

**Figure 3.7: Continuum of Practice for Implementation of Quality Instruction**

Shared knowledge around quality practices	Teams have not established conversations about and focus on quality instructional practices.	Some training around quality practices has taken place, but it may not be squarely focused on an identified need.	Teams have identified specific needs of the school and students, and this information leads to the design and delivery of targeted professional learning.	School staff continue to monitor the needs of students and adjust their focus for professional learning as needed.
Implementation of quality practices	Implementation varies widely from teacher to teacher, team to team.	Expectations for implementation have been made clear, and staff are beginning to implement new practices with support.	Teams embed new practices within their instructional planning so that they are intentional about their implementation.	There is a high level of quality instruction, and team members continuously seek new ideas.
Opportunities for practice, feedback, and support	No feedback takes place after professional development on new strategies.	Teams agree to move forward and practice the strategies identified for implementation, getting feedback from their colleagues and other support people.	Teams routinely seek feedback on their implementation of new practices and work interdependently to clarify and build confidence of their use across the team.	Teams value the opportunity to observe each other as they implement new practices.
Examination, reflection, and celebration of impact	No celebration of implementation nor impact of the practices takes place.	Teams are beginning to see the impact of their new practices on the learning of students, including those who are low-achieving.	Teams routinely examine the impact of their practices on student learning and celebrate large and small wins as well as learn from their failures. They also make adjustments based on their new learning.	There is an observable mindset of collective efficacy across teams, and members know that they can continue to improve student learning through their collective efforts and refinement of practice.