



Missouri Model Districts

Effective Teaching and Learning for ALL Students

Coaching Support Team (CST) Implementation Guide

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Version 1.0

Questions? Contact your CST Facilitator.

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Coaching Support Team (CST) Implementation Guide

The purpose of this Implementation Guide is to provide direction for the work of the Coaching Support Teams (CST) as they support the Missouri Model Districts (MMD).

MMD Overview

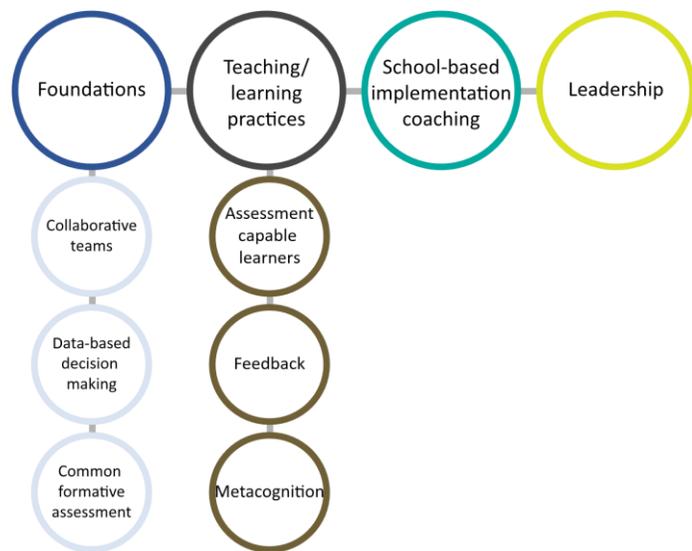
Missouri Model Districts (MMD) is an opportunity for selected districts to participate in an effort to advance and sustain effective educational practices and influence the design of MSIP 6. Using a district-level approach, the goal is to integrate effective academic and behavioral practices into a framework for achieving exceptional student outcomes. In March 2017, the selected districts and the Missouri Department of Elementary and Secondary Education (DESE) launched a demonstration phase of the MMD for the 2017-18 school year. A three-year commitment to MMD is expected. Over the three years, the Missouri Model Districts will inform DESE's development of processes, resources, and expectations for supporting statewide effective education for all Missouri students.

MMD Framework

The MMD framework is the next iteration of school improvement work engaged in over the past ten years through both the Missouri Integrated Model (MIM) and the Collaborative Work (CW). The MMD framework is research-based and is comprised of key components as depicted in the text and graphic below.

The key components of this framework are

- three foundational educational practices essential for collaborative and data-informed instruction and decision making;
- three selected effective teaching/learning practices, identified from a pool of evidence-based practices shown to improve student achievement;
- school-based implementation coaching to build capacity and support schoolwide, and
- leadership for supporting each element toward and through a vision of sustainability and scaling-up effective educational practices.



Outcomes

Through this approach, the Missouri Department of Elementary and Secondary Education (DESE) aims to achieve and facilitate the development of a system of support at district and building levels to achieve exceptional outcomes for all students. This partnership between DESE and selected model districts will work toward the following outcomes:

- Refinement of an integrated academic and social/behavioral framework into a cohesive MMD system of support approach, which can be implemented statewide in any district, regardless of demographics
- Shaping the design of MSIP 6 options
- Collection of data pointing to the non-negotiables (what works) and data pointing to flexibility in implementing within various contexts
- Implementation of effective educational practices (teaching, learning, and leadership), resulting in exceptional outcomes for all students, especially students showing risk factors, including students with disabilities

Description of Participation

Selected districts/buildings will collaborate with DESE to do the following:

- Engage in a more in-depth implementation and evaluation of integrated academic and behavioral practices framework leading to improved instruction and student learning
- Provide insights for shaping the future of the statewide model and MSIP 6
- Build internal capacity and expertise to support ongoing district/school-based coaching
- Share lessons learned and insights with other districts/buildings
- Engage in a data-driven process

Key Activities

The following key activities describe the role of participating districts and buildings:

- Participate in site visits from DESE and coaching support team as a district/building leadership team
- Participate in data collection, which may include videotaping (consistent with district policy), interviews with educators, and surveys
- Engage in regional and state meetings for professional development
- Provide ongoing feedback and recommendations for improvement of the framework and process
- Engage consistently with a state coaching support team

- Engage in district and building level professional development, as determined in collaboration with the coaching support team

Coaching Support Teams (CST)

Coaching Support Teams (CST) provide ongoing contact and support to the Missouri Model Districts. Professionals comprising a CST will hold identified expertise in areas of leadership and school culture, academics, social/behavioral, special education, data, technology, assessment, communication, accountability/MSIP, and systems change. CSTs work closely with district leadership teams to support and increase school district capacity in implementation and sustainability of the evidence-based educational practices within the MMD framework. Through consultation with the coaching support team, the district leadership team will identify training and coaching needs and the supports necessary to meet those needs.

The professional partnership between the CST and Missouri Model Districts will involve the following:

- Supporting district leadership through the MMD Blueprint for a cohesive, integrated district plan of professional development to deepen implementation of evidence-based educational practices
- Assistance with identifying ways of embedding evidence-based educational practices within district need and context
- Identification and sharing of effective practices among Model Districts

Missouri Model Districts are assigned to a cadre of districts sharing similar characteristics. In the 2017-18 year, there are six cadres of districts, each with an assigned CST. Providing leadership to each CST is a CST Facilitator, who is the primary contact with the district regarding implementation processes and supports. Other CST members will be included as specific needs related to their expertise arise. Additionally, a RPDC will be included if specific training needs arise that cannot be met within or across existing CSTs.

Coaching Support Team (CST) Responsibilities

CSTs work closely with district leadership teams to support and increase school district capacity in implementation and sustainability of evidence-based educational practices. In carrying out this work, CST members will receive guidance and direction from the CST facilitator. CSTs will work with Missouri Model Districts to accomplish and deliver the following:

- Form professional partnerships with school district leadership
- Support and engage in ongoing processes of learning and improvement
- Collaborate in a systematic, ongoing professional development process with district, regional and state systems

- Cultivate mindsets for growth involving evidence-based educational practices
- Use research-based elements of Missouri’s High Quality Professional Development Coaching process
- Embed evidence-based educational practices within district need and context
- Identify and share effective practices with other districts

The CSTs will conduct their work adhering to the following guidelines and expectations:

- Use effective collaborative team processes
- Collaborate through the CST facilitator with the district leadership team to determine current reality, plan for improvement, and evaluate effectiveness using MMD tools
- Collaborate with regional and state systems to integrate expectations and processes and to support shared responsibility for effective districts/buildings
- Collaborate statewide to identify and develop resources, methods, and tools for supporting evidence-based improvement and systemic changes of practice
- Uphold state-directed expectations and roles for a CST and engage as partners in problem-solving
- Maintain a collaborative and interdisciplinary perspective to allocating supports and designing solutions
- Develop cultures of collective team efficacy within and across CSTs
- Engage in professional development and problem solving within assigned CSTs and in role-alike functions across CSTs

CSTs will model effective and efficient communication for maintaining consistency and continuing. This will entail the following activities:

- Use collaborative team protocols for team development and team meetings
- Develop and use the CST virtual communication platform
- Coordinate communications through the CST facilitator using face to face and virtual platforms as linkages among districts, regions, and state level groups
- Communicate with state-level and regional center teams in an ongoing manner
- Provide data, narratives, and meeting reports as requested
- Establish, maintain, and continue to evaluate the effectiveness of internal communication methods and protocols within the CST and between CSTs and district, regional, and state teams

CST Expertise, Composition, and Mindset

CSTs are comprised of members holding expertise in specified areas (in pre-K-12 education), signified by titles of Facilitator, General Education, Leadership, Assessment, Data, Technology, Special Education, Early Childhood, and Social-Behavioral. They are classified for support within the following groups:

- *Core Team* - Facilitator, Leadership, and General Education
- *Full Team* - Core Team plus Assessment, Data, and Technology
- *Support Team* - Special Education, Early Childhood, and Social-Behavioral (advisory resources that span across all teams)

In order to function effectively as a team, CST members must possess the ability to

- think analytically, sequentially, and strategically;
- understand the coaching role, applying varied coaching methods dependent on situation;
- understand feelings and forming trust relationships;
- be a reflective practitioner with strong listening and questioning techniques;
- display a growth mindset as a coach and learner with MMD; and
- develop a culture of collective team efficacy.

CST members hold positions in the Regional Professional Development Centers as consultants. RPDC Consultant/CST member should reference the job description and expectations delineated in the contractual agreement between the RPDC and DESE.

CST Communication Protocol

With the development of MMD and coaching support teams is the establishment of communication protocols. All CST members should follow these protocols. Revisions to these protocols are possible, but will be decided by the team of CST facilitators in collaboration with the MMD management team.

- The CST facilitator is the conduit of information. CST members should direct their MMD questions, MMD updates, and other relevant MMD information to their facilitator.
- CST facilitators should direct their MMD questions, MMD updates, and other relevant MMD information to the Lead Facilitator(s).
- Lead facilitator(s) will provide monthly CST updates to the management team.
- Management Team meeting minutes are shared with the CST facilitators.

- CST members should follow their RPDC protocols of internal communication to maintain collaboration within the center.
- Written data summaries shared with DESE Learning Services, RPDC Directors, and Area Supervisors will also be shared with CSTs.
- Data analysis and reports conducted as part of the MMD evaluation will be shared with CSTs.
- District personnel should contact their CST cadre facilitator as MMD questions and requests arise. If a CST member is instead contacted, the CST member should re-direct the district request to the facilitator.
- District requests for MMD specific training should be directed to the CST facilitator. The CST facilitator will work within the CST to identify a trainer-match. If not available, the CST facilitator will communicate across CST facilitators to identify a trainer-match in other CSTs. If not available, the CST facilitator will contact DESE (Ginger Henry) to identify a trainer-match with allocated Collaborative Work FTE and relevant expertise.

CST Tools and Resources

The CST Tools and Resources section of the MMD Blueprint and the website www.MoEdu-SAIL.org describes available tools and resources. CST members are expected to be fluent in these tools and resources. DESE and the CST facilitators will collaborate to address needs for professional development to support their fluency. The CSTs will be involved in enhancing, improving, and expanding MMD tools and resources.

CST Program Meetings and Opportunities for Collaboration

DESE establishes annual calendars of required collaboration through program meetings and other training events as needed. CSTs should plan to attend all meetings. In addition, CSTs will meet as individual teams to problem-solve specific cadre issues and celebrate successes. CST facilitators will collaborate with team members to schedule these collaboration opportunities. Meetings may occur face-to-face or through virtual platforms. The use of virtual communication is encouraged. CSTs will receive information about virtual platform options and technical support will be available as needed.

CST Data and Reporting

The CSTs should familiarize themselves with the required MMD data elements and the data cycle as described in the MMD Blueprint. CSTs will directly provide data as well as be involved in data collection and interpretation.

CST Coaching Interaction Log

CST facilitators will submit monthly coaching interaction logs. These logs will be compiled into MMD summaries for DESE Learning Services, RPDC Directors, and Area Supervisors. Completion of logs will require information from and collaboration with the CST members. A coaching interaction is defined as planning, strategizing next steps, discussing data, sharing ideas and resources, providing feedback, and demonstrating application of knowledge/skills. If another activity occurred, but the facilitator is unsure if it is a coaching event or not, then the facilitator will enter the description of the event on the form. Data reported on the coaching interaction logs includes the following items.

- District name
- Date
- Duration
- Interaction type
- Participants
- CST members present
- Topics covered
- Resources and tools shared/discussed
- Comments

CSTs should refer to the coaching interaction log instructions and reporting template for more information.

DESE Activity Log

CST members/RPDC consultants should continue to report their time and activities in the DESE activity log system. The addition of the coaching interaction logs allows for focused data analysis on coaching received, as opposed to coaching or training provided. Note training is not recorded in the coaching interaction log. The only record of training will be through the DESE activity log system.

Observation and Site Visit Data

The purpose of the site visit is to gain perspective on the MMD process and observe evidence of implementation. DESE, CST facilitators, and possibly other CST members will collaboratively conduct district site visits. During the site visit, interview and observation data will be collected collaboratively with the district leadership team representatives. The details of the site visits and the data collection will be shared with each CST by the Facilitators as information becomes available.