously review their learning steps/tasks and self-evaluate their own outcomes. Along with feedback, metacognitive practices align with developing assessment capable learners. When determining current level of learning and ways of closing the learning gap, educators should (a) model metacognitive practices by talking about thinking and learning in general and specifically talking about one’s own thinking and learning and (b) provide opportunities for students to assess current thinking and learning.

When teachers actively guide the development of metacognitive learning, they do so in tandem with providing feedback. For example, a teacher may notice inconsistencies in a class’s ability to solve a type of mathematical equation and need to reteach the concept. While re-teaching, the teacher models metacognitive processes when demonstrating the computation by verbally detailing and analyzing
each step. By doing this, the teacher has shared a window of insight into the teacher’s thinking process as well as given the students words and sequences to use during independent practice. As the teacher continues the lesson by providing students individual and group feedback, the teacher prompts the students to “talk through” the steps, giving reasons for why each step is in the proper sequence or is logical.

Similar to feedback and assessment capable learners, metacognitive practice has a positive influence on learning (see Figure 6).

Figure 6. Metacognition Effect Size = 0.53

![Figure 6. Metacognition Effect Size = 0.53](image)

Essential functions of metacognition

- Educator models metacognitive practices by talking about his/her thinking and learning and thinking and learning in general.

- Educator provides opportunity for students to think about the best way to approach or accomplish the learning target and connect to prior experiences.

- Educator provides opportunity for students to monitor progress in relation to learning target and success criteria.

- Educator provides opportunity to determine if learning target was met and reflect on what went well, what did not go well, and what to do differently next time.

“Teaching students how to learn is as important as teaching them content, because acquiring both the right learning strategies and background knowledge is important—if not essential—for promoting lifelong learning.

—Dunlosky (2013)
Reflection Questions

Do you talk about your thinking and learning when providing or demonstrating a skill?

Do you provide opportunities for students to share their thinking and problem-solving?

Do you provide opportunities for students to assess their learning and share ways of improving their learning?

Integrated Effective Teaching and Learning Practices

As shown in the description of assessment capable learners, feedback, and metacognition, they are not isolated practices. Rather these practices should be integrated into daily instructional practices. As shown in Figure 7, both feedback and metacognition fit within the overall structure for implementing assessment capable learners. For specific guidance on how to implement the practices, see the tools and resources section of this blueprint.

“When we have made the learning clear to students, focused instruction on the intended learning, offered practice opportunities targeted to learning needs, offered feedback on students’ learning strengths and needs, and taught them how to self-assess and set goals, we are inches away from students taking initiative to determine what they need practice with and to create their own personalized learning path.”

—McTighe & O’Connor (2016)

NOTE: Resources and tools for implementing additional teaching and learning practices, as well SW-PBS, are available through the Missouri Statewide System of Support (SSOS) and will be gradually available online. For this launch of MMD, the scope of practices to be implemented has been focused on selected high impact practices. Over the three-years, additional practices may be added to the MMD framework.
Figure 7. Integrating Effective Teaching/Learning Practices

1. 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?”

2. 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.

3. Metacognition
   - Model metacognitive practices by talking about his/her thinking and learning and thinking and learning in general.
   - Provide opportunities for students to think about the best way to approach or accomplish the learning target and connect to prior experiences.
   - Provide opportunities for students to monitor progress in relation to learning target and success criteria.
   - Provide opportunities to determine if learning target was met and reflect on what went well and what did not go well and what to do differently next time.
Leadership

Research shows a clear link between strong school 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 operations of the school. Effective educational leaders are driven by the school’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 school can always be better.

District-level and school building-level leadership have important guiding and supporting roles in MMD. 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 reality and strategic planning for addressing needs, district leaders support the development, scaling-up, and sustainability of the MMD framework foundations and teaching/learning practices.

**Essential functions of effective educational 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.
School-Based Implementation Coaching

School-based implementation is critical to supporting the development of new teaching practices. Too often, educators receive exposure or training to a new practice and are asked to then translate it into everyday routines. However, a classroom of students is very different than the typical training environment (e.g. a room with other educators). When faced with realities of everyday teaching, finding time or patience for practicing a new skill is not a priority or sometimes even possible. A coach can help sort through the barriers to implementation, provide feedback to guide implementation, and model examples of effective implementation.

Research over the past two decades shows the impact of coaching. Training supports building knowledge, skill rehearsal, and often group dialogue for processing new information and opportunities for application. However, it is through coaching that the transfer of new skills to classroom practice occurs (see Table 1). Recent research supports earlier findings and offers new understanding into job-embedded, site-based, peer-coaching models as effective means for transferring new learning into classrooms. Five points of learning and applying new skills have been defined:

1. When learning for the first time,
2. When learning more,
3. When remembering or applying,
4. When things go wrong, and
5. When things change.

Reflection Questions

As an educational leader, how do you provide 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-driven decision making?

We give schools strategies & systems for improving practice & outcomes, but implementation is not accurate, consistent, or durable, & desired outcomes aren’t realized. School personnel & teams need more than exposure, practice, & enthusiasm.

—Sugai, OSEP Center on PBIS (2011)
During these final two moments of need, coaching can have a substantial impact on the desired outcome.

**Essential functions of school-based implementation coaching**
- Developing and maintaining coaching relationships.
- Facilitating the improvement process.
- Communicating in a timely and responsive manner.
- Engaging in solution-driven dialogue.

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

### Table 1. Why is Coaching Important?

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<th>Professional Development Approach</th>
<th>Results</th>
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<tr>
<td>Theory &amp; Discussion</td>
<td>0% transfer new skill into practice</td>
</tr>
<tr>
<td>Demonstration in training</td>
<td>30% demonstrate skills in training, BUT 0% transfer new skills into practice</td>
</tr>
<tr>
<td>Practice &amp; feedback in training</td>
<td>5% transfer new skills into daily practice</td>
</tr>
<tr>
<td>Coaching</td>
<td>90-95% transfer new skills into daily practice</td>
</tr>
</tbody>
</table>
Context for Improving Instruction

Educators who are successful in improving teaching and learning focus first on student learning then on teaching to achieve learning. In a 2013 interview, John Hattie lists eight qualities of effective educators. Pairing these mindsets with effective teaching/learning practices creates ideal learning environments for all students—especially diverse learners.

#1. Their fundamental task is to evaluate the effect of their teaching on student learning and achievement.

How do I know my teaching approach is working?
Do I share a common conception of progress with other teachers?

#2. As a change agent for improved teaching and learning, they are responsible for student successes and failures.

All students can be challenged.
It’s practices and strategies, never about styles.
It is important to encourage help-seeking behaviors.

#3. Teachers must be “adaptive learning experts” able to teach in multiple ways and model different ways of learning.

In what ways do students learn differently?
How can I best support the differences?

#4. Like students, teachers need to know where they are going, how they will get there, and where they will go next.

Who and what did I teach well and who not so well?
Where are the gaps and strengths, what was achieved and what has still to be achieved?
#5. All students benefit from dialogue, rather than monologue. Students need the opportunity to ask questions and clear up these misconceptions.

   Do I truly listen to my students’ questions, ideas, struggles, strategies of learning, successes, interaction with peers, outputs, and views about teaching?

#6. Teachers plan how to engage students in the challenge of learning and go beyond just breaking a challenge into manageable bits.

   Do I engage students in the challenge of learning?
   Can students see the purposes of the challenges that are so critical to learning success?

#7. Teachers need to have a positive interpersonal relationship with each student, and students need to feel the classroom environment is trustworthy, fair, and empathetic.

   How can I create a high level of trust in the classroom?
   Do my students feel safe to readily indicate that they do not understand?

#8. When parents understand the language of learning, they are better equipped to help their children.

   How can I support parents to help their children attend and engage in learning?
   Do parents understand learning rationale and success criteria?
Systems Approach

The work of the National Implementation Research Network\textsuperscript{11} has identified considerations for and qualities of effective systems change. The first considerations are the stages of implementation and the drivers of successful implementation. Implementation teams guide and support the implementation process. Lastly, the teams work to align and support the components of the educational system as it matures across the stages of implementation.\textsuperscript{12}

Implementation Stages

Six stages of implementation are identified as critical to successful implementation and resulting sustainability.

Exploration & Adoption

Missouri Model Districts will begin by reviewing current strengths and needs regarding effective educational practices in the MMD framework.

\textbf{Guiding Questions}

- What do we currently have in place that is effectively supporting student learning? ..that is supporting effective instruction? How do we know our practices are effective?
- What do educators need in order to improve instruction?
- What do our systems of professional development (coaching and training) look like? Is this addressing educator needs? How do we know?

Program Installation

The second stage is to establish an environment supportive of implementation.

\textbf{Guiding Questions}

- At the district level, what do we need to put into place to support building-level implementation of the MMD 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?

\begin{quote}
As the evidence-based movement has gained momentum, four significant issues have emerged in the educational context.

1. Which practices do we select to scale up and sustain?
2. How do we implement new education practices so they actually produce the intended benefits for students?
3. How do we scale up effective practices so they are available to all students?
4. How do we align system structures and function to fully support scale-up efforts as part of “education as usual” over the longer term?
\end{quote}

—Fixsen, Blase, Duda, & Naoom (2010)
Initial Implementation
The current status of practices and procedures has been analyzed and the stage has been set for initial implementation. During initial implementation, professional development is provided and educators begin implementing the MMD components. During this stage, it is important to monitor these early steps for fidelity and needs for support that emerge.

Guiding Questions
- Are initial implementation steps proceeding as expected?
- What needs for resources or support are emerging?
- Which aspects of the MMD 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 the next stage of taking implementation to scale. At a district level, full operation is implementation of the MMD framework in all schools.

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 MMD have been proven to be effective and which require revision?

Innovation
Innovation is the stage at which the model has been fully implemented and sufficient data has been gathered. Data is analyzed and interpreted. Based on interpretations of the data, innovative modifications, additions, and subtractions are made to the model. Fixsen et al. (2005) stresses the importance of refraining from innovation until ample time has been permitted for full operation. Decisions regarding changes to the model must be informed by data
and intentionally planned; otherwise, the integrity of the model is jeopardized.

**Guiding Questions**

- In what ways can the MMD framework and approach be improved?
- What are the implications for the integrity of the MMD framework if revisions are made?
- What are the considerations for sustainability of the MMD?
- Are there district-level factors to address in order to set the stage for sustaining the MMD framework?

**Sustainability**

The ultimate goal is a sustainable model of services and supports that provides a valid, reliable, and evidence-based approach to responding to the education needs of all of Missouri’s students. However, while this is the last stage of implementation, the work is not complete. Districts must continue to implement effective practices and make data-driven decisions, all while being ever mindful of the changing dynamics of student 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 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.

**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.

Guiding Questions
- Who are the people involved in MMD at all levels? Do these people have the needed experience, expertise, and time?

Fidelity/Performance Assessment: The practices included in the MMD framework are evidence-based. This means they have been through rigorous study to determine an impact on student achievement. Because the goal is results, like those shown through the research, it is important to monitor fidelity of implementation.

Guiding Questions
- Is MMD 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.

Guiding Questions
- What do we need to make data-based decisions about MMD overall? About components of MMD?
**Administration & Systems:** Education administrators and their teams hold these 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

**Guiding Questions**
- What systems level of support is needed to keep MMD in motion? To move MMD forward?
- To what extent are we aligning our MMD work to other requirements and expectations?

**Leadership:** Effective leadership is able to employ both technical and adaptive strategies, use data effectively, and form collaborative processes for addressing ongoing implementation hurdles.

**Guiding Questions**
- Do educator leaders employ effective strategies for supporting ongoing implementation?
- What support do they need to improve use of data and collaborative processes?

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.
Context for Improving Systems

Sustaining and scaling-up effective practices requires cooperation between policy and practice. Policy enables implementation of practices and in return practice should inform development of policies. Implementation science research refers to this practice and policy feedback loop as the “PEP/PIP Cycle.” At the core of this feedback loop, is the plan-do-study-act (PDSA) cycle (see Figure 8). The PDSA cycle emphasizes the importance of ‘study’ and ‘act’ in this loop. Too often, implementation is characterized as plan-do only without data-informed feedback and revision. Through a PDSA cycle, problems and solutions can be identified and barriers to effective implementation reduced. The PDSA cycles consists of four phases:

- **Plan**: Data-driven identification of barriers and challenges followed by developing a plan for implementation and monitoring outcomes.
- **Do**: Carry out the plan as specified to address the challenges.
- **Study**: Use data identified during the planning phase to assess and track progress.
- **Act**: Make changes to the next iteration of the plan to improve implementation.

Policymakers set guidelines, rules, or expectations that affect implementation of practices. Through the PDSA cycle, the implementation steps are planned, enacted, analyzed, and scaled-up. The section on data-informed processes in this blueprint shows how data is integral to the PDSA cycle. At the stage of analyzing data, policymakers must consider the impact of systems and policies on results and discuss necessary revisions to the implementation process.

Figure 8. Practice Policy Feedback Cycle

[Diagram of Practice Policy Feedback Cycle]

Form Supports Function
Implementation Teams

Implementation teams provide needed support and structure for ensuring implementation with fidelity occurs. In the Missouri Model Districts framework are two levels of implementation teams: 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 MMD implementation. Rather, districts and buildings should reflect on their current team structures and integrate team responsibilities to the greatest extent possible.

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

- Knowledge and understanding of the MMD framework and practices
- Knowledge of expected MMD 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 MMD 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.
School Building Leadership Team
The building leadership team is comprised of building-level administrators, teacher-leaders, instructional coaches, and other persons integral to the overall building-level system. This team supports implementation in the following ways.

- 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 MMD framework within the building.
- Monitoring implementation progress and addressing challenges at the building-level.
- Collaborate 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, the National Technical Assistance Center on School-wide 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 MMD framework with current practices and systems be shown to be effective for improving student achievement.

1. Assess current initiatives
   a. Define the valued outcome to be achieved
   b. Develop an inventory of related systems, initiatives, and practices currently implemented across the district.
c. Identify the practices and initiatives to be aligned and determine common features.

d. Identify the system features supporting the initiative or practice.

e. Design a plan for aligned implementation, including collection of data, evaluation, and professional development.

2. Adopt formal alignment process

f. Design protocols for considering the adoption of new practices within alignment to current, effective practices.

g. Enable a team to monitor the effectiveness of alignment and lead the consideration of new practices as needs arise.
Data-Informed Process

Data elements at all stages and levels of implementation can inform sustainability of effective educational practices and influence the design of MSIP 6. The data elements include self-assessment, observation, implementation survey, student achievement, and other qualitative data such as artifacts, process documents, protocols, etc.

Figure 10 shows the MMD data cycle. In this cycle, districts will examine data from school buildings as part of determining a district-wide level of implementation as well as action planning for improved implementation, leading to student achievement. Also, as part of this cycle, the DESE will review data across districts to refine the MMD approach and inform the design of MSIP 6.

Practice Profiles

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework has recently 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. The Practice Profile template show four levels of implementation and is anchored by the essential functions. The implementation levels are exemplary, proficient, close to proficient, and far from proficient. The Practice Profiles for the components of MMD 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 the specific practice. It can also be used for self-monitoring implementation because it serves as a reminder as to the implementation criteria. It can also be used for providing feedback after observation of the practice. Building-level and district leaders can incorporate the use of Practice Profiles into educator evaluation processes. In addition, the Practice Profiles can be used when peer coaching.

Self-Assessment Practice Profile

The Self-assessment Practice Profile is an online tool for team-based analysis of Practice Profiles (http://sapp.missouripd.org/instructions). The instructions for using the tool can be found on the webpage.
Through this tool, individual educators as well as teams of educators begin by indicating 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 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.

Implementation Survey
Missouri Model Districts will use the Collaborative Work Implementation Survey (CWIS). The CWIS is a 24-item instrument designed using a five-point Likert scale (see Figure 9 listing the survey items). For three of the scales, the Likert values correspond to frequency, while for the other two, the values correspond to agreement. The survey is intended to measure the degree of implementation of desired processes and practices within active model districts/buildings in the MMD project. The scales were designed based upon (a) theoretical knowledge about the most vital information passed from trainers to educators, and (b) practical knowledge of the content of the learning packages delivered through professional coaching by project staff in local school buildings.

Analysis of Implementation Processes
The CST will work with district leadership/implementation teams to collect data documenting implementation progress. Data will address implementation of systems change and alignment, professional development received by educators, implementation of practices at district, building, team, and classroom levels, and growth in student achievement.

Evaluation
An evaluation of the MMD components and processes will be ongoing over the next three years.
### Figure 9. Implementation Survey Items

<table>
<thead>
<tr>
<th><strong>SUPPORT &amp; GUIDANCE</strong></th>
<th><strong>EDUCATOR LEARNING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEADERSHIP</strong></td>
<td>I participate in professional development where I learn to improve my instructional practices.</td>
</tr>
<tr>
<td>My building administrator(s) show(s) they are committed to implementing a core set of effective instructional practices in building classrooms.</td>
<td>I receive peer feedback about my classroom instruction from other teachers.</td>
</tr>
<tr>
<td>Building leader(s) effectively manage initiatives and expectations placing focus on improving educational practices.</td>
<td>I receive coaching to facilitate my implementation of evidence-based instructional practices.</td>
</tr>
<tr>
<td>The building leader(s) actively problem-solve(s) with my team.</td>
<td>I participate in professional development where I learn how to monitor students’ progress.</td>
</tr>
<tr>
<td>Building leadership provides the opportunity for teacher-to-teacher observation and feedback.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COLLABORATIVE, DATA-DRIVEN CULTURE</strong></th>
<th><strong>TEAMS USE DATA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COLLABORATION</strong></td>
<td>Visual representations of individual student, classroom, and building data are used for tracking growth and making decisions.</td>
</tr>
<tr>
<td>I am a member of a grade level, grade span, or content team.</td>
<td>Using data, instructional staff collaborate to determine which effective practice(s) will maximize the positive learning outcomes for all students.</td>
</tr>
<tr>
<td>My team uses effective teaming practices such as providing agendas, establishing roles, seeking consensus, and documenting minutes</td>
<td></td>
</tr>
<tr>
<td>Members of the team demonstrate positive, solution-oriented interactions.</td>
<td></td>
</tr>
<tr>
<td>My team reviews data at each meeting.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FOCUS ON STUDENT LEARNING</strong></th>
<th><strong>STUDENT LEARNING &amp; FEEDBACK</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSTRUCTION DESIGN</strong></td>
<td>All students in my classroom participate in common formative assessments, including students with disabilities.</td>
</tr>
<tr>
<td>My instruction intentionally addresses the state standards for my grade/subject.</td>
<td>Each student reviews his/her results of each common formative assessment with a teacher.</td>
</tr>
<tr>
<td>I use common formative assessments aligned to the Missouri Learning Standards.</td>
<td>The students in my classroom, including students with disabilities, write/state learning targets using “I can” or “I know” statements.</td>
</tr>
<tr>
<td>I use the results from common formative assessment to plan for re-teaching and/or future instruction.</td>
<td>All students in my classroom state the success criteria for achieving their learning target.</td>
</tr>
<tr>
<td></td>
<td>The students in my classroom, including students with disabilities, assess their progress by using evidence of student work (rubrics or portfolios).</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Student-to-student feedback, focused on improving learning, occurs daily during instruction.</td>
</tr>
<tr>
<td></td>
<td>Students in my classroom, including students with disabilities, receive feedback on their progress toward their learning targets.</td>
</tr>
</tbody>
</table>
Figure 10. Data Cycle

Missouri Model Districts Components

Coaching support in following areas
- Effective educational practices
  - Collaborative teams
  - Data-based decision making
  - Common formative assessment
- Effective teaching/learning practices
  - Assessment capable learners
  - Feedback
  - Metacognition
- Leadership
- School-based implementation coaching

Implementation processes and protocols
- Administrative supports
- System supports
- Training
- Performance review & feedback
- Teaming & collaboration
- Ongoing evaluation measures, tools, and processes

Influencers
- Comprehensiveness of program
- Quality of professional development received
- Administrative role
- Participant response
- District/building context
- Collective teacher/ administrator efficacy

Outcomes
- Increase educator knowledge
- Improve educator application in district/building setting
- Full implementation with fidelity
- Student achievement

Program Review
For scaling-up and replication
- What works?
- What needs to be revised?
- What needs to be added/dropped?
- What needs to be reinforced?

Data
- Data collection and analysis
  - Self-assessment
  - Observation
  - Implementation survey
- Artifacts, process documents, and other qualitative data
- Student achievement
Support

The MMD framework uses the professional development approach and materials developed through the Missouri Collaborative Work (CW). The professional development content and processes are aligned with the research on student and adult learning. Research shows that conventional forms of professional development (i.e., one-shot workshops and conferences) do not provide the support needed to modify teaching practices. Effective professional development needs to be authentic and ongoing. Furthermore, professional development should address adult learning methods to ensure effectiveness through levels of instruction (i.e., introduce, illustrate, practice, evaluate, reflect, and master). A ‘learning package’ is a focused approach to professional development content that (a) addresses adult learning principles, (b) upholds specific characteristics of high quality professional development, and (c) focuses on implementation at the classroom level.

Table 2. Learning Package Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Purpose</th>
<th>Example of content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Provide opportunity for learners to engage in the content prior to the formal training.</td>
<td>Learning objectives, Expectations for the training, Preparatory reading, Reflection exercise</td>
</tr>
<tr>
<td>Opening &amp; introductions</td>
<td>Provide an overview of the day, including reviewing learner objectives, outcomes, and essential questions.</td>
<td>Session at-a-glance, Introductions, Essential questions, Norms, Pre-assessment</td>
</tr>
<tr>
<td>Why the topic is important</td>
<td>Review the basics and relevance to student learning.</td>
<td>Implications for student learning, Ways implementation aligns with MO Learning Standards</td>
</tr>
<tr>
<td>Overview of the topic</td>
<td>Provide learner with core concepts, terms, and vision for implementation.</td>
<td>Core concepts, Glossary of terms, Implementation example</td>
</tr>
</tbody>
</table>
Coaching Support Teams

CSTs provide ongoing contact and support to the Missouri Model Districts. Professionals comprising a CST will hold identified 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 school district capacity in implementation and sustainability of evidence-based educational practices. Through consultation with the CST, training needs may be identified and, if desired, a Regional Professional Development Center (RPDC) called upon to support those training needs.

The professional partnership between the CST and Missouri Model Districts will involve the following:

- Supporting district leadership through the MMD 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 sharing effective practices among Model Districts.

Missouri Model Districts are assigned to a cadre of districts sharing similar demographics. In the 2017-2018 year, there are six cadres of districts and each cadre is assigned a CST. Providing leadership to each CST is a Lead Facilitator. Missouri Model Districts can expect their primary communication regarding implementation processes and support to be with the CST facilitator. Other members of the CST will be included as specific needs related to their expertise arise.

**Regional Professional Development Centers**

The nine Regional Professional Development Centers (RPDCs) continue to be a resource for addressing training needs. As the CST and the District identify needs for training, the CST facilitator will reach out to a RPDC consultant holding the needed expertise to provide training.

**Missouri Department of Elementary and Secondary Education**

The Missouri Department of Elementary and Secondary Education (DESE) 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. To accomplish this task, the DESE is partnering with selected
districts known as Missouri Model Districts (MMD). Through this partnership between the DESE statewide system of support and the selected districts, the DESE will provide various supports to the MMDs for active engagement and implementation of the MMD process with fidelity.

To support the involvement of the MMDs, the DESE will provide the following:

- A system for coordination of training and coaching for the districts/buildings 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/buildings to participate.
- On-site technical assistance and observation visits.
- Opportunities for cross-district collaboration and sharing.
Tools
This section presents four types of tools for guiding professional development, implementation, and use of data.

DESE Data Platform 43
Virtual Professional Development Platform 43
Practice Profiles 46
Online Data Tools 60

The MMDs will be assisting the DESE in building, testing and refining a comprehensive, integrated data and professional learning platform. That system is described below.

DESE Data Platform
A robust, DESE-wide data system is currently under development. When mature, this system will tie the DESE’s data collection systems such as Core Data, Consultant Log, teacher/leader evaluation, system reviews and tiered monitoring with access for all district staff to online curricula materials, career/technical education supports, common formative assessments, educator evaluation tools, self-assessment tools, PD focusing on leadership, effective teaching and learning, etc.

In the future, the plan is to have a “One Stop Shop” which houses all DESE resources in a single location. This “One Stop Shop” should help to provide consistency in data collection and analysis by eliminating the existence of numerous systems with varying expectations acting independently of one another.

Virtual Professional Development Platform
The Virtual Learning Platform is an online portal that will provide the DESE endorsed, evidence-based training. This training will be available to teachers and school administrators through the DESE’s Web Application Portal and include space for user collaboration, pre/post assessment, handouts, worksheets, bookmarking of courses in progress, and other materials required for training. Users authorized through the DESE’s Web Application single sign-on system will have access to collaborative learning cohorts, bookmarking of learning packages in process, and printing of a certificate of completion at the end of each course. The system can be accessed at any time and may be used as a reference for users once the course(s) are complete.
For public users not logging into the system through the DESE’s Web Application single sign-on system, only the learning materials will be available. These users will not have access to the enhanced features of collaboration, bookmarking courses in process, and certificate of completion.

The materials in the Virtual 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.

Figure 11. Dashboard
## Practice Profiles

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

<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)</th>
<th>Far from Proficient (Follow-up professional development and coaching are critical.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educators collaborate to develop common purposes and goals for improved student outcomes that embrace continuous school improvement.</td>
<td>Teams address 3/4 of the following at least twice monthly, as evidenced by agendas and minutes: 1. discussing data and monitoring student progress 2. identifying instructional practices that result in student learning 3. identifying students needing re-teaching 4. aligning instructional practices to academic standards</td>
<td>Teams address 3/4 of the following at least monthly, as evidenced by agendas and minutes: 1. discussing data and monitoring student progress 2. identifying instructional practices that result in student learning 3. identifying students needing re-teaching 4. aligning instructional practices to academic standards</td>
<td>Monthly agendas and minutes show 2 - 4 items are addressed</td>
<td>Monthly agenda and minutes show fewer than 2 of the items are addressed</td>
</tr>
</tbody>
</table>

2. Educators effectively implement group processes in collaborative meetings.

| Teams use agendas which include 8/9 of the following: • 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 the following: • team/group name • date/time/location • outcomes (includes required materials) • past items to review • new items • celebrations • norms • roles • next meeting date | Meetings occur regularly with no set schedule | Agendas include 4-6 of the recommended items | Agendas include fewer than 4 recommended items or are not developed |
| 2 | (continued) | Educators effectively implement group processes in collaborative meetings. | Teams use minutes and communication that include 8/9 of the recommended items:  
• 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 who it was assigned to and the completion date  
• central place with easy access all participants to provide updates and comments  
• agendas that use consistent template for easy reference  
• agendas distributed to all stakeholders | Teams use minutes and communication that include 7/9 of the recommended items:  
• 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 who it was assigned to and the completion date  
• central place with easy access all participants to provide updates and comments  
• agendas that use consistent template for easy reference  
• agendas distributed to all stakeholders | Minutes include fewer 4-6 recommended items | Minutes include fewer than 4 recommended items 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 of team meetings, problem-solving and sharing involves at least 5 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 fewer than 5 of the recommended collaborative behaviors | The collaborative behaviors do not occur during team meetings |
## Data-based Decision Making (DBDM)

### Practice Profile

<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)</th>
<th>Far from Proficient (Follow-up professional development and coaching are critical.)</th>
</tr>
</thead>
</table>
| **1** Educators collect, chart, and disaggregate student learning data. | • ≥90% of teachers administer common formative assessment and use common scoring method to evaluate student proficiency.  
• ≥90% of teachers share charted class data with the data team prior to meeting.  
• Results are disaggregated into 4 proficiency groups according to specific school needs (e.g., specific subgroups).  
• Results are available electronically to all team members and administration at all times. | • ≥80% of teachers administer common formative assessment and use common method to evaluate student proficiency.  
• ≥80% of teachers share charted class data with the data team prior to meeting.  
• Results are disaggregated into 4 proficiency groups according to specific school needs (e.g., specific subgroups).  
• Results are available only to team members present for the meeting. | • ≥70% of teachers administer common formative assessment and use common scoring method to evaluate student proficiency.  
• ≥70% of teachers share charted class data with the data team prior to meeting.  
• Results are disaggregated into fewer than 3 proficiency groups.  
• Results are available only to team members present for the meeting. | • <70% of teachers administer common formative assessment and use common scoring method to evaluate student proficiency.  
• <70% of teachers share charted class data with the data team prior to meeting.  
• Results are not disaggregated.  
• Results are available only to team data recorder. |

| **2** Educators analyze results to identify priority learning needs. | • Team lists strengths, misconceptions, and inferences for 4 proficiency groups.  
• Strengths and misconceptions are directly related to the common formative assessment and all essential standards.  
• Learning needs are prioritized.  
• Prioritized needs are categorized according to a hierarchy of prerequisite skills. | • Team lists strengths, misconceptions, and inferences for 4 proficiency groups.  
• Strengths and misconceptions are directly related to the common formative assessment and a targeted standard.  
• Learning needs are prioritized.  
• Prioritized needs are categorized. | • Team lists strengths, misconceptions, and inferences for 3 proficiency groups.  
• Strengths and misconceptions are directly related to the common formative assessment and targeted standard(s).  
• Learning needs are prioritized.  
• Prioritized needs are not categorized. | • Team lists strengths, misconceptions, and inferences but does not list by proficiency groups.  
• Any strengths and misconceptions listed are not directly related to the common formative assessment and targeted standard(s).  
• Learning needs are not prioritized.  
• Prioritized needs are not categorized. |

| **3** Educators establish SMART goals based on data-identified student learning needs. | Team meets the 5 criteria of SMART goals and 7/8 additional goal criteria. | Team meets the 5 criteria of SMART goals and 4/8 additional goal criteria. | Team meets the 5 criteria of SMART goals and fewer than 4 of the additional goal criteria. | Team meets fewer than 5 criteria of SMART goals. |

### SMART Goal Criteria:

1. Are specific to targeted subject area, grade level, and student population
2. Are measurable and how measurement will occur is specified
3. Are attainable demonstration of percentage gains or increases in terms of expected change
4. Are results oriented, and must be something learners can do and that is relevant
5. Are time-bound with a set timeframe established

### Additional Goal Criteria:

- are based on correctly calculated data percentages
- reflect > 80% of students in the categories of proficient, close, and far from proficient are proficient by post-assessment
- are identified separately for student growth in the intervention category, on a case-by-case basis
- are derived from specific team inferences
- include baseline (pre-assessment) mid-assessment and outcome (post-assessment) for all essential standards
- indicate closure of achievement gaps for targeted student groups
- are few and prioritized
- include scheduled time set for formal analysis of results
<table>
<thead>
<tr>
<th>4</th>
<th>Selected instructional practices are DESE approved.</th>
<th>Selected instructional practices are DESE approved.</th>
<th>Selected instructional practices are DESE approved.</th>
<th>Selected instructional practices are DESE approved.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators use data to select a common instructional practice/strategy to implement with fidelity.</td>
<td>Selected instructional practices/strategies:</td>
<td>Selected instructional practices/strategies:</td>
<td>Selected instructional practices/strategies:</td>
<td>Selected instructional practices/strategies:</td>
</tr>
<tr>
<td>- target prioritized needs and are evidence-based</td>
<td>- target prioritized needs and are evidence-based</td>
<td>- target prioritized needs and are evidence-based</td>
<td>- target prioritized needs and are evidence-based</td>
<td>- target prioritized needs and are evidence-based</td>
</tr>
<tr>
<td>- have an effect size &gt;.60 impact on student growth</td>
<td>- have an effect size &gt;.40 impact on student growth</td>
<td>- have an effect size &gt;.60 impact on student growth</td>
<td>- have an effect size &gt;.40 impact on student growth</td>
<td>- have an effect size &gt;.60 impact on student growth</td>
</tr>
<tr>
<td>are linked to prioritized needs for each proficiency group</td>
<td>are linked to prioritized needs for each proficiency group</td>
<td>are linked to prioritized needs for each proficiency group</td>
<td>are linked to prioritized needs for each proficiency group</td>
<td>are linked to prioritized needs for each proficiency group</td>
</tr>
<tr>
<td>include learning environment, time, frequency, and duration to be used</td>
<td>include learning environment, time, frequency, and duration to be used</td>
<td>include learning environment, time, frequency, and duration to be used</td>
<td>include learning environment, time, frequency, and duration to be used</td>
<td>include learning environment, time, frequency, and duration to be used</td>
</tr>
<tr>
<td>5</td>
<td>Weekly or more frequently, team discusses expected cause data (teacher behavior) related to expected student results (effect data) for each proficiency group, with detail for replication.</td>
<td>At least every two weeks, team discusses expected cause data (teacher behavior) related to expected student results (effect data) for each proficiency group, with detail for replication.</td>
<td>At least quarterly, team discusses expected cause data (teacher behavior) related to expected student results (effect data) for each proficiency group, with detail for replication.</td>
<td>Team discussion about expected cause data (teacher behavior) and student results (effect data) occurs but does not include a cause/effect discussion, or uses incomplete data.</td>
</tr>
<tr>
<td>Educators explain results indicators for process (cause) and product (effect).</td>
<td>Weekly or more frequently, discrepancies in student results are examined in relation to difference in implementation data.</td>
<td>Weekly or more frequently, discrepancies in student results are examined in relation to difference in implementation data.</td>
<td>Weekly or more frequently, discrepancies in student results are examined in relation to difference in implementation data.</td>
<td>Weekly or more frequently, discrepancies in student results are examined in relation to difference in implementation data.</td>
</tr>
<tr>
<td>- Monthly, based on data, improved implementation processes are recommended or alternative instructional practice and/or strategy is chosen.</td>
<td>Monthly, based on data, improved implementation processes are recommended or alternative instructional practice and/or strategy is chosen.</td>
<td>Monthly, based on data, improved implementation processes are recommended or alternative instructional practice and/or strategy is chosen.</td>
<td>Monthly, based on data, improved implementation processes are recommended or alternative instructional practice and/or strategy is chosen.</td>
<td>Monthly, based on data, improved implementation processes are recommended or alternative instructional practice and/or strategy is chosen.</td>
</tr>
<tr>
<td>6</td>
<td>Weekly or more frequently, teams use data to self-reflect and self-assess for implementation fidelity and record discussion.</td>
<td>Every two weeks, teams use data to self-reflect and self-assess for implementation fidelity and record discussion.</td>
<td>Quarterly, teams use data to self-reflect and self-assess for implementation fidelity and record discussion.</td>
<td>Two times per year, teams use data to self-reflect and self-assess for implementation fidelity but discussion is not recorded.</td>
</tr>
<tr>
<td>Educators design and practice ongoing monitoring of results (monitor, reflect, adjust, repeat).</td>
<td>After 2 assessments (pre-, mid, post-) for the timeframe have been completed, visual representation of growth is displayed.</td>
<td>After 2 assessments (pre-, mid, post-) for the timeframe have been completed, visual representation of growth is displayed.</td>
<td>After 2 assessments (pre-, mid, post-) for the timeframe have been completed, visual representation of growth is displayed.</td>
<td>After 2 assessments (pre-, mid, post-) for the timeframe have been completed, visual representation of growth is displayed.</td>
</tr>
<tr>
<td>- Visual representation of results is kept electronically.</td>
<td>- Visual representation of results is kept electronically.</td>
<td>- Visual representation of results is kept electronically.</td>
<td>- Visual representation of results is kept electronically.</td>
<td>- Visual representation of results is kept electronically.</td>
</tr>
<tr>
<td>- Times are scheduled for formal analysis of results.</td>
<td>- Times are scheduled for formal analysis of results.</td>
<td>- Times are scheduled for formal analysis of results.</td>
<td>- Times are scheduled for formal analysis of results.</td>
<td>- Times are scheduled for formal analysis of results.</td>
</tr>
<tr>
<td>- Effect size(s) is/are calculated and recorded.</td>
<td>- Effect size(s) is/are calculated and recorded.</td>
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<td>- Effect size(s) is/are calculated and recorded.</td>
<td>- Effect size(s) is/are calculated and recorded.</td>
</tr>
<tr>
<td>Essential Function</td>
<td>Exemplary Implementation</td>
<td>Proficient</td>
<td>Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)</td>
<td>Far from Proficient (Follow-up professional development and coaching are critical.)</td>
</tr>
<tr>
<td>-------------------</td>
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<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1 Educators develop clear and meaningful learning targets to guide instruction and student learning. | Meet 5/6 criteria:  
• Learning target is clearly connected to an essential learning in the domain.  
• Learning target develops deep understanding of underlying concepts and/or acquisition of skills.  
• Learning target clearly engages higher order thinking processes.  
• Learning target is clearly manageable and can be accomplished in the course of a lesson or unit (may be several periods).  
• Learning target is clearly explained to students.  
• Connections between current learning target and prior learning are clearly made. | 4/6 criteria are met including:  
• Learning target is clearly connected to an essential learning in the domain. | 3/6 criteria are met including:  
• Learning target is clearly connected to an essential learning in the domain. | Fewer than 3 of the criteria are met. |
| 2 Educators establish clear and measurable student success criteria in a rubric, scoring guide, or checklist. | Meet 4/5 criteria.  
• Success criteria are clearly and effectively aligned to learning targets.  
• Success criteria clearly and effectively relate to what students will say, do, make or write to show evidence of learning.  
• Success criteria clearly and effectively reflect ways for students to indicate their current status relative to the learning targets.  
• Success criteria are communicated in language student can fully understand.  
• Success criteria are frequently referred to during the learning process. | 3/5 criteria are met including:  
• Success criteria are clearly and effectively aligned to learning targets.  
• Success criteria clearly and effectively relate to what students will say, do, make or write to show evidence of learning. | The following criteria are met:  
• Success criteria are clearly and effectively aligned to learning targets.  
• Success criteria clearly and effectively relate to what students will say, do, make or write to show evidence of learning. | Fewer than 2 of the criteria are met. |
<p>| 3 | Educators construct and/or use quality assessment instruments which are of sound design and measure the learning targets. | Meet 4/5 criteria: Formative assessments: • are used to collect data on student learning during the learning process. • are fully aligned with the learning target and success criteria. • are clearly appropriate for the purpose of generating data in relation to the success criteria. • are consistently and strategically placed during the course of the learning process. • provide opportunities for students to clearly show where they are in relation to mastery of the learning target. | 3/5 criteria are met including: • Formative assessments are used to collect data on student learning during the learning process. | 2/5 criteria are met including: • Formative assessments are used to collect data on student learning during the learning process. | Fewer than 2 of the criteria are met. |
| 4 | Educators use assessment data to improve student learning. | Meet 3 of the following criteria. • The teachers’ decisions about next steps are completely based on evidence. • The teacher takes clearly appropriate action based on evidence (e.g., to continue as planned, scaffold, give student feedback, shift focus). • The teacher feedback to students is clearly aligned with the learning target and success criteria. | 2/3 of the criteria are met including: • The teachers’ decisions about next steps are completely based on evidence. | The following criteria are met: • The teachers’ decisions about next steps are completely based on evidence. | No criteria are met. |</p>
<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient</th>
<th>Far from Proficient</th>
</tr>
</thead>
</table>
| 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 on-going task throughout learning to clarify misconceptions)
   • asks students to set daily goals in relation to the learning targets | When teaching students to determine learning goals, 4/5 criteria occur and must include: 
   Educator:
   • writes daily targets using student-friendly language, using “I can _____,” or “I know _____” statements
   • creates daily opportunities for students to use or interact with learning targets
   • asks students to set daily goals in relation to the learning targets | When teaching students to determine learning goals, 3/5 criteria occur and must include: 
   Educator:
   • writes daily targets using student-friendly language, using “I can _____,” or “I know _____” statements
   • creates daily opportunities for students to use or interact with learning targets
   • asks students to set daily goals in relation to the learning targets | When teaching students to determine learning goals, fewer than 3/5 criteria occur. |
| 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 criteria occur. |
<table>
<thead>
<tr>
<th>Essential Function</th>
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<th>Proficient</th>
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<th>Far from Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Educators develop metacognition in learners</td>
<td>Educator implements all proficient items and has integrated metacognitive practices with assessment capable learners and feedback practices.</td>
<td>When presenting students with a task, the educator meets all the following criteria. <strong>Modeling practices</strong> • Models metacognitive practices by talking about thinking and learning in general and specifically talking about one’s own thinking and learning. • Models metacognitive practices before, during and after learning. <strong>Providing opportunities for students</strong> • Provides opportunity for students to think about the best way to approach the task or accomplish the learning target and connect to prior experiences. • Provides opportunity for students to monitor progress in relation to learning target and success criteria. • Provides students opportunity to determine if learning target was met and reflect on what went well, what did not go well, and what to do differently next time.</td>
<td>When presenting students with a task, the educator addresses either modeling practices or providing students opportunities to practice metacognition, but both are not occurring.</td>
<td>When presenting students with a task, the educator addresses neither modeling practices nor provides students opportunities to practice metacognition.</td>
</tr>
</tbody>
</table>
### Becoming an Instructional Leader in Your Building

**Practice Profile**

**Foundations present in the implementation of each essential function:** *Commitment to the success of all students and to improving the quality of instruction.*

<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)</th>
<th>Far from Proficient (Follow-up professional development and coaching are critical.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A collaborative culture and climate is visible through the students, teachers, and administrators.</td>
<td>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</td>
<td>The school leadership has a school environment that includes at least 3/5 proficient criteria.</td>
<td>The school leadership has a school environment with fewer than 3 of the proficient criteria.</td>
</tr>
<tr>
<td>2</td>
<td>Leadership supports and ensures that teaching and learning practices engage all students in meaningful learning.</td>
<td>Select and implement evidence-based effective methods that: • are not content related, • are tied to teacher standards, • are implemented with fidelity, and • inform decisions of progress through regularly scheduled formative assessments selected by appropriate teams.</td>
<td>Select and implement evidence-based effective methods that: • are not content related, • are tied to teacher standards, • are implemented with fidelity, and • inform decisions of progress through assessment methods selected by the instructor.</td>
<td>Select and implement evidence-based effective methods that: • may or may not be content related, • are implemented with fidelity, and • inform decisions of progress through assessment methods selected by the instructor.</td>
</tr>
</tbody>
</table>

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**Note:**

- **Exemplary Implementation:** The school leadership provides a supportive environment that includes all criteria.
- **Proficient:** The school leadership provides a supportive environment that includes at least 4/5 criteria.
- **Close to Proficient:** The school leadership provides a supportive environment that includes at least 3/5 criteria.
- **Far from Proficient:** The school leadership has a school environment with fewer than 3 of the proficient criteria.
|   | Leaders develop teacher capacity to use formative assessment through supportive data climates facilitating the use of formative data. | Leaders work with teacher teams to select and/or create research-based formative assessment methods that include:  
• clearly defined outcomes,  
• a problem-solving model,  
• structured assessment criteria, and  
• selected and constructed responses. | Leaders work with teacher’s on research-based formative assessment methods that include 3/4 criteria:  
• clearly defined outcomes,  
• a problem-solving model,  
• structured assessment criteria, and  
• selected and constructed responses. | Leaders designate select teachers to develop research-based formative assessment methods that include 2/4 of the following:  
• clearly defined outcomes,  
• a problem-solving model,  
• structured assessment criteria, and  
• selected and constructed responses. | Leaders have little understanding and knowledge of formative assessment methods that include one or none of the following:  
• clearly defined outcomes,  
• a problem-solving model,  
• structured assessment criteria, and  
• selected and constructed responses. |
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Leaders initiate evidence-based decisions and processes that focus on outcomes.</td>
<td>Leadership teams establish systems to support frequent and regularly scheduled team-based decision-making that are linked to multiple levels of data and establish priorities (such as knowledge, time, evaluation, and resources) for the school year.</td>
<td>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.</td>
<td>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.</td>
<td>There is no system in place for team-based decision-making.</td>
</tr>
</tbody>
</table>
## School-Based Implementation Coaching
### Practice Profile

**Foundations present in the implementation of each essential function:** *Commitment to the success of all students and to improving the quality of instruction.*

<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)</th>
<th>Far from Proficient (Follow-up professional development and coaching are critical.)</th>
</tr>
</thead>
</table>
| 1 Developing and maintaining coaching relationships. | At the beginning of the coaching relationship, the educator-coach:  
- describes the coaching process and expectations for the educator-coach and coached educator  
- poses questions and listens to the coached educator describe current teaching successes and challenges  
- explains that confidentiality will be maintained | At the beginning of the coaching relationship, the educator-coach  
- describes the coaching process and expectations for the educator-coach and coached educator  
- poses questions but does not listen to the coached educator describe current teaching successes and challenges  
- confidentiality is not addressed. | Coaches do not take time to develop positive, professional relationships with the building educators as they take on the functions of school based implementation coach. |                                                                                                                                                                                                                                                       |
| 2 Facilitating the improvement process.     | The educator-coach supports the coached-educator to learn and implement new teaching/learning practices by:  
- addressing coached educator feelings of being overwhelmed with the implementation process by breaking down the steps or methods of implementation into manageable units  
- giving rationale for the importance of implementing the teaching/learning practice  
- attaining verbal commitment from the coached educator to engage in the coaching relationship and improve implementation of teaching/learning practices | The educator coach supports the coached educator at a moderate to minimal level by:  
- addressing coached educator feelings of being overwhelmed with the implementation process by creating an awareness of the steps or methods of implementation  
- stating the importance of implementing the teaching/learning practice without providing rationale explaining why  
- assuming that there is a commitment from the coached educator to engage in the coaching relationship and improve implementation of teaching/learning practices | The educator-coach initiates a coaching relationship but does not follow-through. |                                                                                                                                                                                                                                                       |
| 3 | Communicating in a timely and responsive manner. | The educator-coach:  
- uses a variety of methods (e.g. email, phone, in person, and video conference) for checking in on the status of practice implementation with the educator(s)  
- requests and is responsive to feedback from the coached educator about the coaching experience  
- is responsive to information needs and questions in a timely manner, explicitly and mutually agreed upon with the coached educator (e.g. Both parties decide that responding within mutually determined number of days is most helpful and feasible) | The educator-coach:  
- relies on only one form of communication for checking in on the status of practice implementation with the educator(s).  
- is inconsistent and unpredictable in responding and providing feedback to coached educators’ information needs and questions  
- Provides coaching conversations and/or feedback that are one-sided and directive, do not build on the strengths of the coached educator and are not solution driven. | The educator-coach overlooks the need for consistent and ongoing communication and/or feedback with coached educators. |

| 4 | Engaging in solution-driven dialogue. | The educator-coach:  
- facilitates ongoing coaching conversations that build on the strengths of the coached educator and is solution-driven.  
- provides feedback based on direct observations  
- poses reflective question on “what is working” and “what is not working”  
- reviews data with the coached educator and uses data to design next steps and frame recommendations. | The educator-coach:  
- without regard for strengths, focuses too often on the coached-educator’s weaknesses or the ways in which implementation was poor or inaccurate  
- provides feedback without or with minimal direct observation  
- does not engage in reflective questioning  
- reviews data without using it to inform next steps | The educator-coach is negative and/or does not actively engage with the coached educator. |
Self-assessment Practice Profile

Accompanying each Practice Profile is an online self-assessment tool.

**DASHBOARD**

- Collaborative Teams (Self Assessment) (Practice Profile)
- Data-Based Decision Making (Self Assessment) (Practice Profile)
- Common Formative Assessment (Self Assessment) (Practice Profile)
- Assessment Capable Learners (Self Assessment) (Practice Profile)
- Feedback (Self Assessment) (Practice Profile)
- Reciprocal Teaching (Self Assessment) (Practice Profile)
- Engaging Student Learners (Self Assessment) (Practice Profile)
- Student-Teacher Relationships (Self Assessment) (Practice Profile)
- Leadership (Self Assessment) (Practice Profile)

**SELF-ASSESSMENT**

**Feedback: Self-Assessment**

- Is aligned with the learning goal and success criteria. Yes
- Consistently provides clues, hints or suggestions to students about how they can progress toward the learning goal. Yes
- Answers all of the following questions: Where am I going? How am I going? Where to next? Yes
- Extended feedback loops... Select one.

**PRACTICE PROFILE**

**Feedback: Practice Profile**

- Foundations present in the implementation of each essential function: Commitment to the success of all students and to improving the quality of instruction.

<table>
<thead>
<tr>
<th>Essential Functions</th>
<th>Exemplary/ideal implementation</th>
<th>Proficient</th>
<th>Close to Proficient</th>
<th>Far from Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Feedback is clear</td>
<td>All of the following occur:</td>
<td>2 of the 3 criteria occur</td>
<td>1 of the 3 criteria occur</td>
<td>None of the criteria occur</td>
</tr>
<tr>
<td></td>
<td>• The teacher feedback to students is clearly aligned with the learning goal and success criteria.</td>
<td>• The feedback consistently provides clues, hints or suggestions to students about what they can do to progress from their current learning status toward the desired learning goal.</td>
<td>• The feedback answers the three questions: Where am I going? How am I going? Where to next?</td>
<td>• Extended feedback loops are used to support students’ elaboration and to help students contribute to extended conversations. Classroom discourse is characterized by the consistent use of feedback messages that encourage deeper meaningful exploration of ideas.</td>
</tr>
<tr>
<td>2 Feedback provides for students to be active participants in their learning.</td>
<td>There are occasional feedback loops, although they are short and often and abruptly and do not allow a full exploration of ideas and concepts.</td>
<td>The teacher asks questions from students, but discourse includes an statement of correct or incorrect rather than deeper meaningful exploration of ideas.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Common Formative Assessment Data Tool

The online CFA reporting tool is a system for sharing CFA results for feedback from a coach.

**INSTRUCTIONS**

**ENTER NEW DATA**

**REVIEW DATA**
APPENDIX
Glossary of Terms

Setting the Stage

**Blueprint**: A *blueprint* is a detailed plan of action. The Missouri Model Districts blueprint describes an approach and processes for implementing effective educational practices in Missouri districts and schools.

**CSIP**: Comprehensive School Improvement Plan.

**Missouri Model Districts (MMD)**: *Missouri Model Districts* offers opportunities to selected districts in an effort to advance and sustain effective education practices and influence the design of MSIP 6 using a district-level approach.

**MSIP 6**: Missouri School Improvement Program.

Practices

**Assessment Capable Learners**: Referred to in Dr. Hattie’s (2008) 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.

**Closing and Follow-Up**: A key learning package component that provides learners opportunities to outline their implementation steps and plan for follow-up coaching.

**Collaborative Teams**: As a foundational piece of the MMD framework, *collaborative teams* (a) maintain structures/processes for efficient collaboration and (b) intentionally review data, analyze, and discuss the impact of educational practices on student learning.

**Common Formative Assessment**: As a foundational piece of the MMD Framework, *common formative assessment* is systematic and cyclical process designed to provide timely teacher/student feedback on curricula and student learning to improve both instructional practices and academic achievement.

**Data-based Decision Making**: As a team process, *data-based decision making* 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.

**Effective Teaching and Learning Practices**: Within the MMD framework, selected *teaching and learning practices*, demonstrated through research, result in improved student learning. In order to maximize outcomes, the practices should be implemented with fidelity across content areas.

**Essential Functions**: Sometimes called core components, active ingredients, or practice elements, *essential functions* when used in a practice-profile format, provide a clear description of the features that must be present to say that an innovation is being used to
achieve outcomes. *Essential functions* guide practitioner decisions and ensure consistency, integrity, and sustainable effort across practitioners.

**Effect Size:** Quantifying the difference between two groups or the same group over time, on a common scale is *effect size.*

**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.

**Foundations:** The MMD framework references three educational practices as *foundations* to the framework: collaborative teams, data-based decision making, and common formative assessment.

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

**Opening and Introductions:** *Opening and introductions* are a key learning package component in which educator-learners receive an overview of the day, including learner objectives outcomes, and essential questions.

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

**Success Criteria:** *Success criteria* describes student outcomes and expectations.

**Training:** As a component of professional development, *training* 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, *visible learning* is an enhanced role for teachers as they become evaluators of their own teaching. Visible refers to making student learning visible to teachers, ensuring attributes that make a “visible” difference to student learning. Learning refers to how we go about knowing and understanding then doing something about student “learning.”

**Systems**

**Act:** The final phase of the Plan-Do-Study-Act (PDSA) cycle in which data is used to determine revisions to the implementation processes and/or to the practice being implemented is *act.*

**Action Plan:** A plan created to organize a district and/or school improvement process is an *action plan.* The plan should include details of scope, sequence, timeline, and designated responsibility. Progress toward accomplishing action plan items should be reviewed and revised on an ongoing basis.
Adoption: The first stage of implementation, which includes taking inventory, looking at the reality, setting priorities, and master planning is adoption.

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

Coaching: Coaching is 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.

Competency Drivers: Competencies of key personnel who have direct and supportive roles are essential for effective implementation. The competency drivers include selection, training, coaching, and fidelity/performance assessment.

District Leadership Team: A district leadership team is comprised of district-level administrators, district-wide coaches, curriculum and assessment leaders, professional development coordinators, and other instruction and administrative leaders.

Do: The second phase of the Plan-Do-Study-Act (PDSA) cycle, when implementation begins.

Facilitative Administration: As one of four organization drivers, educational leadership provide facilitative administration when they 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.

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

Fidelity/Performance Assessment: As one of four competency drivers, fidelity and performance assessment is a process or tool used to determine the extent to which a program is implemented as intended and achieving intended student achievement outcomes.

Full Implementation: The fourth stage of implementation involves taking implementation to scale. At a district-level, full implementation occurs when all school buildings in the district are implementing the Missouri Model Districts framework.

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

Implementation Drivers: Implementation drivers are based on the commonalities among successfully implemented practices and programs found in the literature and derived from current best practices.
Implementation Science: Implementation science is the study of factors that influence the full and effective use of innovations in practice.

Implementation Stages: The implementation process has six developmental stages: adoption, program installation, initial implementation, full operation, innovation, and sustainability.

Implementation Team: Implementation teams actively support implementation of a new program or innovation and provide an internal support structure to move selected programs and innovations through the stages of implementation.

Initial Implementation: During initial implementation, teams begin putting the practice into place and monitoring early steps.

Innovation: Innovation is the fifth stage of implementation, when the model has been fully implemented and sufficient data has been gathered. Once data is analyzed and interpreted, innovative modifications, additions and subtractions are made to the model.

Instructional Leader: Instructional leaders have a student focus and are 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: As one of four organization drivers, effective educational leaders know how to build and strengthen a network of organizational support that includes (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 operations of the school/district.

Organization Drivers: Organization drivers represent 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. The organization drivers are data-support data systems, facilitative administration, systems interventions, and leadership.

PDSA Cycle: The PDSA cycle is a four-phase, data-driven cycle for designing and monitoring specific elements of implementation. The phases are Plan, Do, Study, Act.

Plan: In the first phase of the Plan-Do-Study-Act (PDSA) cycle, teams use a data-informed process for identifying barriers or challenges and specifying the components and method for implementation.

Protocols: Protocols within collaborative teams consist of agreed upon guidelines/norms for conversation and a structure that permits focused conversations to occur. 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.

**Program Installation:** *Program installation* is the second stage of implementation, wherein an environment supportive of implementation is established at the district and school building levels.

**Scaling-Up:** *Scaling-up* is the process of reaching larger numbers of students or education settings.

**School Building Leadership Team:** A *school building leadership team* is comprised of building-level administrators, teacher-leaders, instructional coaches, and other persons integral to the overall building-level system. This team supports building level-implementation and structures for moving through the implementation stages and assuring the implementation drivers are addressed.

**Study:** As the third phase in the Plan-Do-Study-Act (PDSA) cycle, teams use assessment and tracking measures identified during the planning phase to *study* the effects of implementation.

**Sustainability:** The final stage of implementation is *sustainability*. 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 students by developing the capacity to maintain lessons learned from MMD.

**Systems Interventions:** As one of four organization drivers, *systems interventions* are the ways of aligning resources, expectations, and system supports to support implementation.

**Data**

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

**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) is referred to as *cause data*.

**Effect Data:** The measurement of the desired outcome (e.g., student learning or behavior) is referred to as *effect data* in the data-based decision making cycle.

**Implementation Survey:** Missouri Model Districts will use the Collaborative Work *Implementation Survey*, a 24-item instrument designed using a five-point Likert scale intended to measure the degree of implementation of desired processes and practices within Missouri school buildings active in the Collaborative Work. The five domains are effective teaching and learning practices, common formative assessments, data-based decision making, leadership, and professional development.
Practice Profile: A practice profile is 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.

Results Indicators: Results indicators facilitate the planning for, sustaining, or revising of strategies/practices, and also allow teachers to monitor progress of implementation and effectiveness of these strategies/practices.

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

Self-Assessment Practice Profile: The self-assessment practice profile is an online tool for team-based analysis of Practice Profiles. (http://sapp.missouripd.org/instructions). Through this tool, individual educators as well as teams of educators complete a questionnaire aligned to items on practice profiles. Once complete, Administrators create reports to view implementation of practices across a team, grade level, or other administrator-determined group of educators.

Support

Assessment and Reflection: A key learning package component that provides learners with opportunities to reflect on their learning and potential implementation challenges is the stage of assessment and reflection.

Cadre: A cadre is a small group of people specially trained for a particular purpose or profession. In the context of MMD, small groups of participating districts are trained and coached by their coaching support team to increase district capacity across each of the districts in the cadre.

Coaching Support Teams (CST): In the context of MMD, a CST is a team comprised of professionals who hold identified expertise in leadership and school structure, academic, social/behavioral, special education, data, technology, assessment, 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.

Essential Questions: Essential questions are a component of a learning package. These questions provoke deep thought, lively discussion, sustained inquiry, and additional questions leading to new and/or deep insights.

Learning Intentions: Learning intentions, are also known as learning objectives, clearly describe what students should know, understand, and do.
**Learning Package:** A *learning package* is 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.

**Look-Fors:** *Look-fors* are indicators in student work that demonstrate changes in proficiency.

**Preparation:** *Preparation* is a key learning package component that provides opportunities for learners to engage in content prior to the formal training.

**Regional Professional Development Center (RPDC):** The nine *Regional Professional Development Centers (RPDCs)* continue to be a resource for addressing training needs.

**Topic in Action:** *Topic in action* is a key learning package component where learners explore ways to incorporate new knowledge and skills into their teaching.

**Topic in Practice:** *Topic in practice* is a key learning package component that provides opportunities for learners to discuss what application in the classroom looks like.

**Unpacking the Topic:** *Unpacking the topic* is a key learning package component that explores core components and implementation steps.
Resources for Further Learning

Assessment Capable Learners


School-Based Implementation Coaching


Common Formative Assessment


**Data-Based Decision Making**


**Feedback**

Brookhart, S. M. (2008). How to give effective feedback to your students. ASCD.


**Leadership**


Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* ASCD.


**Metacognition**


**Implementation Science**


References


2. Telfer, D. M. (2011). Moving your numbers: Five districts share how they used assessment and accountability to increase performance for students with disabilities as part of districtwide improvement.


Quotation References

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Collaborative Teams

Common Formative Assessment

Data-based Decision Making

Assessment Capable Learners

Feedback

Metacognition
Integrated effective teaching and learning practices  

Leadership  

School-Based Implementation Coaching  

Implementation, Systems, Alignment  

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