

# Teacher SAPP Instructions

# To register, go to [sapp.missouripd.org](http://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.

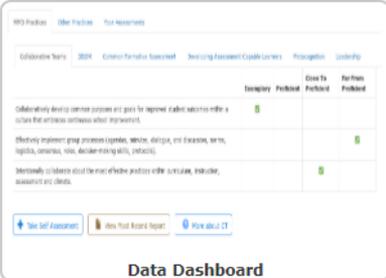
For each MMD practice, there is a Dashboard, Self-Assessment Questionnaire and Practice Profile. These are aligned to the professional development materials provided on [www.moedu-sail.org](http://www.moedu-sail.org).

### 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.

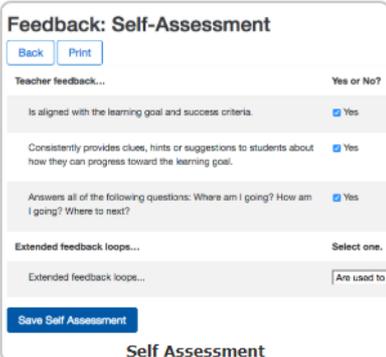


**Data Dashboard**

Collaborative Teams: 2024   Content-Focused Instruction   Building Assessment Capable Leaders   Professional Learning

Essential Function	Secondary	High School	Postsecondary
Collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous improvement.	3	3	3
Effectively implement group processes (planning, meeting, dialogue, and discussion, norms, logistics, protocols, roles, decision-making, etc.)	3	3	3
Intentionally collaborate about the most effective practices within a culture, including assessment and data.	3	3	3

[View Self Assessment](#)   [View Your Report](#)   [View All CT](#)



**Feedback: Self-Assessment**

[Back](#)   [Print](#)

Teacher feedback... Yes or No?

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.

Extended feedback loops...

[Save Self Assessment](#)



**Feedback: Practice Profile**

[Back](#)   [Share This](#)

Practitioner's profile is the combination of all their assessment results. Combined to the number of students and to measure the quality of instruction.

Essential Function	Secondary/High School	High School	Postsecondary	Overall
1. Practices in order	3	3	3	3
2. Practices in order	3	3	3	3

[View](#)

Click "Register"

# Complete registration fields

The screenshot shows a registration form titled "Sign up" with the following fields and callouts:

- Full name \***: A text input field with a callout: "Enter your full name".
- Email \***: A text input field with a callout: "Enter your district or work-provided email". Below the field is the text: "(Please use your district or work provided email address or Contact Us to setup a custom account.)".
- Password \*(8 characters minimum)**: A text input field with a callout: "Choose a password (8 characters minimum)".
- Confirm Password \***: A text input field.
- Role \***: A dropdown menu with "Teacher" selected and a callout: "Select 'teacher' as your role".
- RPDC \***: A dropdown menu with "(Select RPDC)" selected and a callout: "Select your RPDC".
- District \***: A dropdown menu with "Please select an RPDC" selected and a callout: "Select your district".
- Building \***: A dropdown menu with "Please select a District" selected and a callout: "Select your building".
- Sign up**: A button circled in red with a callout: "Click 'Sign up'".

At the bottom of the form, 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." Below the note are two buttons: "Log in" and "Didn't receive confirmation instructions?".

# Confirm your email

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 conversations among all levels of educators. MMD and DCI can use the SAPP to monitor implementation levels across the state.

For each MMD profile, you will be assigned to a building. These buildings are aligned to the MMD profile.

**Getting Started**

1. Create a user account.
2. If you already have an account, click on the "Log in" link.
3. The tools of the SAPP are available to you.
4. Click on the "Getting Started" link.
5. Name your building.
6. Click "Share" to share your building information.
7. Click "Save" to save your building information.
8. Click back to the "Getting Started" page.
9. In the "Your Building" section, click on the "Getting Started" link.

**Getting Started**

1. Create a user account.
2. If you already have an account, click on the "Log in" link.
3. Click on the "Getting Started" link.
4. At the bottom of the page, click on the "Getting Started" link.
5. Name the building.
6. Select the building from the dropdown menu.
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.

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

Confirmation instructions - Message (HTML)

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

Confirmation instructions

To: Sarah Marten

Welcome [sarah.marten@moedu-sail.org](mailto: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"**

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
Instructions
Contact Us
Sign In
Register

## The SAPP Tool

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In 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](http://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. Click on the "plus" button next to the name of the practice to complete a SAPP questionnaire.
4. Enter your results in the box at the top of the page.
5. Click "Share with Building Leader" if you want your results to be eligible for building reports.
6. Click "Save Self Assessment" at the bottom of the page. This action will take you to your results: a completed practice profile.
7. Click back to return to the Dashboard.
8. 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.

MMD Practice | My Practice | My Assessments

Collaborative Teams	Common Formative Assessment	Developing Assessment Goals/Loops	Instructional	Understanding
Exemplary	Proficient	Proficient	Proficient	Proficient

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

Effectively implement group processes (agendas, roles, challenges, and decisions, norms, logistics, consensus, time, decision-making skills, protocols).

Intentionally collaborate about the most effective practices within the building, including assessment and credits.

[View Self Assessment](#) | [View Your Recent Report](#) | [View About CT](#)

**Data Dashboard**

**Feedback: Self-Assessment**

[Back](#) | [Print](#)

Teacher feedback... Yes or No?

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.

Extended feedback loops...

[Save Self Assessment](#)

**Self Assessment**

**Feedback: Practice Profile**

View of Collaborative Teams Practice Profile

Proficiency reported for the implementation of each essential function. Assessment of the teacher or of students and a summary of the quality of instruction.

Essential Function	Teacher/Student Implementation	Proficiency	Errors to Practice	For Item Feedback
1. Establish a culture of learning...	Collaborative Teams... 1. The teacher reports to be aligned with the learning goal and success criteria. 2. The teacher reports to be aligned with the learning goal and success criteria. 3. The teacher reports to be aligned with the learning goal and success criteria. 4. The teacher reports to be aligned with the learning goal and success criteria.	Proficient	1. The teacher reports to be aligned with the learning goal and success criteria.	None of the items were used.
2. Establish protocols for student and teacher learning...	Collaborative Teams... 1. The teacher reports to be aligned with the learning goal and success criteria. 2. The teacher reports to be aligned with the learning goal and success criteria. 3. The teacher reports to be aligned with the learning goal and success criteria. 4. The teacher reports to be aligned with the learning goal and success criteria.	Proficient	There are no errors reported.	This teacher also reports that students had a positive experience in collaboration or content when they reported their assessment of their implementation of the practice.

**Practice Profile**

# After confirming your account, click “Sign In”

Self Assessment    Instructions    Contact Us    **Sign In**    Register

## The SAPP Tool

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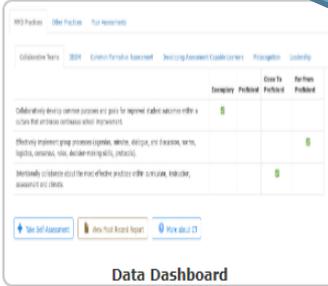
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5. Name your results in the box at the top of the page.
6. Click “Share with Building Leader” if you want your results to be eligible for building reports.
7. Click “Save Self Assessment” at the bottom of the page. This action will take you to your 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.

**Data Dashboard**



**Feedback: Self-Assessment**

Back    Print

Teacher feedback...    Yes or No?

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.

Extended feedback loops...   

Save Self Assessment

**Feedback: Practice Profile**

Back    Search

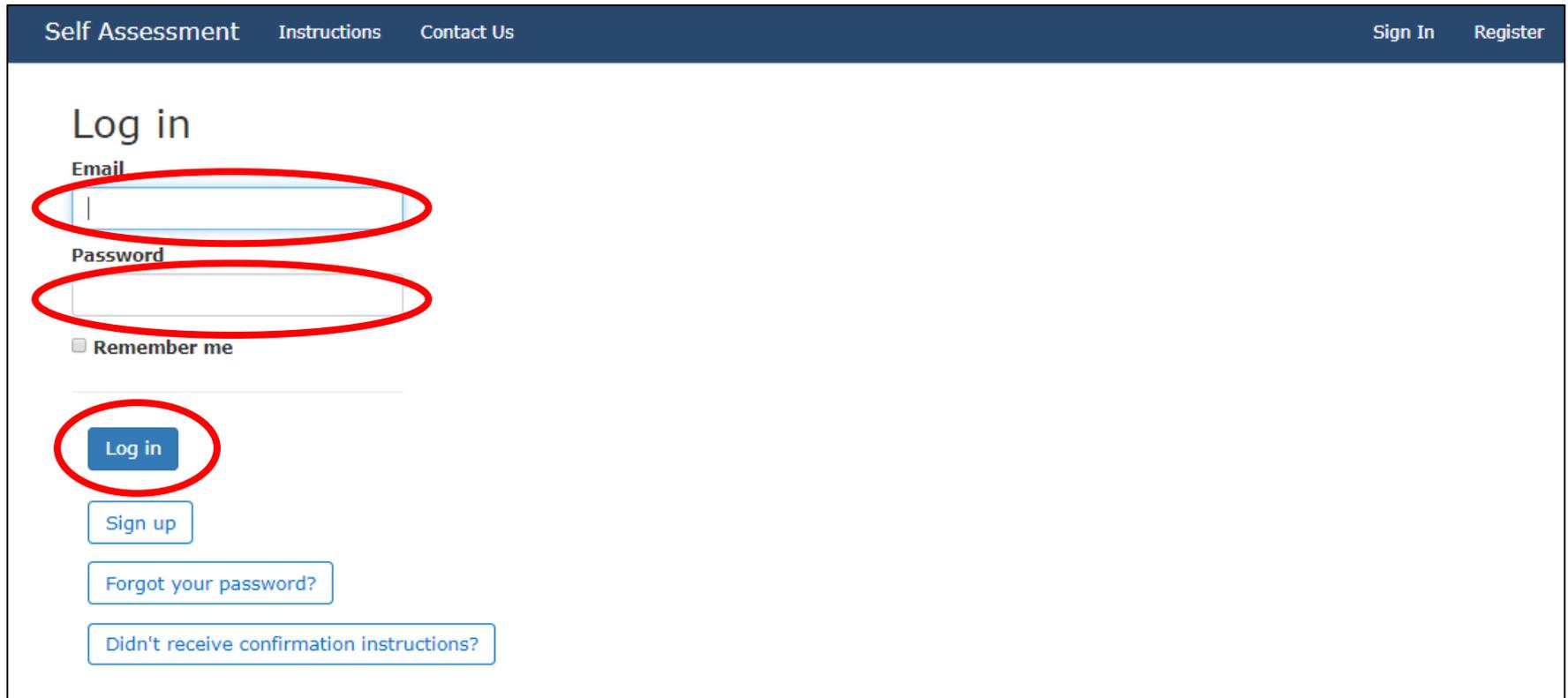
When I click on a teacher's name, I see their practice profile.

Number of teachers in each proficiency category for the essential functions.

Essential Function	Number of Teachers in Each Proficiency Category	Practice	Share to Building	Practice Profile
1. Instructional Practice	<ul style="list-style-type: none"> <li>1. The teacher demonstrates a variety of instructional strategies to engage all students.</li> <li>2. The teacher uses a variety of formative assessment techniques to monitor and adjust instruction to meet individual students' needs.</li> <li>3. The teacher uses a variety of strategies to engage all students in learning.</li> <li>4. The teacher uses a variety of strategies to engage all students in learning.</li> <li>5. The teacher uses a variety of strategies to engage all students in learning.</li> </ul>	Collaborative Teams	<input checked="" type="checkbox"/>	John Smith Collaborative Teams Practice Profile

After you have confirmed your account, log in with your account information to complete a self-assessment

# Log in with your account email and password



The screenshot shows a web application interface for logging in. At the top, there is a dark blue navigation bar with the following links: "Self Assessment", "Instructions", "Contact Us", "Sign In", and "Register". The main content area is white and titled "Log in". Below the title, there are two input fields: "Email" and "Password". Both fields are highlighted with red circles. Below the "Password" field is a checkbox labeled "Remember me". Below the "Remember me" checkbox is a blue "Log in" button, which is also highlighted with a red circle. Below the "Log in" button are three links: "Sign up", "Forgot your password?", and "Didn't receive confirmation instructions?".

To complete a self-assessment, click the **MMD Practices** tab and choose a practice by clicking a practice tab

Self Assessment    Instructions    Data Dashboard    Contact Us    teacher@test.com    Sign Out

**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

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

Self Assessment    Instructions    Data Dashboard    Contact Us    teacher@test.com    Sign Out

### Collaborative Teams: Self-Assessment

[Back](#)    [Print](#)

**Name \***

Collaborative Teams created at April 22, 2019 4:04

**How often does your team address...**

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

**How often does your team meet?**    **How often? (select one)**

Select One

**Do you use agendas and minutes for team meetings?**    **Yes or No?**

Yes

**What do your team agendas include?**    **Yes or No?**

Team/ group name	<input type="checkbox"/> Yes
Date, time, and location of meeting	<input type="checkbox"/> Yes
Outcomes	<input type="checkbox"/> Yes
Past items to review	<input type="checkbox"/> Yes
New items	<input type="checkbox"/> Yes
Celebrations	<input type="checkbox"/> Yes
Norms	<input type="checkbox"/> Yes
Roles	<input type="checkbox"/> Yes
Next meeting date	<input type="checkbox"/> 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

Self Assessment    Instructions    Data Dashboard    Contact Us    teacher@test.com    Sign Out

Roles	<input type="checkbox"/> Yes
Next meeting date	<input type="checkbox"/> Yes
<b>What do your team minutes and communication include?</b>	<b>Yes or No?</b>
Purpose for the meeting	<input type="checkbox"/> Yes
Where and when held	<input type="checkbox"/> Yes
List of the attendees	<input checked="" type="checkbox"/> Yes
Tasks achieved during the meeting	<input checked="" type="checkbox"/> Yes
Decisions made at the meeting	<input type="checkbox"/> Yes
Actions that were agreed including who it was assigned to, and the completion date	<input type="checkbox"/> Yes
Central place to store document with easy access for all participants to provide updates and comments	<input checked="" type="checkbox"/> Yes
Easy access for all participants to provide updates and comments	<input type="checkbox"/> Yes
Agendas distributed to all stakeholders	<input type="checkbox"/> Yes
<b>What collaborative behaviors does your team use?</b>	<b>Yes or No?</b>
Pausing	<input checked="" type="checkbox"/> Yes
Paraphrasing	<input checked="" type="checkbox"/> Yes
Posing questions	<input checked="" type="checkbox"/> Yes
Putting ideas on the table	<input type="checkbox"/> Yes
Providing data	<input type="checkbox"/> Yes
Paying attention to self and others	<input checked="" type="checkbox"/> Yes
Presuming positive intentions	<input type="checkbox"/> Yes

Share with Building Leader

Save Self Assessment

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”

Self Assessment    Instructions    Data Dashboard    Contact Us    teacher@test.com    Sign Out

Roles	<input type="checkbox"/> Yes
Next meeting date	<input type="checkbox"/> Yes
<b>What do your team minutes and communication include?</b>	
<b>Yes or No?</b>	
Purpose for the meeting	<input type="checkbox"/> Yes
Where and when held	<input type="checkbox"/> Yes
List of the attendees	<input checked="" type="checkbox"/> Yes
Tasks achieved during the meeting	<input checked="" type="checkbox"/> Yes
Decisions made at the meeting	<input type="checkbox"/> Yes
Actions that were agreed including who it was assigned to, and the completion date	<input type="checkbox"/> Yes
Central place to store document with easy access for all participants to provide updates and comments	<input checked="" type="checkbox"/> Yes
Easy access for all participants to provide updates and comments	<input type="checkbox"/> Yes
Agendas distributed to all stakeholders	<input type="checkbox"/> Yes
<b>What collaborative behaviors does your team use?</b>	
<b>Yes or No?</b>	
Pausing	<input checked="" type="checkbox"/> Yes
Paraphrasing	<input checked="" type="checkbox"/> Yes
Posing questions	<input checked="" type="checkbox"/> Yes
Putting ideas on the table	<input type="checkbox"/> Yes
Providing data	<input type="checkbox"/> Yes
Paying attention to self and others	<input checked="" type="checkbox"/> Yes
Presuming positive intentions	<input type="checkbox"/> Yes
<input checked="" type="checkbox"/> Share with Building Leader	

[Save Self Assessment](#)

When shared, your Self-Assessment results can be accessed for building level reports. This box is checked by default.

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

The screenshot shows a web-based self-assessment questionnaire. At the top, there are navigation links: "Self Assessment", "Instructions", "Data Dashboard", and "Contact Us". On the right side, the user's email "teacher@test.com" and a "Sign Out" link are visible. The questionnaire consists of several sections with questions and checkboxes for "Yes" or "No".

Question	Response
Roles	<input type="checkbox"/> Yes
Next meeting date	<input type="checkbox"/> Yes
<b>What do your team minutes and communication include?</b>	<b>Yes or No?</b>
Purpose for the meeting	<input type="checkbox"/> Yes
Where and when held	<input type="checkbox"/> Yes
List of the attendees	<input checked="" type="checkbox"/> Yes
Tasks achieved during the meeting	<input checked="" type="checkbox"/> Yes
Decisions made at the meeting	<input type="checkbox"/> Yes
Actions that were agreed including who it was assigned to, and the completion date	<input type="checkbox"/> Yes
Central place to store document with easy access for all participants to provide updates and comments	<input checked="" type="checkbox"/> Yes
Easy access for all participants to provide updates and comments	<input type="checkbox"/> Yes
Agendas distributed to all stakeholders	<input type="checkbox"/> Yes
<b>What collaborative behaviors does your team use?</b>	<b>Yes or No?</b>
Pausing	<input checked="" type="checkbox"/> Yes
Paraphrasing	<input checked="" type="checkbox"/> Yes
Posing questions	<input checked="" type="checkbox"/> Yes
Putting ideas on the table	<input type="checkbox"/> Yes
Providing data	<input type="checkbox"/> Yes
Paying attention to self and others	<input checked="" type="checkbox"/> Yes
Presuming positive intentions	<input type="checkbox"/> Yes

At the bottom of the form, there is a checkbox labeled "Share with Building Leader" which is checked. Below this checkbox is a blue button labeled "Save Self Assessment", which is circled in red.

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

Self Assessment   Instructions   Data Dashboard   Contact Us   teacher@test.com   Sign Out

Self Assessment was successfully created. ×

Collaborative Teams: Practice Profile Back Save or Print

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.	Teams address 3/4 of the following <b>at least twice monthly</b> , as evidenced by agendas and minutes: <ul style="list-style-type: none"> <li>Discussing data and monitoring student progress</li> <li>Identifying instructional practices that result in student learning</li> <li>Identifying students needing re-teaching</li> <li>Aligning instructional practices to academic standards</li> </ul>	Teams address 3/4 of the following <b>at least monthly</b> , as evidenced by agendas and minutes. <ul style="list-style-type: none"> <li>Discussing data and monitoring student progress</li> <li>Identifying instructional practices that result in student learning</li> <li>Identifying students needing re-teaching</li> <li>Aligning instructional practices to academic standards</li> </ul>	Monthly agendas and minutes show 2 to 4 items are addressed. <ul style="list-style-type: none"> <li>Discussing data and monitoring student progress</li> <li>Identifying instructional practices that result in student learning</li> <li>Identifying students needing re-teaching</li> <li>Aligning instructional practices to academic standards</li> </ul>	Monthly agenda and minutes show fewer than 2 of the items are addressed. <ul style="list-style-type: none"> <li>Discussing data and monitoring student progress</li> <li>Identifying instructional practices that result in student learning</li> <li>Identifying students needing re-teaching</li> <li>Aligning instructional practices to academic standards</li> </ul>
2 Educators effectively implement group processes in collaborative meetings.	Teams meet weekly using agenda and minutes in collaborative meetings. Teams utilize agendas which include 8/9 of the following:	Teams meet at least monthly utilizing agendas and minutes in collaborative meetings. Teams utilize agendas which include 7/9:	Meetings occur regularly with no set schedule. Agendas include 4-6 of the recommended items.	Meeting times are irregular, infrequent, and/or often cancelled. Agendas include fewer than 4 recommended items or are not developed.

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   Instructors   **Data Dashboard**   Contact Us   teacher@test.com   Sign Out

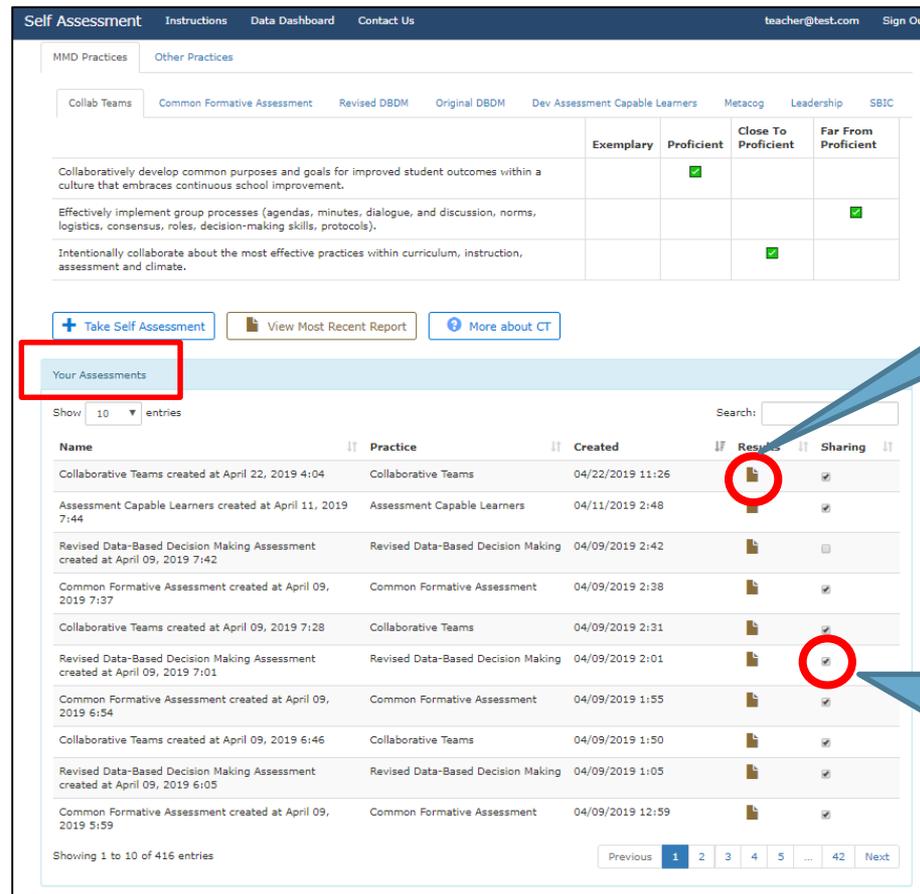
Self Assessment was successfully created. ×

Collaborative Teams: Practice Profile Back Save or Print

**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 <b>at least twice monthly</b>, as evidenced by agendas and minutes:</p> <ul style="list-style-type: none"> <li>Discussing data and monitoring student progress</li> <li>Identifying instructional practices that result in student learning</li> <li>Identifying students needing re-teaching</li> <li>Aligning instructional practices to academic standards</li> </ul>	<p>Teams address 3/4 of the following <b>at least monthly</b>, as evidenced by agendas and minutes.</p> <ul style="list-style-type: none"> <li>Discussing data and monitoring student progress</li> <li>Identifying instructional practices that result in student learning</li> <li>Identifying students needing re-teaching</li> <li>Aligning instructional practices to academic standards</li> </ul>	<p>Monthly agendas and minutes show 2 to 4 items are addressed.</p> <ul style="list-style-type: none"> <li>Discussing data and monitoring student progress</li> <li>Identifying instructional practices that result in student learning</li> <li>Identifying students needing re-teaching</li> <li>Aligning instructional practices to academic standards</li> </ul>	<p>Monthly agenda and minutes show fewer than 2 of the items are addressed.</p> <ul style="list-style-type: none"> <li>Discussing data and monitoring student progress</li> <li>Identifying instructional practices that result in student learning</li> <li>Identifying students needing re-teaching</li> <li>Aligning instructional practices to academic standards</li> </ul>
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>	<p>Teams meet at least monthly utilizing agendas and minutes in collaborative meetings.</p> <p>Teams utilize agendas which include 7/9:</p>	<p>Meetings occur regularly with no set schedule.</p> <p>Agendas include 4-6 of the 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>

Find a copy of your shaded practice profile by clicking on the document icon in the “Your Assessments” box at the bottom of the page



The screenshot shows the 'Self Assessment' interface. At the top, there are navigation tabs: 'MMD Practices' (selected) and 'Other Practices'. Below this are sub-tabs for various assessment types: 'Collab Teams', 'Common Formative Assessment', 'Revised DBDM', 'Original DBDM', 'Dev Assessment Capable Learners', 'Metacog', 'Leadership', and 'SBIC'. A table displays practice profiles with columns for 'Exemplary', 'Proficient', 'Close To Proficient', and 'Far From Proficient'. Below the table are buttons for 'Take Self Assessment', 'View Most Recent Report', and 'More about CT'. A red box highlights the 'Your Assessments' section, which contains a table with columns for 'Name', 'Practice', 'Created', 'Results', and 'Sharing'. A red arrow points to this section. A blue callout points to a document icon in the 'Results' column of the first row. Another blue callout points to a checkbox in the 'Sharing' column of the second row.

Name	Practice	Created	Results	Sharing
Collaborative Teams created at April 22, 2019 4:04	Collaborative Teams	04/22/2019 11:26		<input checked="" type="checkbox"/>
Assessment Capable Learners created at April 11, 2019 7:44	Assessment Capable Learners	04/11/2019 2:48		<input checked="" type="checkbox"/>
Revised Data-Based Decision Making Assessment created at April 09, 2019 7:42	Revised Data-Based Decision Making	04/09/2019 2:42		<input type="checkbox"/>
Common Formative Assessment created at April 09, 2019 7:37	Common Formative Assessment	04/09/2019 2:38		<input checked="" type="checkbox"/>
Collaborative Teams created at April 09, 2019 7:28	Collaborative Teams	04/09/2019 2:31		<input checked="" type="checkbox"/>
Revised Data-Based Decision Making Assessment created at April 09, 2019 7:01	Revised Data-Based Decision Making	04/09/2019 2:01		<input checked="" type="checkbox"/>
Common Formative Assessment created at April 09, 2019 6:54	Common Formative Assessment	04/09/2019 1:55		<input checked="" type="checkbox"/>
Collaborative Teams created at April 09, 2019 6:46	Collaborative Teams	04/09/2019 1:50		<input checked="" type="checkbox"/>
Revised Data-Based Decision Making Assessment created at April 09, 2019 6:05	Revised Data-Based Decision Making	04/09/2019 1:05		<input checked="" type="checkbox"/>
Common Formative Assessment created at April 09, 2019 5:59	Common Formative Assessment	04/09/2019 12:59		<input checked="" type="checkbox"/>

Next to the name of the practice, click the document icon

You can easily *share* or *unshare* your report with building leaders by checking or unchecking this box

# Save or print the practice profile, or go back to the dashboard

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Foundations present in the implementation of ... 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 teach students to determine, "Where am I Going?"	When teaching students to develop learning goals, 5 of 5 criteria occur: <ul style="list-style-type: none"> <li>Educator writes daily targets using student-friendly language, using "I can ____," or "I know ____" statements</li> <li>Educator creates daily opportunities for students to use or interact with learning targets</li> <li>Educator develops rubric or scoring guide for appropriate assignments and provides multiple opportunities for students to use/interact w/ the rubric/scoring guide during the learning</li> <li>Educator 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)</li> <li>Educator asks students to set daily goals in relation to the learning targets</li> </ul>	When teaching students to develop learning goals, 4 of 5 criteria occur and must include: <ul style="list-style-type: none"> <li>Educator writes daily targets using student-friendly language, using "I can ____," or "I know ____" statements</li> <li>Educator creates daily opportunities for students to use or interact with learning targets</li> <li>Educator asks students to set daily goals in relation to the learning targets</li> </ul>	When teaching students to develop learning goals, 3 of 5 criteria occur and must include: <ul style="list-style-type: none"> <li>Educator writes daily targets using student-friendly language, using "I can ____," or "I know ____" statements</li> <li>Educator creates daily opportunities for students to use or interact with learning targets</li> </ul>	When teaching students to determine learning goals, less than 3 of the 5 criteria occur.
2 Educators teach students to determine, "Where am I now?"	When teaching student to self-evaluate learning progress, 5 of 5 criteria occur. <ul style="list-style-type: none"> <li>Educator provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria</li> <li>Educator provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process</li> <li>Educator paces instruction to allow for frequent, descriptive feedback to all students and allows time for students to act on the feedback received</li> <li>Educator asks students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process</li> <li>Educator instructs students to set personal goals based on feedback and self-assessment</li> </ul>	When teaching student to self-evaluate learning progress, 4 of 5 criteria occur.	When teaching student to self-evaluate learning progress, 3 of 5 criteria occur.	When teaching student to self-evaluate learning progress, less than 3 of the 5 criteria occur.
3 Educators teach students to determine, "How do I close the gap?"	When teaching students to identify next learning steps, 4 of 4 criteria occur. <ul style="list-style-type: none"> <li>Educator assists each student in determining what might be some of the next instructional steps for the individual.</li> <li>Educator paces instruction to allow for the feedback loop and focused student revision</li> </ul>	When teaching students to identify next steps in learning, 3 of 4 criteria occur.	When teaching students to identify next steps in learning, 2 of 4 criteria occur.	When teaching students to identify next steps in learning, less than 2 criteria occur.

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