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Personnel from the Institute for Human Development (IHD), at Northern Arizona University, provide training, education, and service for people with disabilities and conduct research focusing on improving educational and disability systems. For over ten years, this team has worked closely with the Missouri Department of Elementary and Secondary Education, Office of Special Education to infuse research into professional development and the Statewide System of Support. This translation of research into practice occurs through the reciprocal exchange of information, between community members, partner organizations, state agencies, and the IHD. IHD is part of a national network of University Centers for Excellence in Developmental Disabilities (UCEDD).
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Become an Assessment Capable District

Organize a culture for improvement

- Maintain a collaborative culture
- Coordinate with statewide system of support

What is the consistent districtwide message?

Identify priorities and set goals

- Where do we want to go?
- How do we get there?

Train, team, & coach

- Review performance regularly to make data-driven adjustments

Increased Student Success

Maintain a collaborative culture

Coordinate with statewide system of support

- How will progress be shared?
- Which practices will be implemented?
- What is the impact on students?

Sustainable Model for Improvement

- Implement effective teaching + learning practices
- Build teacher efficacy with teaming + coaching
- Use data to reflect and adjust

= Increased Student Success

Step 1
Organize + Align

Step 2
Learn + Coach

Step 3
Monitor Fidelity

Step 4
Sustain for Improvement

Step 5
Exceptional Outcomes

Use data to reflect and adjust

Gather data

Where are we now?

Identify priorities and set goals

Where do we want to go?

Train, team, + coach

How do we get there?

Review performance regularly to make data-driven adjustments

## Common Acronyms

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<tr>
<td>CST</td>
<td>Coaching Support Team</td>
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<td>CT</td>
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<td>CWIS</td>
<td>Collaborative Work Implementation Survey</td>
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<td>DACL</td>
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<td>DBDM</td>
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<td>DLT</td>
<td>District Leadership Team</td>
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<td>ESSA</td>
<td>Every Student Succeeds Act</td>
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<td>ETLP</td>
<td>Effective Teaching and Learning Practices</td>
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<td>HQPD</td>
<td>High Quality Professional Development</td>
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Referenced throughout the DCI materials is Hattie’s research and the identification of developing assessment capable learners (DACL) as a high impact instructional practice for increasing student achievement (see Blueprint p. 17). DACL can also be applied to district and building leaders who support teachers to improve instruction. The chalkboard graphic on the opposite page (p. iv) illustrates the district journey of implementing DCI through a DACL lens.
DCI Foundational Materials

The Blueprint, Step-by-Step Guide, Administrator’s Guide to Coaching, and the Implementation Zones Guide create a foundational set of materials for District Continuous Improvement. The materials are updated annually, informed by feedback from districts, Coaching Support Team members, and DESE. Annual revisions to these documents incorporate changes based on lessons learned focusing on continued quality improvement.

Blueprint for District and Building Leadership

A blueprint, by definition, is a detailed plan of action. This Blueprint is the roadmap for leading districts through the DCI Framework, addressing all stages of the process, from early implementation through sustaining and scaling-up. Key elements and structures are described in detail. In short, it is a guide for developing educational systems to achieve exceptional outcomes all students.

Step-by-Step Guide

The Step-by-Step Guide provides guidance and recommendations for how to effectively implement the DCI Framework. The Step-by-Step Guide is organized by Essential Function, as described throughout the Practice Profiles (PP). Practice Profiles not only provide educators with concrete examples of the "how to" but also serve as a vehicle for self-monitoring implementation and growth.

Administrator's Guide to Coaching

The purpose of the Administrator’s Guide to Coaching is to provide support for establishing a district-wide approach to professional learning through coaching. This guide focuses on key aspects of effective coaching and information leaders need to create the conditions necessary for embedding coaching into ongoing district professional learning.

Implementation Zones Guide

Implementation Zones are a data-driven approach to describing district- and building-level implementation processes and outcomes. The Implementation Zones Guide provides an in-depth description of Implementation Zones, including the data and criteria used for zone placement. Examples and descriptions of the IZ Worksheet and IZ Landscape are included.
Overview

DCI Framework

The purpose of the Step-by-Step Guide is to provide direction and recommendations for how to successfully reach district-developed implementation goals. The DCI Framework is a cohesive, interactive system resulting in exceptional outcomes for all Missouri students. The DCI Framework is comprised of Content (DCI Practices and supporting materials), Professional Development (coaching, training, and online learning), and Statewide Support (the people).

Content: The eight Professional Learning Modules (DCI Practices) and supporting materials were developed from existing research identifying the high-leverage practices resulting in student achievement.

Professional Development: The DCI Practices are delivered statewide to educators through coaching, training, and personalized online learning.

Statewide Support: Coaching Support Teams (CSTs) support districts with the implementation of the DCI Practices. These teams are made up of experienced educators with expertise in the content as well as effective coaching practices. Districts are grouped into cadres, providing a structure for cross-district learning. The Regional Professional Development Centers (RPDCs), the Missouri Department of Elementary and Secondary Education (DESE), and MoEdu-SAIL provide additional support to districts and CSTs.

Step-By-Step Guide

The purpose of the Step-by-Step Guide is to provide direction and recommendations for effective district-wide implementation of the DCI Framework.
Overview

Intended Audience

District-level administrators are the intended audience for the Step-by-Step Guide. This guide may also be helpful for building leaders and others involved in the Statewide Support, such as Coaching Support Teams and Regional Professional Development Center members as they support districts with implementation goals.

District leaders and CSTs should familiarize themselves with the entirety of this guide, as well as the Implementation Checklist, Implementation Practice Profile, and the Blueprint, in order to (a) gain a shared understanding of the integrated pieces; (b) conduct self-assessment of current practices and resulting outcomes; and (c) formulate an action plan. These resources are helpful for guiding ongoing conversations about district implementation.

Getting Started

To prepare for successful district-level implementation, the following steps are recommended.

1. Meet with the Implementation Specialist to ensure all teachers have access to the following
   - Collaborative Work Implementation Survey (CWIS)
   - Web-based tools
   - DESE Web Apps (apps.dese.mo.gov)
   - Self-Assessment Practice Profile (SAPP) (apps.dese.mo.gov)

2. Review DCI acronym list on page v of this guide

3. Review the bundle of implementation support materials
   - Access "Getting Started" resources, such as the Blueprint, the Step-by-Step Guide, the Implementation Checklist for Districts, the Implementation Practice Profile, and forms (https://www.moedu-sail.org/getting-started/) Find more resources for professional development (www.moedu-sail.org/mmd-professional-development)
Overview

• Review the list of questions asked in the Collaborative Work Implementation Survey (CWIS) (p. 13)
  o Consider developing common district-specific definitions for important terms in the CWIS (e.g. define the term “team” for your district)

• Review the Self-Assessment Practice Profile (SAPP) questionnaires for each DCI Practice
  o Consider developing common district-specific definitions for important terms used in each questionnaire

• Gather documents that will support implementation planning
  o List of current district initiatives
  o Professional development schedule
  o Student achievement scores
  o District calendar

• Begin developing a working knowledge of the DCI Practices and the DCI Framework
  o Become familiar with the DCI Practices
    ▪ Collaborative Teams, Data-Based Decision Making, Common Formative Assessment, Developing Assessment Capable Learners with Feedback, Metacognition, School-Based Implementation Coaching, Collective Teacher Efficacy, and Leadership
  o Review the Practice Profiles for each of the DCI Practices

Note: The remainder of the Step-by-Step Guide is organized by each Essential Function taken from the Implementation Practice Profile: District-Level (see p. 30). Essential Functions provide a clear description of the features that must be present to say that an innovation is being used to achieve outcomes.
Essential Function 1: District leaders maintain a collaborative culture and climate at the district level and with building leaders.

Strategically establishing a collaborative culture and climate is an important step toward developing ownership and a shared vision across the district. This process will set a strong foundation to maintain effective approaches and create a mindset ready for change. Collectively, educators can build the infrastructure needed to achieve exceptional student outcomes.

Leadership

Research has demonstrated that achieving lasting results hinges on effective implementation teams (Fixsen, Naoom, Blase, Friedman, & Wallace, 2013). For this reason, it is important to pay special attention to the development of the District Leadership Team (DLT). The District Leadership Team is key to effective district-led implementation. This carefully selected team is charged with sustaining the work throughout the district. The DLT is comprised of district-level administrators, district-level coaches, curriculum and assessment leaders, professional development coordinators, teachers, building administrators, and other instructional leaders. Consider also inviting school support staff members and social workers and aiming for a variety of expertise in areas of leadership, instruction, curriculum, assessment, technology, career technology, special education, early childhood, elementary, middle, and high school.

Before creating a new DLT, review teams that currently exist. Consider restructuring or repurposing an already existing team to meet the criteria outlined above.
District Leadership Team Recommendations

By following the recommendations below, the District Leadership Team will function effectively.

- Identify a district point of contact with knowledge of the district-led implementation plan and one who possesses these traits
  - The willingness to engage consistently with CST Facilitator and implementation goals
  - A strong understanding of district’s current instructional practices
- Review the Professional Learning Modules that address leadership
- Select a team with a range of expertise for more informed collaborative decision making
- Ensure that the team is familiar with the DCI Framework and DCI Practices
- Meet regularly with CST Facilitator to develop and monitor implementation plan
  - Decide on an agenda protocol, for example who develops the agenda, how is input acquired, how far in advance is the agenda distributed
  - Collect meeting agendas in a common file or web-based location
  - Disseminate meeting minutes
- Reflect on progress at regular intervals
  - Consider administering a brief mid and/or end-of-year district-wide assessment or reflection to gain informal information about the progress of implementation

Communication

Consistent communication with all buildings in the district supports successful integration of the DCI Framework and DCI Practices. One way to ensure regular, consistent communication is through communication protocols. A common protocol might include

Highly involved leadership is critical to the success of implementation and system change. Fixsen et al. (2013)
Essential Function 1

recording minutes at the monthly DLT meetings, sharing the minutes at the monthly building administrators meeting, recording minutes at the monthly building administrator meeting, and asking building administrators to disseminate pertinent minutes to faculty and staff.

Communication Recommendations

The following recommendations will improve communication.

- Develop and disseminate a clear, consistent district-wide message regarding scope and expectations of implementation work
  - At least once a year, share information across the district about being a participating district, the nature of the work accomplished and underway, and the benefits for educators and students
  - Use consistent language

- Identify building-level contacts
  - Often this is the building principal, but consider identifying an additional non-administrator whose responsibilities include ensuring building-level communication which may free up building principal's time

- Develop protocols for communicating implementation-related information to foster a consistent message
  - Consider housing implementation-related documents in an easy-to-access file or web-based location
  - Ensure building-level contacts share information with building faculty and staff

- Increase use of technology for effective communication/collaboration between DLT, CST, DESE, and RPDC

- Establish feedback loops to gather information about successes and areas for growth

Tips for Creating a Consistent District-Wide Message

1. Rollout district-wide goals at the beginning of the year with a video message
2. Host a Blueprint Q & A session with instructional staff
3. Highlight the benefits of being a participating district
4. Hold quarterly “coffee meetings,” where staff is asked to share progress and stakeholders can ask questions
5. Host a book study on one of the supporting resources, such as the Step-by-Step or the Administrator’s Guide to Coaching
Essential Function 2: District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice.

DCI is a district-led effort. Taking the time upfront to develop a working knowledge of the DCI Practices will pay dividends when it comes to discussing the content with confidence and credibility. District leaders can promote a commitment to implementation work by becoming familiar with each Professional Learning Module, as well as the corresponding Practice Profiles. The DCI Practices are Collaborative Teams, Data-Based Decision Making, Common Formative Assessment, Developing Assessment Capable Learners with Feedback, Metacognition, School-Based Implementation Coaching, Leadership, and Collective Teacher Efficacy.

Commitment

The Implementation Specialist and the assigned CST Facilitator collaborate with the district to outline district goals and identify the path for achieving those goals. The CST Facilitator coaches the District Leadership Team through the process of developing implementation priorities using the data tools outlined below.

District-Determined Professional Development Approach

As part of the commitment to district-level implementation, the District Leadership Team uses data to determine a professional development approach, which should incorporate training and coaching on the DCI Practices. Data tools provide direction when deciding on a professional development approach. These tools include the Collaborative Work Implementation Survey, Practice Profiles, the Self-Assessment Practice Profile, and Walkthrough Tools. Each is aligned with the DCI Practices (Professional Learning Modules). Additionally, other data elements should be used, such as student achievement, artifacts, process documents, and protocols.
Data Tools

The Collaborative Work Implementation Survey (CWIS), Practice Profiles, Self-Assessment Practice Profile (SAPP) reports, and Walkthrough Tools support districts with professional development planning. The CWIS reports provide a picture of perceived district status regarding implementation of key practices. The CWIS is designed to be administered building-wide and results can then be reviewed at a district-level. Practice Profiles are aligned with each Professional Learning Module. They outline expectations for the skills and knowledge that should be learned from the module. SAPP questionnaires are aligned with the Practice Profiles and produce reports designed for use by teams (e.g., grade-level, content-specific) or individual self-assessment, can be aggregated into building-level reports, and then reviewed at a district-level. A Walkthrough Tool is an instrument designed to be used during classroom observation or coaching. It breaks down each essential element from a Practice Profile into classroom “look-fors.” All tools can inform professional development, but the CWIS and SAPP results play a crucial role in setting implementation goals.

Collaborative Work Implementation Survey

CWIS administration is a required part of a district’s commitment. The results from the CWIS are crucial in planning for effective professional development. The CWIS results are valuable for identifying district-wide strengths and weaknesses pertaining to the DCI Practices. Using CWIS data, District Leadership Teams can work with CST Facilitators to identify district-wide goals. The CWIS should be administered twice the first year – in the fall for baseline and again in the spring. Then, it should be administered annually in the spring. See page 13 for a complete list of CWIS items.
Essential Function 2

**Practice Profiles**

The Practice Profile outlines expectations for implementing the DCI practices and provides specifics regarding how it should look when applied in context. The Practice Profile describes implementation criteria using a rubric structure with clearly defined practice-level characteristics. Through the use of the Practice Profile, educators are able to assess their own current levels of knowledge, skills, and abilities relative to the DCI Practices. They are then able to evaluate and track growth regarding their own progress as they apply, practice, and reflect on their new instructional skills and knowledge throughout the year. The Practice Profiles are also helpful for guiding coaching conversations.

**Self-Assessment Practice Profile**

In planning for effective professional development, ask all instructional staff to complete one or more of the SAPP questionnaires. SAPP questionnaires are found on the DESE Virtual Learning Platform (VLP). Educators should self-assess through the SAPP at least twice per year. Each SAPP questionnaire is aligned with a Professional Learning Module’s Practice Profile. Each elicits current levels of knowledge, skills, and abilities for DCI Practices. District Leadership Teams, administrators, or building leaders can build SAPP reports of selected teams (grade level, content level) to examine the collective progress of implementation among grade-level or content-based teams, providing an overview of implementation across the district.

There are different approaches to assessing current levels of knowledge, however each requires administration of the SAPP to educators in all buildings in the district. Be sure to choose an approach described below that works for your district. Districts may choose some combination of the approaches, depending on perceived need and consultation with CST Facilitator.

For example, one approach is to administer all available SAPPs to educators before prioritizing practices from the content. The results would provide a collective view of current strengths and weaknesses...
and help District Leadership Teams decide the practices on which to focus. This creates baseline data for district status on all key components (*recommended approach but not required*).

Another approach is to administer SAPPs of only those practices the district has selected to focus on for that year. The results would provide a more strategic view of current strengths and weaknesses and may help District Leadership Teams decide the Essential Functions on which to focus.

The district teams should collectively analyze the SAPP reports as they are designed to help a district to determine where they are and where they need to go.
## Essential Function 2

### Collaborative Work Implementation Survey (CWIS) for DCI

#### COLLABORATIVE, DATA-DRIVEN CULTURE

**COLLABORATION**
- I am a member of a grade level, grade span, or content team.
- My team reviews data at meetings.
- Members of the team demonstrate positive, solution-oriented interactions.
- My team uses effective teaming practices such as providing agendas, establishing roles, seeking consensus, and documenting minutes.

**TEAMS USE DATA**
- Collaborative teams systematically analyze student data during team meetings.
- Collaborative teams use a data analysis system that includes examining and reflecting on instruction to identify how student errors may be linked to teacher practices.

#### SUPPORT & GUIDANCE

**LEADERSHIP**
- My building leader(s) effectively manages initiatives and expectations placing a focus on improving educational practices.
- My building leader(s) supports the opportunity for teacher-to-teacher observation and feedback.
- My building leader(s) show(s) they are committed to implementing a core set of effective instructional practices in building classrooms.
- My building leader(s) actively problem-solves with collaborative teams.

**EDUCATOR LEARNING**
- I participate in professional development where I learn to improve my instructional practices.
- I receive coaching to facilitate my implementation of evidence-based instructional practices.
- I participate in professional development where I learn how to monitor student progress.
- I receive feedback about my classroom instruction from other teachers.

#### FOCUS ON STUDENT LEARNING

**INSTRUCTION DESIGN**
- The instruction of teachers in my building intentionally addresses the Missouri Learning Standards for my grade/subject.
- Teachers in my building common formative assessments aligned to the Missouri Learning Standards.
- I use the results from common formative assessment to plan for re-teaching and/or future instruction.

**STUDENT LEARNING & FEEDBACK**
- The students in my classroom, including students with disabilities, write/state learning targets using "I can" or "I know" statements.
- The students in my classroom, including students with disabilities, assess their progress by using evidence of student work (rubrics or portfolios).
- The students in my classroom, including students with disabilities, identify what they should do next in their learning based on self-assessment of their progress.
- The students in my classroom, including students with disabilities, receive feedback on their progress toward their learning targets.
- Student-to-student feedback, focused on improving learning, occurs daily during instruction.
- The students in my classroom state the success criteria for achieving their learning target.
- All students in my classroom participate in common formative assessments, including students with disabilities.
- Each student reviews his/her results of each common formative assessment with a teacher.
Planning for Data-Driven Professional Development

Identify Priorities

Using the SAPP and CWIS data, as well as other data elements, identify district-wide priorities. The District Leadership and Building Leadership teams should do the following.

- Collectively analyze the SAPP and CWIS results, as well as other data elements (the district’s CST Facilitator can support this process)
- Select DCI Practice(s) (Collaborative Teams, Data-Based Decision Making, Common Formative Assessment, Developing Assessment Capable Learners with Feedback, Metacognition, School-Based Implementation Coaching, Collective Teacher Efficacy, and Leadership).

Establish Goals and Benchmarks

Once priorities are identified, set district-wide goals, benchmark performance levels, and identify action steps. The District Leadership Teams should do the following.

- Establish shared goals and benchmark performance levels aligned with other district plans
  - Decide on common data
  - Decide on common measures that will be used to determine progress
  - Makes sure goals have a clear outcome, but have latitude for differentiation across the district as needed
- Communicate shared goals using the established communication protocol
- Incorporate results of SAPP and CWIS into the approach for measuring implementation and outcome progress
- Align everything with the district’s current professional development approach and professional growth system
System for Training, Embedding Practice, and Coaching

Once goals are determined, plans for training, embedding practice, and coaching are established or adjusted, leading to a district-wide approach to supporting professional growth. This system is also known as the “infrastructure” which advances and sustains the deep professional learning required to achieve exceptional student outcomes.

Training

Training is driven by the district’s choice of DCI Practice(s) and goals. For example, if the district selects Common Formative Assessment and Developing Assessment Capable Learners, training and coaching are conducted on those DCI Practices. Training is delivered by a member of the district’s Coaching Support Team or conducted via the Virtual Learning Platform using professional development materials collaboratively developed by Missouri educators. The district should do the following.

- Identify the person responsible for coordinating the training in each district and/or building
- Contact CST Facilitator to discuss DCI Practices, goals, and training needs
- Coordinate training schedule with Coaching Support Team or plan for individual, team, or building training conducted internally, using the Virtual Learning Platform
- Develop a coaching schedule that supports instructional staff in their classroom implementation efforts

Embedding Practice

Collaborative Teams are a teacher-led structure and should support effective instruction and student learning. Team configurations vary by district and building. Many buildings already have teams in place, such as grade-level, grade-span, or content teams. For this work, it is important to consider how teams can effectively advance the learning and coaching of DCI Practices that are introduced through training.

Consider scheduling and protecting time for teams, as well as individuals, to complete these tasks

- Develop shared goals/vision
- Review content from the Professional Learning Module training
- Study the Practice Profile
- Take the SAPP
- Reflect on the elements of the Professional Learning Module training
- Work through one section of the Professional Learning Module in greater detail
- Prioritize individual instructional goals, based on information from the Practice Profile
- Develop a team plan for reporting progress on goals
- Identify a common measure for reporting progress on goals
- Design a mechanism for demonstrating how the content from the Professional Learning Module has guided instructional decisions
- Apply elements of the Professional Learning Module into classroom instruction
Collaborative Team Recommendations

The district should accomplish the following.

- Protect Collaborative Team work as critical time for advancing instructional practice
- Establish consistent Collaborative Team Practices
  - provide agendas
  - establish roles
  - seek consensus
  - document and disseminate minutes
- Schedule time for building teams to analyze data
  - Ensure that all staff understand how to use the Practice Profile to improve their instructional practice and frequently refer to the Practice Profiles when discussing ways of adjusting instruction to improve student learning
  - Make data analysis a priority with accountability and feedback aspects included
    - Plan for time to review and report on data at each meeting
  - Schedule collaborative teaming sessions at regular intervals throughout the year to allow for sufficient time to analyze data
  - Decide on the type of data to analyze
    - SAPP results
    - Student work and student self-assessment of work
    - Common formative assessments
    - Artifacts
  - Use data to track student growth
  - Use data to guide instructional priorities and decisions
- Develop plan for monitoring and reporting team and individual progress
  - Make a detailed outline that includes targets, next steps, when targets will be accomplished, and who is responsible at each step
  - Develop a plan for using SAPPs and Walkthrough Tools for measuring and reporting fidelity to Professional Learning Module content and priorities
Coaching

The initial training of a DCI Practice may be provided through an in-person or virtual setting. The training should be followed by coaching to ensure implementation with fidelity of the effective educational practice. When designing the professional development schedule, consider the balance of time committed to training and to coaching, remembering how essential coaching is to improving practice.

There are a variety of ways to approach coaching in a district depending on the readiness levels of the district and individual buildings. The Coaching Support Team can help to determine the best coaching approach (who, when, where, how) and provide coaching on the components. Additionally, based on capacity, needs, and interest, the district educators can use the School-Based Implementation Coaching Professional Learning Module to expand and enhance opportunities for educator-peer coaching across the district.

Getting Started with Coaching

Embedding coaching into the scope of professional development can be a dramatic shift in the way professional development has traditionally occurred in districts. Therefore, it is recommended that the District Leadership Team incorporate coaching (both the coaching provided by the CST and also the School-Based Implementation Coaching Professional Learning Module) into the professional development schedule. Remember, the focus is that knowledge and skills learned through training (in-person from the CST and/or through the use of the Virtual Learning Platform) be applied with fidelity in classrooms resulting in student learning.

Begin by leading your District Leadership Teams and Building Leadership Teams through the following questions to help you formulate a coaching plan and identify steps you will want to implement toward internal coaching.
Essential Function 2

1. Where are we now in our efforts to implement coaching?
   - Is coaching occurring across the district?
   - What does it look like?
   - Are there gaps?
   - Is it working?

2. Where are we going with implementing coaching?
   - What is our vision for improving instruction?
   - Based on our vision, who would benefit from coaching?
     Which content areas, grade levels, and/or teams show the most need, readiness, and/or commitment to receiving coaching?
   - Who are the best matches for coaching?
   - How can we best use coaching to implement and sustain effective teaching and learning practices?
   - What approach to coaching is most sustainable?

3. How do we get there? How do we put coaching into place?
   - What are the action steps, timeline, coaches, educators to be coached, and settings in which coaching will occur?
   - Which coaching approach matches our coaching need?
   - Who needs to build the skills to become a coach and how will they acquire those skills?
   - How will we assure coaching is occurring with fidelity?
   - Do our action steps align to data-identified needs and the vision for improved instruction?

4. How will we know if coaching works?
   - How will the DLT and BLT implement action steps and monitor impact on improved instruction?
   - When will Self-Assessment Practice Profile (SAPP), Collaborative Work Implementation Survey (CWIS), and other observation data (e.g., walkthroughs) occur and results be reviewed to determine the effectiveness of coaching or need to adjust the way coaching occurs?
5. What resources and supports are available to support internal coaching?

- Are we using the District Continuous Improvement related supports including Coaching Companions, Walkthrough Tools, Practice Profiles, and other coaching resources?
- Are we working with our CST?
- Which resources match our needs and will help us to build an effective approach to and system of district-wide coaching?

School-Based Implementation Coaching

Team-to-team and peer-to-peer are models of coaching important for sustaining coaching support across the district. The School-Based Implementation Coaching Professional Learning Module is designed to help educators learn essential coaching skills for being effective coaches in their buildings or across the district. Educators can participate in the training and learn School-Based Implementation Coaching at any time. When deciding to start School-Based Implementation Coaching, revisit the five questions posed above. Responses to these questions will help formulate the action steps for integrating school-based implementation coaching into the building-wide and district-wide culture of coaching.
Essential Function 3: District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data.

Participating districts have the opportunity to collect and analyze data in ways that truly inform instruction and learning. The Collaborative Work Implementation Survey (CWIS) and the Self-Assessment Practice Profile (SAPP) are aligned with the Professional Learning Modules. These tools provide feedback about perceived district, building, and individual implementation levels related to effective educational practices. Use of this data drives professional development as well as the intentional structures and processes created at district- and building-levels.

Performance/Outcomes

Performance and outcomes related to implementation should be frequently monitored, analyzed, and shared because this data produces valuable feedback about the effectiveness of implementation. Problems and solutions can be identified and barriers to effective implementation reduced. This process allows for professional development and implementation action plans to be revised based on data. Throughout the implementation process, districts should make data-driven adjustments to professional development plans, structures, and processes to meet the changing dynamics of student and staff needs.

Support the Use of Data

In order to support the use of data, the district should do the following.

• Administer CWIS twice the first year (baseline) and once in the Spring the following years
• Administer SAPP at least twice per year; however, three times each year is ideal
• Analyze and share SAPP and CWIS data

Ideas for Reporting on Progress

Hold a mid-year and end-of-year sharing event, providing a room for teachers to display an artifact of their progress on focus components and a mechanism for peers to comment

Distribute a newsletter, sharing individual and team progress and stories

Share progress on specific district-wide goals items at regularly held staff meetings
Essential Function 3

- Use data to create and adjust district- and building-level structures, processes, and action plans
- Ensure across the district that buildings establish goals and benchmarks based on data
- Devote the necessary time and resources to monitor progress toward goals

Organize Data and Review Shifts in Practice and Outcomes

To best organize and review data, the district should accomplish the following.

- Develop protocol for monitoring fidelity and progress toward full implementation
  - Identify a schedule for reviewing implementation data such that the information is used for improving professional development
  - Identify a schedule for reviewing overall progress on action plans (mentioned throughout this guide) such that challenges can be identified swiftly and actions steps can be adjusted accordingly
  - In addition to the SAPP and CWIS, review the walkthrough templates and collaboratively develop protocols for observing implementation in classrooms and providing educators with feedback

- Designate a file location or web-based location for all implementation documents and artifacts for easy universal access for district staff and CST Members
  - Prioritize consistent sharing of performance at district, building, and individual levels
  - Include performance-sharing mechanisms across all levels of implementation
  - Consider distributing a district-developed document reflecting building-level progress and sharing the results at least twice per year district-wide
  - Encourage building leaders to share progress at regular building-level meetings
  - Allow time for educators to share and celebrate their progress on improving systems and practices in their buildings and across the district
Essential Function 3

- Report on progress toward goals during site visits from DESE and Coaching Support Team
- Integrate implementation data elements across required district reports and/or school improvement plan reporting
Essential Function 4: District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction.

Being purposeful about aligning, monitoring alignment, and sustaining alignment will improve efficiency and effectiveness of all school initiatives and programs. This type of intentional alignment has the potential to save time and money but requires preparation.

Alignment

For effective alignment, the district should accomplish the following.

- Develop an inventory of related systems, initiatives, and practices currently implemented across the district
- Assess current initiatives to determine consistencies and incongruence with DCI work
  - The District Leadership Team may want to spend a meeting outlining initiatives and determining how they already align
  - Establish common terminology
- Define the valued outcomes to be achieved
- Eliminate unnecessary duplication
- Address alignment of these implementation goals with the district’s CSIP
- Develop a process for the DLT to monitor the effectiveness of alignment and consideration of new practices, as needs arise
## Implementation Checklist: District-Level

**Directions:** The Implementation Checklist should be completed collaboratively by the District Leadership Team and CST Facilitator.

<table>
<thead>
<tr>
<th>District Team members completing the checklist</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

### Discussion points for consideration

<table>
<thead>
<tr>
<th>Essential Function 1: Leadership</th>
<th>Status: In place, in progress, or not yet begun?</th>
<th>Focus: Is the item a focus for the current year?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Form District Leadership Team (DLT) (see Blueprint for recommended composition)</strong></td>
<td>Has the District Leadership Team been established?</td>
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<tr>
<td></td>
<td>Are there new DLT members this year?</td>
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<td></td>
<td>Have they received professional development about district-level implementation and district-level roles?</td>
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<td></td>
<td>Is the DLT comprised of members with expertise in the following areas: Instruction, curriculum, assessment, technology, special education, pre-K, elementary, middle, and high school?</td>
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<td></td>
<td>Does the DLT meet monthly to collaborate and shape participation in DCI?</td>
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<tr>
<td><strong>Designate district-level contact person</strong></td>
<td>Who is the district-level DCI contact person?</td>
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<td></td>
<td>Is there a new district-level contact person this year?</td>
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<td></td>
<td>Does the DLT point person regularly communicate with the Coaching Support Team (CST) facilitator?</td>
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<tr>
<td><strong>Designate building-level contact person (for each building in district) who will disseminate information to faculty and staff in the building</strong></td>
<td>Have communication protocols been developed to produce consistent understanding of participation in all buildings in the district?</td>
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<td></td>
<td>Who are the building-level contacts?</td>
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<td>Can the building level contacts accurately describe how the district participates in DCI?</td>
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<tr>
<td>Essential Function 1: Communication</td>
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<tr>
<td>Develop protocol for maintaining ongoing communication with Coaching Support Team Facilitator and CST members, prioritizing the use of virtual technology to increase communication</td>
<td>• Is technology used for timely and consistent sharing of information and support from the CST?</td>
<td></td>
</tr>
<tr>
<td>Develop a district-wide plan for consistent and timely sharing of information with building leaders</td>
<td>• What is the plan for communicating DCI information with building-level contacts?</td>
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<td></td>
<td>• How often is this plan followed?</td>
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<td></td>
<td>• How do building-level contacts disseminate DCI information to all staff?</td>
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<td></td>
<td>• What building-level expectations are in place?</td>
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<td></td>
<td>• How are buildings collecting data?</td>
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<td></td>
<td>• How are buildings monitoring progress of instruction that leads to student learning through DCI?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Function 2: Commitment</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Identify a process for monitoring progress of the implementation, including annual goals and outcomes, as well as expectations for educator participation in the virtual learning platform in each of the practice areas</td>
<td>• Does a DCI action plan exist?</td>
</tr>
<tr>
<td></td>
<td>• Was the plan informed by DCI implementation and outcome data (e.g., SAPP, CWIS)?</td>
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<tr>
<td></td>
<td>• Is the action plan aligned with CSIP and/or other district professional development plans?</td>
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<td>• Does the action plan...</td>
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<tr>
<td></td>
<td>-- Contain annual measurable goals and outcomes matched to data sources?</td>
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<td></td>
<td>-- Are they prioritized?</td>
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<td></td>
<td>-- Include a schedule for DCI training and coaching on effective teaching and learning practices?</td>
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<td></td>
<td>-- Outline how members of the DLT or other admin are involved in collaborative problem-solving using DCI data?</td>
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<td>-- Define the structures and processes needed for school-based coaching to occur?</td>
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<td></td>
<td>-- Include annual benchmarks and outcomes that align with other district priorities?</td>
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<td></td>
<td>-- Is progress monitored monthly?</td>
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<td></td>
<td>-- Is the action plan revised every year?</td>
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<td>-- How are the revisions communicated to the district?</td>
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<tr>
<td>Implementation Checklist</td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Administer Self-Assessment Practice Profile at least twice each year for practices aligning to PD plan</td>
<td>• Is CWIS and/or SAPP data reviewed at least once a year?</td>
</tr>
<tr>
<td>Administer implementation survey (e.g. Collaborative Work Implementation Survey) at least annually</td>
<td>• Is CWIS and/or SAPP data reviewed at least once a year?</td>
</tr>
<tr>
<td>Use technology to increase the quality and timeliness of coaching for improved instruction</td>
<td>• Does the action plan...</td>
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<tr>
<td></td>
<td>~Incorporate virtual coaching and technology to enhance quality and timeliness of coaching?</td>
</tr>
<tr>
<td>Participate in regional, cadre, and state events to gather insights and wisdom from other districts</td>
<td>• Does someone from your district attend regional, cadre, and state events?</td>
</tr>
<tr>
<td>Essential Function 3: Performance/Outcomes</td>
<td></td>
</tr>
<tr>
<td>Support the use of data (e.g. SAPP, CWIS) to inform professional development and building-level support</td>
<td>• Is CWIS and SAPP data used to determine district-wide and building-wide professional development needs?</td>
</tr>
<tr>
<td></td>
<td>• Do district/building admin receive professional development related to DCI?</td>
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<tr>
<td>(This helps to maintain DCI focus across the district.)</td>
<td></td>
</tr>
<tr>
<td>Develop and implement protocol for conducting walk-throughs, observing implementation, and monitoring fidelity and progress toward full implementation of identified practices across the district</td>
<td>• Has CWIS and SAPP data been used to determine focus areas of need?</td>
</tr>
<tr>
<td></td>
<td>• Does training (including use of the virtual learning platform) address areas of strength and need?</td>
</tr>
<tr>
<td></td>
<td>• Does coaching (including use of the virtual learning platform) address areas of strength and need?</td>
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<td></td>
<td>• Are educators provided with intentional opportunities to reflect on their acquisition and application of new instructional knowledge and skills?</td>
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<td></td>
<td>• When are educators provided with descriptive feedback and support for improvement?</td>
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<td></td>
<td>• Who monitors implementation through observations and walkthroughs?</td>
</tr>
</tbody>
</table>
### Implementation Checklist

<table>
<thead>
<tr>
<th>Step</th>
<th>Checklist</th>
</tr>
</thead>
</table>
| **Annually, summarize district-wide fidelity and progress toward full implementation of identified practices** | • What benchmarks have been set to monitor progress?  
• When are educators provided with descriptive feedback and support for improvement?  
• Who monitors implementation through observations and walkthroughs? |
| **Establish district- and building-level goal(s) and benchmark(s) performance levels on the SAPP and CWIS** | • What benchmarks have been set to monitor progress? |
| **Revisit and revise PD plans based on data** | • When are professional development systems reviewed and adjusted?  
• Who is involved in this review?  
• What data is used? |
| **Essential Function 4: Alignment** | |
| Develop timelines and expectations aligning implementation goals and other district initiatives | • Is there an established protocol for review of all district work, initiatives, and programs to assure current and ongoing alignment with the district CSIP?  
• What is the process for inventorying all district initiatives?  
• How are all district initiatives inventoried?  
• When are all district initiatives inventoried?  
• At what point are new initiatives reviewed along with current initiatives to insure alignment? Does this happen at least twice per year?  
• Are redundancies and inconsistencies among district initiatives intentionally accounted for?  
• Is someone designated to take detailed notes during alignment meeting?  
• How is alignment communicated with district/building leaders, especially when it changes? |
<p>| Align implementation goals with CSIP: Comprehensive School Improvement Plan | • How are implementation goals aligned with the CSIP? |</p>
<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient</th>
<th>Far from Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. District leaders maintain a collaborative culture and climate at the district-level and with building leaders.</td>
<td>District Leadership Team (DLT) and district contacts address all criteria indicated as proficient. Participation of DLT in monthly meetings is consistent. The meetings are well-documented examples of proficient implementation. Communication protocols are consistently followed and shared district wide. As new DLT members are brought on board, they receive professional development about district-level implementation and district-level roles.</td>
<td>• District-level contact person is identified and acts as the primary contact for reciprocal communication with the Coaching Support Team (CST) Facilitator. • DLT is in place, comprised of members with expertise in the following areas: Instruction, curriculum, assessment, technology, special education, pre-K, elementary, middle, and high school. • DLT meets monthly to collaborate and shape participation. • DLT has developed an ongoing partnership with CST. • Technology (i.e. virtual meetings, document sharing) is used for timely and consistent sharing of information and support from the CST. Communication protocols result in consistent understanding of participation in all buildings. • Building-level contacts identified. • A consistent district-wide plan for communicating with building-level contacts is established. • Building-level contacts use a protocol to regularly disseminate information to all staff. DLT collaborates with building leaders to define building-level expectations, develop action plans, collect data, and monitor progress toward improving instruction leading to student learning.</td>
<td>• District-level contact person is identified, but communication and partnership with CST is inconsistent. • DLT is in place, but not all areas of expertise are represented. • DLT meets quarterly or less. • Use of technology is sporadic, if at all. • Communication protocols are not established. • Building-level contacts are identified for some buildings, but not all. • Information about implementation is inconsistently shared with building-level educators. • Action plans are developed, but have gaps in key components.</td>
<td>• District-level contact person is identified, but communication and partnership with CST does not occur. • DLT is not in place. • Technology is not used for sharing information, meeting, or collaboration. • Building-level contacts are not identified. • Information is not shared with building-level educators. • Action plans are not developed.</td>
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<tr>
<td>District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice.</td>
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<tr>
<td>An action plan with implementation timeline, aligned with existing Comprehensive School Improvement Plan (CSIP) and district professional development plan, is developed and used. This action plan addresses all items listed as proficient. Progress on the action plan is monitoring monthly by the DLT. Based on progress monitoring, modifications to the action plan are collaboratively identified by the DLT and communicated across the district.</td>
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</tbody>
</table>
| An action plan with implementation timeline, aligned with existing Comprehensive School Improvement Plan (CSIP) and district professional development plan, is developed and used. This action plan:
  * Is informed by implementation and outcome data (e.g., SAPP, CWIS).
  * Provides for training and coaching on effective teaching and learning practices.
  * Creates structures and processes for collaborative problem-solving using data.
  * Creates structures and processes for school-based coaching.
  * Incorporates virtual coaching and technology to enhance quality and timeliness of coaching.
  * Includes annual benchmarks and outcomes aligning areas of foci across district priorities.
  * Builds in opportunities for progress monitoring and revisiting action plan annually.
This plan contains:
  * Prioritized goals.
  * Annual measurable goals and outcomes matched to data sources.
  * Identified data elements (e.g., CWIS, SAPP), which are reviewed at least annually for data-driven discussions. |
<p>| An action plan with implementation timeline is developed; however, there are gaps in recommended items, data, and review processes as listed in the proficient column. Of the 10 recommendations listed, at least 6 are addressed fully. |
| An action plan does not exist OR fewer than 6 items are addressed fully. |</p>
<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient</th>
<th>Far from Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 District leaders</td>
<td>review district-level and</td>
<td>A system for supporting and monitoring fidelity and implementation of progress is established, used, and revisited annually. This system includes a data review cycle consisting of items listed as proficient. Based on implementation of the data review cycle, district leaders receive professional development (or refresher professional development) to maintain proficient implementation of the data elements and the review cycle.</td>
<td>The district engages in a data review cycle; however, there are missing steps or minimal levels of implementation. Of the 9 recommended steps listed, at least five are addressed fully.</td>
<td>The district does not conduct a data review cycle OR fewer than 5 items are addressed fully.</td>
</tr>
<tr>
<td>review district-level and building-level instruction and learning outcomes data and provide support based on data.</td>
<td><strong>Exemplary Implementation</strong></td>
<td><strong>Proficient</strong></td>
<td><strong>Close to Proficient</strong> (Skill is emerging, but not yet to proficiency. Coaching is recommended.)</td>
<td><strong>Far from Proficient</strong> (Follow-up training and coaching are critical.)</td>
</tr>
<tr>
<td>4 District leaders</td>
<td>align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction.</td>
<td>The DLT uses an established protocol for review of all district work, initiatives, and programs to assure current and ongoing alignment with the district CSIP. The protocol consists of all items indicated as proficient. Review of the protocol, informed by data, occurs at least twice annually. Detailed notes of the review are taken and used to inform modifications to the CSIP.</td>
<td>The DLT has established a protocol addressing all recommended items; however not all recommendations are implemented.</td>
<td>The DLT has an established protocol; but it does not contain all recommended items OR a protocol has not been established.</td>
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<tr>
<td></td>
<td></td>
<td>The DLT uses an established protocol for review of all district work, initiatives, and programs to assure current and ongoing alignment with the district CSIP. The protocol consists of: • A schedule of taking inventory of all district initiatives in a manner that identifies redundancies and inconsistencies. • A process for assuring alignment as new initiatives or programs are added to district/building expectations. Persons designated with responsibility for following the protocol and communicating to district/building leaders how alignment can/should occur.</td>
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</table>
References


Effective teaching and learning for ALL students
District Continuous Improvement (DCI)