

**PURPOSE:** Developing resilient learners who collaborate to expand skills, express their wants and needs respectfully, and apply strategies to self-regulate and persevere

**ULTIMATE IMPACT:** Youth become socially and emotionally engaged, career-equipped, lifelong learners

	That they have the knowledge and skills to implement the innovation?	That they are implementing the innovation? (essential features, core practices)	That they are doing what is necessary for implementation often enough? (frequency, duration, consistency)	That they are engaging the right people? (coverage, roles)	That they are implementing the innovation well enough? (quality)	That they are following the process to improve implementation? (DBDM)	How to document adherence to their plan and adjustments to implementation? (customization)	That the innovation is working? (impacts)
How does the <b>district/building leadership team/coach</b> know...	The district/building leadership team and coach know that they have the knowledge and skills to implement the innovation at their level, after completing <b>performance-based assessments</b> within their professional development training opportunities and engaging in practice opportunities and receive constructive and corrective feedback. The leadership team and coach participate in self-reflection opportunities during the professional development training, which includes self-assessed knowledge, skills, and efficacy.	The leadership team and coach know that they are implementing the innovation by adhering to the <b>Roadmap</b> (updated twice per year by leadership team; lists essential elements) and by following the <b>timeline</b> (reviewed and adjusted along with the Roadmap; outlines key training, coaching, implementation, and data collection timepoints). <b>Evidence walks</b> , conducted by instructional coaches as part of coaching cycles (document teacher, student, and environmental application strengths and opportunities for improvement).	The leadership team and coach know that they are doing what is necessary for implementation often enough by following the <b>timeline</b> (reviewed, updated, and customized at least twice per year) and by following the <b>sequence of instructional activities</b> . The leadership team and coach analyze <b>collaborative team artifacts</b> (agendas, notes, data-based adjustments, and documentation of strategies to overcome barriers). Use and analysis of a <b>Midyear &amp; Schoolwide Educator Reflection</b> survey provide data on current implementation.	The leadership team and coach know that they are engaging the right people by referring to the <b>Roadmap</b> , which includes "all instructional staff" indicators. The training attendance lists and coaching logs include participant information. <b>Leadership team artifacts</b> (agendas, notes, data-based adjustments, and documentation of strategies used to overcome barriers) and <b>collaborative team artifacts</b> (attendance, agendas, and notes) are analyzed to ensure that each educator is engaged in the work. Additional people (community partners, interventionists) are invited into the work as needs arise. The leadership team and coach review practice opportunities (documented from each educator, analyzed within collaborative teams), which are documented quarterly, to ensure all students are engaged in instruction and practice opportunities.	The leadership team and coach know that they are implementing the innovation well enough by referring to and completing the <b>Roadmap</b> rubric twice per year. The leadership team reviews the data from <b>evidence walks</b> (conducted by instructional coaches within coaching cycles), documenting teacher, student, and environmental application strength. The team analyzes <b>Midyear &amp; Schoolwide Educator Reflection</b> data to gauge whether the innovation is being implemented well enough. Analyzing data from <b>pre/post assessments</b> , included in the curriculum, determine knowledge proficiency and growth by grade level, and <b>Performance-Based Observations</b> monitor students' skill development across time. The team reviews <b>collaborative team artifacts</b> and <b>leadership team artifacts</b> to gauge implementation of the innovation.	The leadership team and coach know that they are following the process to improve implementation by following the <b>timeline</b> (reviewed, updated, and customized at least twice per year) and by following the <b>sequence of instructional activities</b> . <b>Leadership team artifacts</b> (agendas, notes, data-based adjustments, and documentation of strategies to overcome barriers) are reviewed on a regular basis, and <b>professional learning plan</b> adjustments are based on educator confidence, coaching, and implementation data. <b>Collaborative team artifacts</b> are reviewed to determine the use of the DBDM process across teams.	The leadership team and coach know how to document adherence to their plan and adjustments to implementation by following the customized <b>timeline</b> , which is detailed and adjusted at least twice per year, and by following the <b>sequence of instructional activities</b> (customized and adjusted annually). <b>Leadership team artifacts</b> (agendas, notes, data-based adjustments, and documentation of strategies to overcome barriers) are used to track adjustments to implementation and to the <b>professional learning plan</b> . Adjustments are based on educator confidence, coaching, and implementation data.	The leadership team and coach know that the innovation is working as evidenced by the <b>Midyear &amp; Schoolwide Educator Reflection</b> data. Survey items include observed student impacts and school climate indicators. The <b>Performance-Based Observation</b> data, aggregated to show student growth across time, is evidence of the impact of the innovation. The school <b>ABC data</b> (attendance, behavior, course performance) are analyzed to determine impacts, as well as <b>evidence walks</b> documenting the strengths of teacher, student, and environmental application.
How does the <b>educator</b> know...	Educators know that they have the knowledge and skills to implement the innovation after they complete the <b>performance-based assessments</b> that are within their professional development training opportunities and receive constructive and corrective feedback. Each educator participates in <b>self-reflection opportunities</b> that include self-assessed knowledge, skills, and efficacy.	Educators know that they are implementing the innovation through reflections completed during training, midyear, and toward the end of the school year. Educators complete the <b>Educator Self-Reflection</b> , which accompanies the training and coaching sessions and includes data on implementation, barriers, and confidence. Educators complete the <b>Educator Practice Profile</b> , which lists essential instructional elements. In collaborative teams, educators analyze data from the <b>Midyear Educator Reflection</b> survey, which is completed annually (Nov–Jan) by each educator and includes learning targets mastered by students, practice opportunities provided, strengths of instruction, and needed support. Educators analyze the <b>Schoolwide Educator Reflection</b> survey, which is completed annually (Apr–May) by each educator and includes the <b>Educator Practice Profile</b> , learning targets mastered, student impacts, and school climate.	Educators know that they are doing what is necessary for implementation often enough by following the <b>assessment timeline</b> and the <b>sequence of instructional activities</b> . Educators document practice opportunities quarterly and provide evidence of learning and application data by presenting <b>student artifacts</b> (practice opportunities, instructional activities, student work) in collaborative teams. Educators maintain <b>collaborative team artifacts</b> , which include documentation of instructional strengths, facilitated practice opportunities, data-based adjustments, and strategies to overcome barriers. Educators analyze the <b>Midyear &amp; Schoolwide Educator Reflection</b> survey results and collaboratively reflect on current implementation, including frequency, duration, and consistency of instruction and guided practice.	Educators know that they are engaging the right people by analyzing the <b>Performance-Based Observation</b> data to show inclusion of each student. Educators document <b>practice opportunities</b> on a quarterly basis and use <b>student artifacts</b> (practice opportunities, instructional activities, student work) to provide evidence of each student's learning and application.	Educators know that they are implementing the innovation well enough by analyzing the <b>Midyear &amp; Schoolwide Educator Reflection</b> data. Additional self-reflections accompany all training and coaching sessions. <b>Evidence walks</b> , conducted by instructional coaches within coaching cycles, documenting teacher, student, and environmental application strength, and <b>Performance-Based Observations</b> , documenting students' growth across time gauge whether the innovation is being implemented well enough. <b>Practice opportunities</b> , documented quarterly, with reflection on effectiveness and future adjustments, and <b>student artifacts</b> provide evidence of learning and application. Educators document implementation in <b>collaborative team artifacts</b> (agendas, notes, data-based adjustments, and documentation of strategies to overcome barriers).	Educators know that they are following the process to improve implementation by analyzing the <b>collaborative team artifacts</b> (agendas, notes, data-based adjustments, and documentation of strategies to overcome barriers). Review of <b>practice opportunities</b> , which are documented quarterly and include reflection on effectiveness and future adjustments, help educators know if they are following the process to improve implementation. Educators complete and submit self-reflections after each training and coaching event. <b>Practice Profile</b> rubric and open-ended items, included within the <b>Midyear &amp; Schoolwide Educator Reflections</b> , highlight growth and priorities.	Educators document adherence to their plan and adjustments to the instructional sequence by maintaining <b>collaborative team artifacts</b> (agendas, notes, data-based adjustments, and documentation of strategies used to overcome barriers). As part of the training process, educators document adjustments to the instructional plan as well as document <b>practice opportunities</b> on a quarterly basis, with reflection on effectiveness and future adjustments. Educators, along with coaches, make adjustments within the <b>coaching cycle</b> based on student data.	Educators know that the innovation is working as evidenced by the <b>pre/post assessments</b> and <b>checks for understanding</b> that are included as part of the curriculum. <b>Performance-Based Observations</b> show student growth across time, and classroom <b>ABC data</b> (attendance, behavior, course performance) determine impacts and application priorities. Educators analyze the <b>Midyear &amp; Schoolwide Educator Reflection</b> data to determine overall student impacts and school climate indicators.
How does the <b>student</b> know...	No prerequisite knowledge or skills are required.	Students know that they are implementing the innovation when data from the <b>Student Reflection Questionnaire</b> and <b>Student Knowledge Test</b> , completed twice per year by each student, outlines behaviors associated with competency components. Data from the <b>Performance-Based Reflection</b> , completed by each student within guided practice and independent practice opportunities, outlines key criteria for demonstration of the competency. <b>Student artifacts</b> , completed within instructional activities, include reflection, planning, and <b>checks for understanding</b> . <b>Constructive feedback</b> , provided by educators to each student in association with instructional activities and practice opportunities, provides evidence on demonstration of skills. <b>Reflection on competency strategies</b> , completed by students three times per year, informs students on their currently strengths and priorities.	Students know that they are doing what is necessary for implementation often enough by completing the <b>Performance-Based Reflection</b> within guided practice and independent practice opportunities. <b>Constructive feedback</b> , provided by educators to each student in association with instructional activities and practice opportunities, provides feedback on demonstration of competencies at least quarterly. <b>Reflection on competency strategies</b> , completed by students three times per year, informs students on their currently strengths and priorities.	N/A	Students know that they are implementing the innovation well enough by completing the <b>Student Reflection Questionnaire</b> and <b>Student Knowledge Test</b> (behaviors associated with competency components) and the <b>Performance-Based Reflection</b> (demonstration of competency behaviors) at least semiannually. <b>Students artifacts</b> include <b>checks for understanding</b> and constructive feedback provided by their educator. <b>Reflection on competency strategies</b> , completed by students three times per year, informs students on their currently strengths and priorities. The <b>ABC data</b> (attendance, behavior, course performance) provide impact data and identify areas for continued application of the newly learned skills.	Students know that they are following the process to improve implementation through the <b>Performance-Based Reflection</b> , completed within guided and independent practice opportunities. <b>Student artifacts</b> and constructive feedback enhance students' self-reflection and planning process. Students, along with educators, analyze the <b>reflection on competency strategies</b> during individualized facilitated planning sessions.	Students document adherence to their plan and adjustments to implementation through <b>student artifacts</b> within instructional activities. The <b>Performance-Based Reflection</b> , completed within guided and independent practice, includes adjustments and planning opportunities.	Students know that their skills are improving through the <b>pre/post assessments</b> and <b>checks for understanding</b> that are included as part of the curriculum. <b>Performance-Based Observation</b> and <b>Performance-Based Reflection</b> document mastery and growth across time. Students' <b>ABC data</b> (attendance, behavior, course performance) determine impacts and identify areas for continued application of the newly learned skills.