

Building SAPP Instructions

To register, go to sapp.missouripd.org

[Self Assessment](#)
[Instructions](#)
[Contact Us](#)

[Sign In](#)
[Register](#)

The SAPP Tool

The Self-Assessment Practice Profile (SAPP) is a tool designed to help educators self-check implementation levels of newly learned skills and knowledge. Educators use the SAPP tool to produce results indicating their implementation levels. Building and district leaders use those results to build reports, providing a picture of implementation levels. Reports should be used for collective planning among all levels of educators. MMD educators are encouraged to use the SAPP at least twice per year. However, it can be used more frequently as a coaching or reflective tool as needed.

For each MMD practice, there is a Dashboard, Self-Assessment Questionnaire and Practice Profile. These are aligned to the professional development materials provided on www.moedu-sail.org.

Getting Started for Teachers

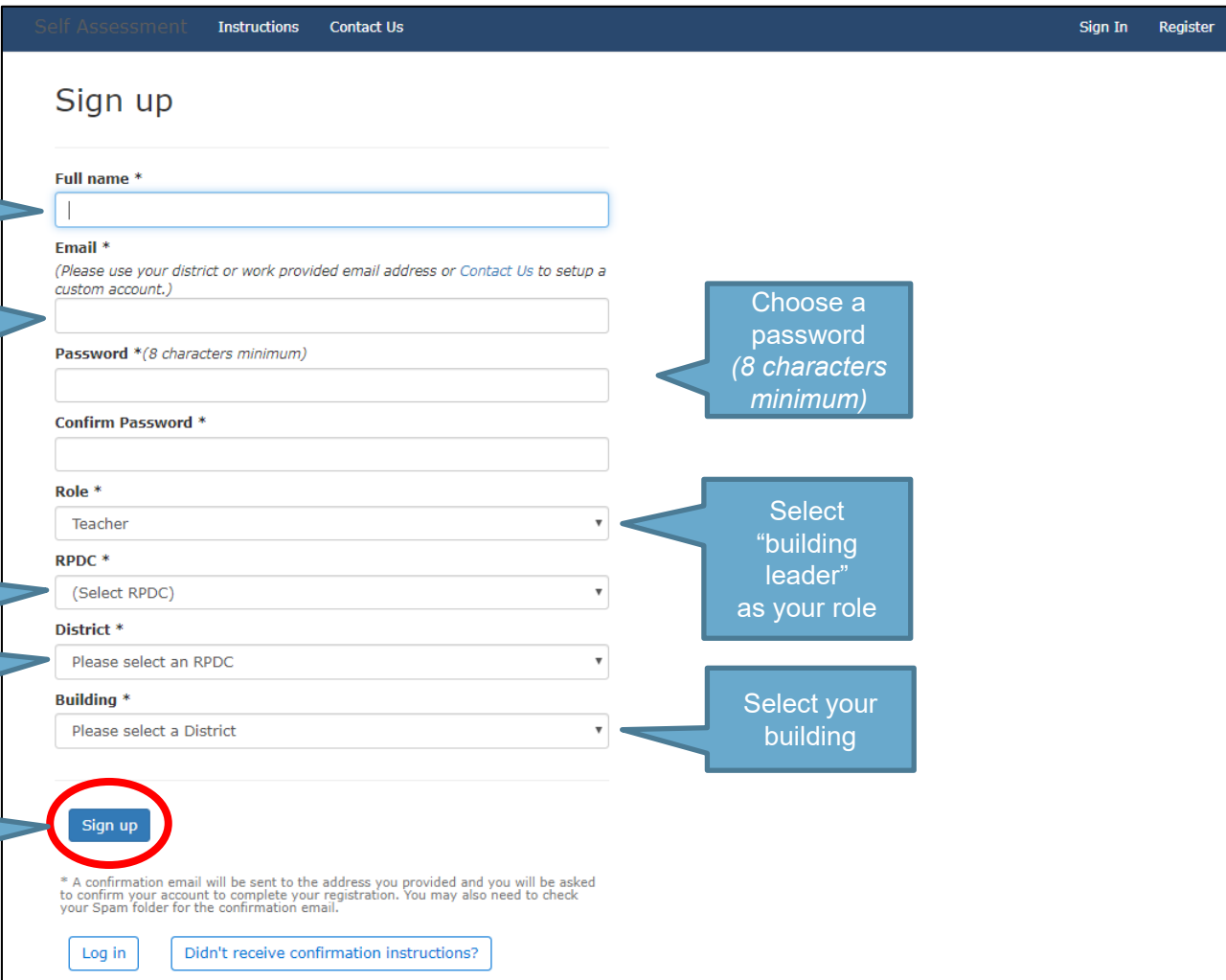
1. Create a user log-in by registering.
2. If you already have a log-in, you can enter your information and use the tool.
3. The tool opens to the Dashboard.
4. Click on the "plus" button next to the name of the practice to complete a SAPP questionnaire.
5. Name your results in the box at the top of the page.
6. Click "Share with Building Leader" if you want your results to be eligible for building reports.
7. Click "Save Self Assessment" at the bottom of the page. This action will take you to your results: shaded practice profile.
8. Click back to return to the Dashboard.
9. In the "Your Assessments" box at the bottom of the page, you will see your saved results.

Getting Started for Building Leaders

1. Create a user log-in by registering.
2. If you already have a log-in, you can enter your information and use the tool.
3. Click on the Leader link on the top navigation bar.
4. At the bottom of the page, click "Create Report."
5. Name the report, or it will default to "Building Report as of Year-Month-Day."
6. Select the teachers you want included in the building report for each practice. (Be sure the teachers in your building are sharing their report by clicking the "Share Self-Assessment" button located at the top of the teacher Data Dashboard.)
7. Click "Create Building Report."
8. The report shows the number of teachers in each proficiency category for the essential functions.
9. At the bottom of the report, you can see each individual teachers' practice profile. Click on a teacher's name (e.g. "John Smith Collaborative Teams Practice Profile") to see that practice profile.
10. Click back to go back to the Leader page.

The screenshot displays the SAPP tool interface. At the top, there's a navigation bar with 'Self Assessment', 'Instructions', and 'Contact Us' on the left, and 'Sign In' and 'Register' on the right. The 'Register' button is circled in red. Below the navigation bar, the main content area is divided into three sections: 'Data Dashboard', 'Feedback: Self-Assessment', and 'Self Assessment'. The 'Data Dashboard' section shows a table with columns for 'Collaborative Teams', '2024', 'Current Formative Assessment', 'New Learning Assessment Cycle', 'Progression', and 'Leadership'. The 'Feedback: Self-Assessment' section contains a form with questions like 'Teacher feedback...', 'Is aligned with the learning goal and success criteria.', 'Consistently provides clues, hints or suggestions to students about how they can progress toward the learning goal.', and 'Answers all of the following questions: Where am I going? How am I going? Where to next?'. The 'Self Assessment' section shows a 'Feedback: Practice Profile' section with a table of 'Essential Functions' and 'Proficiency' levels. A blue callout box with a speech bubble points to the 'Register' button, containing the text 'Click "Register"'. The 'Practice Profile' section at the bottom shows a table with columns for 'Essential Functions', 'Proficiency', 'Share to Dashboard', and 'Share to Building Report'.

Complete registration fields



The screenshot shows the 'Sign up' page of the MO EDU-SAIL system. The page has a dark blue header with navigation links: 'Self Assessment', 'Instructions', 'Contact Us', 'Sign In', and 'Register'. The main content area is titled 'Sign up' and contains several form fields with associated callouts:

- Full name ***: A text input field. Callout: 'Enter your full name'.
- Email ***: A text input field with a note: '(Please use your district or work provided email address or [Contact Us](#) to setup a custom account.)'. Callout: 'Enter your district or work-provided email'.
- Password *(8 characters minimum)**: A text input field. Callout: 'Choose a password (8 characters minimum)'.
- Confirm Password ***: A text input field.
- Role ***: A dropdown menu with 'Teacher' selected. Callout: 'Select "building leader" as your role'.
- RPDC ***: A dropdown menu with '(Select RPDC)' selected. Callout: 'Select your RPDC'.
- District ***: A dropdown menu with 'Please select an RPDC' selected. Callout: 'Select your district'.
- Building ***: A dropdown menu with 'Please select a District' selected. Callout: 'Select your building'.

At the bottom of the form is a blue 'Sign up' button, which is circled in red. A callout points to it: 'Click "Sign up"'. Below the button, there is a note: '* A confirmation email will be sent to the address you provided and you will be asked to confirm your account to complete your registration. You may also need to check your Spam folder for the confirmation email.' At the very bottom, there are two links: 'Log in' and 'Didn't receive confirmation instructions?'.

Confirm your email

Self Assessment Instructions Contact Us Sign In Register

A message with a confirmation link has been sent to your email address. Please follow the link to activate your account. You may also need to check your Spam folder.

The SAPP Tool

The Self-Assessment Practice Profile (SAPP) is a tool designed to help educators self-check implementation levels of newly learned skills and knowledge. Educators use the SAPP to produce results indicating their implementation levels. Building and district leaders use the SAPP to produce reports, providing a picture of implementation levels. Reports should be used for communication among all levels of educators. MMD can be used more frequently.

For each MMD practice aligned to the standards, these steps should be followed:

Getting Started

1. Create a user account.
2. If you already have an account, log in.
3. The tools are available in the left sidebar.
4. Click on the "Self-Assessment" tool.
5. Name your practice profile.
6. Click "Share" to share your profile with others.
7. Click "Save" to save your profile.
8. Click back to the "Self-Assessment" tool.
9. In the "You are Not" section, click "Yes" to confirm your account.
10. Click back to go back to the Leader page.

After you register, you will get a message asking you to confirm your account.

Data Dashboard

Feedback: Self-Assessment

Back Print

You are Not?

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 loop(s)...

Extended feedback loop(s)...

Save Self Assessment

Self Assessment

Feedback Practice Profile

Please download the Practice Profile.

Download

Print

Share

Confirmation instructions - Message (HTML)

SAPP=sapp.missouripd.org on behalf of SAPP@sapp.missouripd.org

Confirmation instructions

To: Sarah Marten

Welcome sarah.marten@moedu-sail.org!

You can confirm your account email through the link below:

[Confirm my account](#)

To confirm your account, check your email for a message that says "Confirmation instructions." Click "Confirm my account"

Self Assessment Instructions Contact Us Sign In Register

Your email address has been successfully confirmed.

Log in

Email

Password

☐ Remember me

Log in

Sign up

Forgot your password?

Didn't receive confirmation instructions?

When you click, "Confirm my account, you should see a screen with a message that says "Your email address has been successfully confirmed"

If you don't receive confirmation instructions, you can use the "Contact Us" link report it

You can use the "Contact Us" link to report any questions or issues you encounter

Self Assessment
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The SAPP Tool

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In the MMD practice, there is a Dashboard, Self-Assessment Questionnaire and Practice Profile. These are designed to the professional development materials provided on www.moedu-sail.org.

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Data Dashboard

Feedback: Self-Assessment

Teacher feedback...

Is aligned with the learning goal and success criteria.	Yes or No?
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...

Save Self Assessment

Self Assessment

Feedback: Practice Profile

Practice Profile

To access your account, click “Sign In”

<http://sapp.missouripd.org/instructions>

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The SAPP Tool

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5. Name the report, or it will default to “Building Report as of Year-Month-Day.”
6. Select the teachers you want included in the building report for each practice. (Be sure the teachers in your building are sharing their report by clicking the “Share Self-Assessment” button located at the top of the teacher Data Dashboard.)
7. Click “Create Building Report.”
8. The report shows the number of teachers in each proficiency category for the essential functions.
9. At the bottom of the report, you can see each individual teachers’ practice profile. Click on a teacher’s name (e.g. “John Smith Collaborative Teams Practice Profile”) to see that practice profile.
10. Click back to go back to the Leader page.

The screenshot displays the SAPP tool interface. At the top, a navigation bar includes links for 'Self Assessment', 'Instructions', 'Contact Us', 'Sign In' (highlighted with a red circle), and 'Register'. Below the navigation bar, the 'Data Dashboard' section shows a table with columns for 'Essential Functions', 'Proficiency', and 'Number of Teachers'. The 'Feedback: Self-Assessment' section contains a form for teachers to provide feedback on their implementation levels, with questions like 'Is aligned with the learning goal and success criteria?' and 'Consistently provides clues, hints or suggestions to students about how they can progress toward the learning goal?'. The 'Feedback: Practice Profile' section shows a table with columns for 'Essential Functions', 'Proficiency', and 'Number of Teachers', and a 'Practice Profile' section below it.

Log in with your account email and password

[Self Assessment](#) [Instructions](#) [Contact Us](#) [Sign In](#) [Register](#)

Log in

Email

Password

☐ Remember me

[Log in](#)

[Sign up](#)

[Forgot your password?](#)

[Didn't receive confirmation instructions?](#)

Verify your information by clicking on the “leader” link on the top navigation bar

Self Assessment Instructions Data Dashboard **Leader** Contact Us Sign Out

Your Info:

RPDC: District: Building:

People at your building:

Show entries Search:

Person	Email	Last Submission
Teacher Name	Teacher Email	Dec 10, 2018
		Dec 10, 2018
		Dec 10, 2018
		Dec 10, 2018
		Dec 10, 2018
		Dec 10, 2018
		Dec 10, 2018
		Dec 10, 2018

Showing 1 to 10 of 30 entries Previous 1 2 3 Next

Reports:

Show entries Search:

Report Name	Date Created	Report Range	Teachers	Shared	Actions
Building Report as of 2018-12-11	Dec 11, 2018	12/03/2018 - 12/11/2018	22	Shared	Stop Sharing Delete
Building Report as of 2018-05-31	May 31, 2018	- 05/31/2018	25	Shared	Stop Sharing Delete
Building Report as of 05/04/2018	May 04, 2018	- 05/04/2018	1	Not Shared	Share Delete

Showing 1 to 3 of 3 entries Previous 1 Next

[Create Report](#)

If teachers have submitted a questionnaire, their names and emails will appear in this box

At the bottom of the “leader” page, click “Create Report”

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Your Info:

RPDC
District

Your RPDC Name
Your District Name
Your Building Name

People at your building:

Show 10 entries
Search:

Person	Email	Last Submission
Teacher Name	Teacher Email	Dec 10, 2018
		Dec 10, 2018
		Dec 10, 2018
		Dec 10, 2018
		Dec 10, 2018
		Dec 10, 2018
		Dec 10, 2018
		Dec 10, 2018
		Dec 10, 2018

Showing 1 to 10 of 30 entries
Previous 1 2 3 Next

Reports:

Show 10 entries
Search:

Report Name	Date Created	Report Range	Teachers	Shared	Actions
Building Report as of 2018-12-11	Dec 11, 2018	12/03/2018 - 12/11/2018	22	Shared	Stop Sharing Delete
Building Report as of 2018-05-31	May 31, 2018	- 05/31/2018	25	Shared	Stop Sharing Delete
Building Report as of 05/04/2018	May 04, 2018	- 05/04/2018	1	Not Shared	Share Delete

Showing 1 to 3 of 3 entries
Previous 1 Next

Create Report

Select the teachers you want included in the building report for EACH practice

Be sure to read the directions for creating a building report, especially if you want to view multiple practices in one report

Change the “Start date” and “End date,” and click the “Update Range” button

To view multiple practices in one report, click each practice tab, and select the teachers you want to include for each practice.

After you have selected every teacher you want to include under each practice tab, click “Create Building Report”

Self Assessment

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New Building Report

Back

Steps for Creating a New Building Report

1. Change Start dates and End dates (defaulted dates are 8/1/2018-today's date) and click the Update Range button if you have changed the default values.
2. Enter a report name in the Name box (defaulted as "Building Report as of YYYY-MM-DD")
3. Click on the practice tab and select teachers to include in the building report. Do this for each practice you want to include in the report (The building report can contain multiple practices, as long as there are shared assessments for that practice).
4. Click on the "Create Building Report" button.

Start date

End date

08/01/2018

04/29/2019

Update Range

Name *

Building Report as of 2019-04-29

Please use the boxes below to select the teachers and practices you want to include in your building report. Do this for each tab/practice.

DAEL

Collab Teams

CFA

Original DBDM

Below are the teachers from your building who are "sharing" SAPP questionnaire results for this practice.

Select All Teachers

Teacher Name

Teacher Name

Create Building Report

Change the “Name” of your report.
A default report name is prepared for you.

If fewer teachers are appearing than expected, ask teachers if they have clicked the “sharing” box next to the name of their shaded practice profile in the “Your Assessment” box

The report shows the number of teachers in each proficiency category for the essential functions

Building Report as of 2019-04-24

Collaborative Teams

Collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.

Effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).

Intentionally collaborate about the most effective practices within curriculum, instruction, assessment and climate.

Revised Data-Based Decision Making

Collect, chart, analyze and disaggregate student learning data.

Use 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.

Data-Based Decision Making

Collect, chart, analyze and disaggregate student learning data.

Use 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.

Explain results indicators for process (cause) and product (effect)

Design ongoing monitoring of results (monitor, reflect, adjust, repeat)

	Exemplary/ Ideal Implementation	Proficient	Close To Proficient	Far From Proficient
Collaborative Teams	19/25	5/25	0/25	1/25
Revised Data-Based Decision Making	21/25	1/25	2/25	1/25
Data-Based Decision Making	20/23	2/23	2/23	0/23
Collect, chart, analyze and disaggregate student learning data.	0/0	0/0	0/0	0/0
Use results to identify priority learning needs.	0/0	0/0	0/0	0/0
Establish SMART goals based on data identified student learning needs.	0/0	0/0	0/0	0/0
Use data to select a common instructional practice/strategy to implement with fidelity.	0/0	0/0	0/0	0/0
Data-Based Decision Making	16/23	6/23	1/23	0/23
Collect, chart, analyze and disaggregate student learning data.	9/23	4/23	6/23	4/23
Use results to identify priority learning needs.	14/23	5/23	1/23	3/23
Establish SMART goals based on data identified student learning needs.	13/23	9/23	1/23	0/23
Use data to select a common instructional practice/strategy to implement with fidelity.	11/23	7/23	3/23	2/23
Explain results indicators for process (cause) and product (effect)	10/23	10/23	1/23	2/23

The Building Report is called a “heat map” because it shades the categories based on number of teachers in that category

Scroll down to see ALL the practices in your report

At the bottom of the report, you can see each individual teachers' practice profile

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Original Data-Based Decision Making				
Collect, chart, analyze and disaggregate student learning data.	1/1	0/1	0/1	0/1
Use results to identify priority learning needs.	0/1	0/1	0/1	1/1
Establish SMART goals based on data identified student learning needs.	0/1	0/1	0/1	1/1
Use data to select a common instructional practice/strategy to implement with fidelity.	1/1	0/1	0/1	0/1
Explain results indicators for process (cause) and product (effect)	0/1	1/1	0/1	0/1
Design ongoing monitoring of results (monitor, reflect, adjust, repeat)	0/1	0/1	1/1	0/1

Common Formative Assessment				
Educators develop clear and meaningful learning targets to guide instruction and student learning.	6/14	6/14	2/14	0/14
Educators establish clear and measureable student success criteria in a rubric, scoring guide, or checklist.	8/14	3/14	1/14	2/14
Educators construct and/or use quality assessment instruments which are of sound design and measure the learning targets.	11/14	2/14	0/14	1/14
Educators use assessment data to improve student learning.	10/14	2/14	2/14	0/14

Developing Assessment Capable Learners				
Educators in all grades/content areas teach all students to determine, "Where am I Going?"	1/1	0/1	0/1	0/1
Educators in all grades/content areas teach all students to determine, "Where am I	1/1	0/1	0/1	0/1

Teacher Practice Profiles

MMD Practices

Other Practices

Collab Teams

Common Formative Assessment

Revised DBDM

Original DBDM

Dev Assessment Capable Learners

Metacog

Leadership

SBIC

Teacher Name	Teacher Name	Teacher Name	Teacher Name
Teacher Name			

Back

Click on the practice tab to view a list of individual teachers' practice profiles

Click back to go back to the Leader page

On the Leader home page, the “Reports” box shows all reports, with the newest at the top

Self Assessment Instructions Data Dashboard Leader Contact Us Your Email Sign Out

Your Info:

RPDC District

6) Your RPDC Name Your District Name Your Building Name

People at your building:

Show 10 entries Search:

Person	Email	Last Submission
Teacher Name	Teacher Email	Dec 10, 2018
-	-	Dec 10, 2018
-	-	Dec 10, 2018
-	-	Dec 10, 2018
-	-	Dec 10, 2018
-	-	Dec 10, 2018
-	-	Dec 10, 2018
-	-	Dec 10, 2018

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Building Report as of 2018-05-31	May 31, 2018	- 05/31/2018	25	Shared	Stop Sharing Delete
Building Report as of 05/04/2018	May 04, 2018	- 05/04/2018	1	Not Shared	Share Delete

Showing 1 to 3 of 3 entries Previous 1 Next

Create Report

Your Building Reports will show up in the “Reports” box

You must “share” your report so district leaders can view them for the district-level report

If you want to complete a self-assessment, click Data Dashboard at the top of the screen

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MMD Practices
Other Practices

Collab Teams
Common Formative Assessment
Revised DBDM
Original DBDM
Dev Assessment Capable Learners
Metacog
Leadership
SBIC

	Exemplary	Proficient	Close To Proficient	Far From Proficient
Collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.	✓			
Effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).				✓
Intentionally collaborate about the most effective practices within curriculum, instruction, assessment and climate.			✓	

+ Take Self Assessment
View Most Recent Report
More about CT

Your Assessments

Show 10 entries
Search:

Name	Practice	Created	Results	Sharing
Teacher-Student Relationships Assessment created at January 16, 2019 8:16	Teacher-Student Relationships	01/16/2019 2:18		✓
Engaging Student Learners Assessment created at January 16, 2019 8:14	Engaging Student Learners	01/16/2019 2:16		✓
Reciprocal Teaching Assessment created at January 16, 2019 8:12	Reciprocal Teaching	01/16/2019 2:13		✓

Click the MMD Practices tab and choose a practice by clicking a practice tab

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MMD Practices

Other Practices

Collab Teams

Common Formative Assessment

Revised DBDM

Original DBDM

Dev Assessment Capable Learners

Metacog

Leadership

SBIC

	Exemplary	Proficient	Close To Proficient	Far From Proficient
Collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.	✓			
Effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).				✓
Intentionally collaborate about the most effective practices within curriculum, instruction, assessment and climate.			✓	

+ Take Self Assessment

View Most Recent Report

More about CT

10 entries

Search:

	Practice	Created	Results	Sharing
Teacher-Student Relationships Assessment created at January 16, 2019 8:16	Teacher-Student Relationships	01/16/2019 2:18		✓
Engaging Student Learners Assessment created at January 16, 2019 8:14	Engaging Student Learners	01/16/2019 2:16		✓
Reciprocal Teaching Assessment created at January 16, 2019 8:12	Reciprocal Teaching	01/16/2019 2:13		✓

Click the box with the plus sign that says "Take Self Assessment"

In the box under the word “Name,” add a unique name to access your shaded practice profile after you submit your questionnaire

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Collaborative Teams: Self-Assessment
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Name *
Collaborative Teams created at April 22, 2019 4:04

How often does your team address...
How often? (select one)

Discussing data and monitoring student progress?
Select One

Identifying instructional practices that result in student learning?
Select One

Identifying students needing re-teaching?
Select One

Aligning instructional practices to academic standards?
Select One

Yes or No?

How often does your team meet?
Select One

Do you use agendas and minutes for team meetings?
Yes

What do your team agendas include?
Yes or No?

Team/ group name
Yes

Date, time, and location of meeting
Yes

Outcomes
Yes

Past items to review
Yes

New items
Yes

Celebrations
Yes

Norms
Yes

Roles
Yes

Next meeting date
Yes

What do your team minutes and communication include?
Yes or No?

A default name is prepared for you, but you can change it to meet your needs.

Complete the Self-Assessment questionnaire

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Your Email
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Revised Data-Based Decision Making: Self-Assessment
Back
Print

Name
Revised Data-Based Decision Making Assessment created at April 30, 2019 4:04

Do you have a collaborative data process in place?
Yes or No?

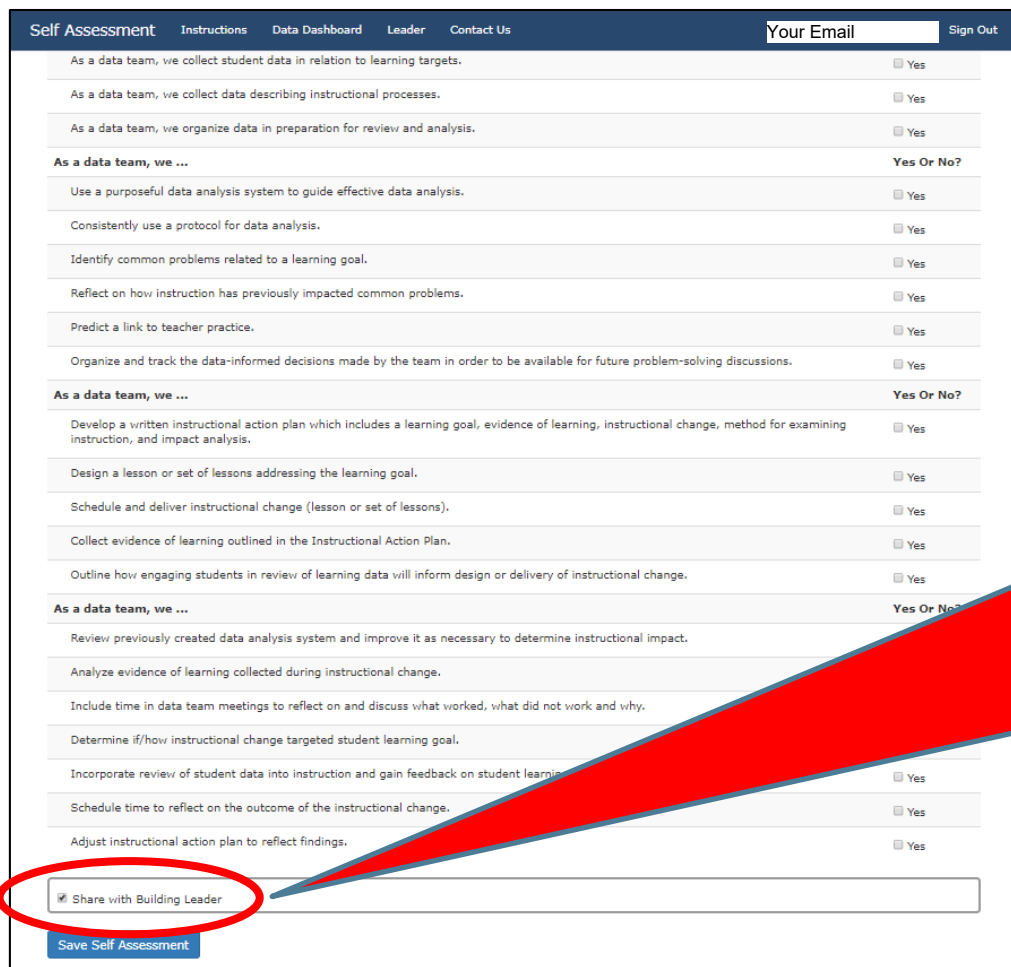
A data team is established with members sharing a common interest (content, grade level, etc.).	<input type="checkbox"/> Yes
As a data team, we meet at regularly scheduled predetermined times to collaborate on student data.	<input type="checkbox"/> Yes
As a data team, we define and use roles to improve meeting effectiveness and efficiency.	<input type="checkbox"/> Yes
As a data team, we use agendas that clearly outline team meeting goals with emphasis on using data to inform instruction.	<input type="checkbox"/> Yes
As a data team, we use a system for sharing and storing agendas, minutes and other team documents.	<input type="checkbox"/> Yes
As a data team, we hold team accountable for individual and team review of data.	<input type="checkbox"/> Yes
As a data team, we collect student data in relation to learning targets.	<input type="checkbox"/> Yes
As a data team, we collect data describing instructional processes.	<input type="checkbox"/> Yes
As a data team, we organize data in preparation for review and analysis.	<input type="checkbox"/> Yes

As a data team, we ...
Yes Or No?

Use a purposeful data analysis system to guide effective data analysis.	<input type="checkbox"/> Yes
Consistently use a protocol for data analysis.	<input type="checkbox"/> Yes
Identify common problems related to a learning goal.	<input type="checkbox"/> Yes
Reflect on how instruction has previously impacted common problems.	<input type="checkbox"/> Yes
Predict a link to teacher practice.	<input type="checkbox"/> Yes
Organize and track the data-informed decisions made by the team in order to be available for future problem-solving discussions.	<input type="checkbox"/> Yes

For the yes/no questions, check the box for "yes," and leave it **unchecked** for "no"

To share your data with the Building Leader, click the button next to “Share with Building Leader”



The screenshot shows a 'Self Assessment' form with a dark blue header. The header contains navigation links: 'Self Assessment', 'Instructions', 'Data Dashboard', 'Leader', and 'Contact Us'. On the right side of the header, there is a 'Your Email' input field and a 'Sign Out' button. The main content area lists various assessment items, each with a 'Yes' checkbox. Some items are grouped under 'As a data team, we ...' and have a 'Yes Or No?' checkbox. At the bottom of the form, there is a checkbox labeled 'Share with Building Leader' which is circled in red. A red arrow points from this checkbox to a red text box on the right.

Self Assessment Instructions Data Dashboard Leader Contact Us Your Email Sign Out

As a data team, we collect student data in relation to learning targets. ☐ Yes

As a data team, we collect data describing instructional processes. ☐ Yes

As a data team, we organize data in preparation for review and analysis. ☐ Yes

As a data team, we ... Yes Or No?

Use a purposeful data analysis system to guide effective data analysis. ☐ Yes

Consistently use a protocol for data analysis. ☐ Yes

Identify common problems related to a learning goal. ☐ Yes

Reflect on how instruction has previously impacted common problems. ☐ Yes

Predict a link to teacher practice. ☐ Yes

Organize and track the data-informed decisions made by the team in order to be available for future problem-solving discussions. ☐ Yes

As a data team, we ... Yes Or No?

Develop a written instructional action plan which includes a learning goal, evidence of learning, instructional change, method for examining instruction, and impact analysis. ☐ Yes

Design a lesson or set of lessons addressing the learning goal. ☐ Yes

Schedule and deliver instructional change (lesson or set of lessons). ☐ Yes

Collect evidence of learning outlined in the Instructional Action Plan. ☐ Yes

Outline how engaging students in review of learning data will inform design or delivery of instructional change. ☐ Yes

As a data team, we ... Yes Or No?

Review previously created data analysis system and improve it as necessary to determine instructional impact. ☐ Yes

Analyze evidence of learning collected during instructional change. ☐ Yes

Include time in data team meetings to reflect on and discuss what worked, what did not work and why. ☐ Yes

Determine if/how instructional change targeted student learning goal. ☐ Yes

Incorporate review of student data into instruction and gain feedback on student learning. ☐ Yes

Schedule time to reflect on the outcome of the instructional change. ☐ Yes

Adjust instructional action plan to reflect findings. ☐ Yes

☒ Share with Building Leader

Save Self Assessment

This box is checked by default.

“Shared:” your name shows up in list of practice profiles to include in the building report.

“Unshared:” your name DOES NOT show up in the list of practice profiles to include in the building report.

Click “Save Self-Assessment” at the end of the questionnaire. This action saves your answers to produce your results (shaded practice profile)

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As a data team, we collect student data in relation to learning targets.	<input type="checkbox"/> Yes
As a data team, we collect data describing instructional processes.	<input type="checkbox"/> Yes
As a data team, we organize data in preparation for review and analysis.	<input type="checkbox"/> Yes
As a data team, we ...	Yes Or No?
Use a purposeful data analysis system to guide effective data analysis.	<input type="checkbox"/> Yes
Consistently use a protocol for data analysis.	<input type="checkbox"/> Yes
Identify common problems related to a learning goal.	<input type="checkbox"/> Yes
Reflect on how instruction has previously impacted common problems.	<input type="checkbox"/> Yes
Predict a link to teacher practice.	<input type="checkbox"/> Yes
Organize and track the data-informed decisions made by the team in order to be available for future problem-solving discussions.	<input type="checkbox"/> Yes
As a data team, we ...	Yes Or No?
Develop a written instructional action plan which includes a learning goal, evidence of learning, instructional change, method for examining instruction, and impact analysis.	<input type="checkbox"/> Yes
Design a lesson or set of lessons addressing the learning goal.	<input type="checkbox"/> Yes
Schedule and deliver instructional change (lesson or set of lessons).	<input type="checkbox"/> Yes
Collect evidence of learning outlined in the Instructional Action Plan.	<input type="checkbox"/> Yes
Outline how engaging students in review of learning data will inform design or delivery of instructional change.	<input type="checkbox"/> Yes
As a data team, we ...	Yes Or No?
Review previously created data analysis system and improve it as necessary to determine instructional impact.	<input type="checkbox"/> Yes
Analyze evidence of learning collected during instructional change.	<input type="checkbox"/> Yes
Include time in data team meetings to reflect on and discuss what worked, what did not work and why.	<input type="checkbox"/> Yes
Determine if/how instructional change targeted student learning goal.	<input type="checkbox"/> Yes
Incorporate review of student data into instruction and gain feedback on student learning from students.	<input type="checkbox"/> Yes
Schedule time to reflect on the outcome of the instructional change.	<input type="checkbox"/> Yes
Adjust instructional action plan to reflect findings.	<input type="checkbox"/> Yes

☒ Share with Building Leader

Save Self Assessment

When you click “Save Self-Assessment,” you will see your shaded practice profile indicating proficiency levels for each essential function

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Self Assessment was successfully created.

Collaborative Teams: Practice Profile

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

Essential Functions	Exemplary	Proficient	Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)	Far from Proficient (Follow-up professional development and coaching are critical.)
1 Educators collaboratively develop common purposes and goals for improved student outcomes that embraces continuous school improvement.	<p>Teams address 3/4 of the following at least twice monthly, as evidenced by agendas and minutes:</p> <ul style="list-style-type: none"> Discussing data and monitoring student progress Identifying instructional practices that result in student learning Identifying students needing re-teaching Aligning instructional practices to academic standards 	<p>Teams address 3/4 of the following at least monthly, as evidenced by agendas and minutes.</p> <ul style="list-style-type: none"> Discussing data and monitoring student progress Identifying instructional practices that result in student learning Identifying students needing re-teaching Aligning instructional practices to academic standards 	<p>Monthly agendas and minutes show 2 to 4 items are addressed.</p> <ul style="list-style-type: none"> Discussing data and monitoring student progress Identifying instructional practices that result in student learning Identifying students needing re-teaching Aligning instructional practices to academic standards 	<p>Monthly agenda and minutes show fewer than 2 of the items are addressed.</p> <ul style="list-style-type: none"> Discussing data and monitoring student progress Identifying instructional practices that result in student learning Identifying students needing re-teaching Aligning instructional practices to academic standards
2 Educators effectively implement group processes in collaborative meetings.	<p>Teams meet weekly using agenda and minutes in collaborative meetings.</p> <p>Teams utilize agendas which include 8/9 of the following:</p> <ul style="list-style-type: none"> Team/Group Name Date/Time/Location Outcomes (includes required materials) Past items to review New items Celebrations Norms Roles Next meeting date <p>Teams use minutes and communication that include 8/9 of the recommended items.</p>	<p>Teams meet at least monthly utilizing agendas and minutes in collaborative meetings.</p> <p>Teams utilize agendas which include 7/9:</p> <ul style="list-style-type: none"> Team/Group Name Date/Time/Location Outcomes (includes required materials) Past items to review New items Celebrations Norms Roles Next meeting date <p>Teams utilize minutes and communication which include 7/9 of the recommended items.</p>	<p>Meetings occur regularly with no set schedule.</p> <p>Agendas include 4-6 of the recommended items.</p> <ul style="list-style-type: none"> Team/Group Name Date/Time/Location Outcomes (includes required materials) Past items to review New items Celebrations Norms Roles Next meeting date <p>Minutes include 4-6 recommended items:</p>	<p>Meeting times are irregular, infrequent, and/or often cancelled.</p> <p>Agendas include fewer than 4 recommended items or are not developed.</p> <ul style="list-style-type: none"> Team/Group Name Date/Time/Location Outcomes (includes required materials) Past items to review New items Celebrations Norms Roles Next meeting date <p>Minutes include fewer than 4 recommended items or are not developed:</p>

Click “Save or Print” (if you want to save a PDF or print a paper copy)

To find a copy of your shaded practice profile, click Data Dashboard at the top of the screen

Self Assessment Instructional **Data Dashboard** Leader Contact Us Your Email Sign Out

Self Assessment was successfully created.

Collaborative Teams: Practice Profile

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

Essential Functions	Exemplary	Proficient	Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)	Far from Proficient (Follow-up professional development and coaching are critical.)
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MMD Practices
Other Practices




Collab Teams
Common Formative Assessment
Revised DBDM
Original DBDM
Dev Assessment Capable Learners
Metacog
Leadership
SBIC

	Exemplary	Proficient	Close To Proficient	Far From Proficient
Collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.	✓			
Effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).				✓
Intentionally collaborate about the most effective practices within curriculum, instruction, assessment and climate.			✓	

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Name	Practice	Created	Results	Sharing
Teacher-Student Relationships Assessment created at January 16, 2019 8:16	Teacher-Student Relationships	01/16/2019 2:18		✓
Engaging Student Learners Assessment created at January 16, 2019 8:14	Engaging Student Learners	01/16/2019 2:16		✓
Reciprocal Teaching Assessment created at January 16, 2019 8:12	Reciprocal Teaching	01/16/2019 2:13		✓

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