

# 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.

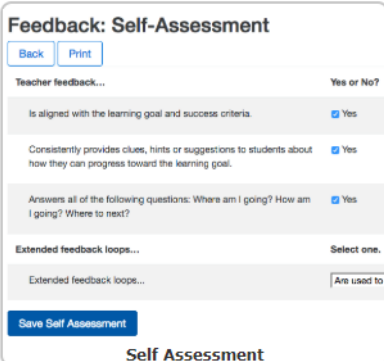
### Getting Started for Building Leaders

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**

Click  
"Register"



**Feedback: Self-Assessment**



**Practice Profile**

# 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

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For each MMD practice profile, these are aligned to the SAPP.

**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 located on the "Tools" page.
4. Click on the "Tools" link.
5. Name your account.
6. Click "Share" to share your account with your building.
7. Click "Save" to save your account.
8. Click back to the "Tools" page.
9. In the "Your Account" section, click on the "Log in" 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 "Tools" link.
4. At the bottom of the page, click on the "Tools" link.
5. Name the account.
6. Select the building.
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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### 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.
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7. Click "Create Building Report."
8. The report shows the number of teachers in each proficiency category for the essential functions.
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MMD Practice | View Practice | My Assessments

Collaborative Teams	Common Formative Assessment	Developing Assessment Goals/Leads	Instructional	Understanding
Essays	Practice	Practice	Practice	Practice
Collaboratively develop common purposes and goals for specific student success skills in a culture that embraces continuous school improvement.	0			0
Effectively implement group processes (agendas, roles, challenges, and decisions, norms, logistics, consensus, time, decision-making skills, protocols).				0
Intentionally collaborate about the most effective practices in the building, including assessment and credits.			0	

[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	Essential Function Description	Proficiency	Essays to Practice	Practice to Practice	Practice to Practice
1. Establish a culture of learning that is focused on student success and growth.	Establish a culture of learning that is focused on student success and growth. This includes creating a safe and supportive environment for all learners, setting high expectations, and providing ongoing feedback and support.	Not Started	1	1	1
2. Establish a culture of learning that is focused on student success and growth.	Establish a culture of learning that is focused on student success and growth. This includes creating a safe and supportive environment for all learners, setting high expectations, and providing ongoing feedback and support.	Not Started	1	1	1

**Practice Profile**

# After confirming your account, click “Sign In”

Self Assessment
Instructions
Contact Us
Sign In
Register

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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

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MMD Practice
Other Practice
Full Assessment

Collaborative Teams	30/4	Common Formative Assessment	Formative Assessment	Grade-Level	Progression	Leadership
Collaborative Teams	30/4	Common Formative Assessment	Formative Assessment	Grade-Level	Progression	Leadership
Collaborative Teams	30/4	Common Formative Assessment	Formative Assessment	Grade-Level	Progression	Leadership
Collaborative Teams	30/4	Common Formative Assessment	Formative Assessment	Grade-Level	Progression	Leadership

**Data Dashboard**

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### 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**

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### Feedback: Practice Profile

Back Search

When: 10/24/2018 10:30 AM

Number of teachers in this building: 10. Number of teachers in this building who have completed this practice profile: 10.

Essential Function	Number of Teachers in Category	Proficiency	Share to Building	Full Practice Profile
1. Instructional Practice	10	100%	100%	100%
2. Assessment Practice	10	100%	100%	100%
3. Assessment Practice	10	100%	100%	100%
4. Assessment Practice	10	100%	100%	100%

**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 image 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>	
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>	
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.)
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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

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.			✓	

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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"/>
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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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