

Coaching Support Team (CST)

Handbook

*Questions? Contact your CST Facilitator!*

*Suggestions for adding material?*

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Contents

[District Continuous Improvement (DCI) 1](#_Toc135988805)

[DCI Framework 1](#_Toc135988806)

[Outcomes 2](#_Toc135988807)

[Implementation Zones (IZs) 2](#_Toc135988808)

[Coaching Support Teams 3](#_Toc135988809)

[State Implementation Specialist 3](#_Toc135988810)

[CST Responsibilities 4](#_Toc135988811)

[CST Attributes 5](#_Toc135988812)

[CST Communication Protocol 5](#_Toc135988813)

[CST Program Meetings and Opportunities for Collaboration 6](#_Toc135988814)

[DCI Tools and Resources 7](#_Toc135988815)

[DESE Virtual Learning Platform 7](#_Toc135988816)

[MoEdu-SAIL 7](#_Toc135988817)

[Professional Learning Modules 7](#_Toc135988818)

[Collaborative Work Implementation Survey (CWIS) 8](#_Toc135988819)

[District Implementation Survey & Implementation Practice Profile 8](#_Toc135988820)

[Practice Profiles 9](#_Toc135988821)

[Self-Assessment Practice Profile (SAPP) 9](#_Toc135988822)

[CST Data and Reporting 10](#_Toc135988823)

[CST Log/Reporting Responsibilities 10](#_Toc135988824)

[High Quality Professional Development Coaching Checklist 10](#_Toc135988825)

[Cadre Transition Communication Document 11](#_Toc135988826)

[New CST Member Checklist 13](#_Toc135988827)

[DCI Sample Timeline 20](#_Toc135988828)

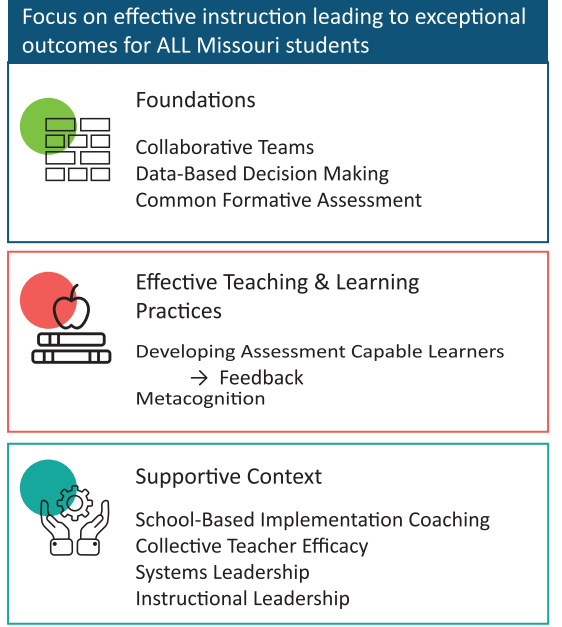
**Coaching Support Team (CST) Handbook**

The purpose of this CST Handbook is to provide direction for the work of the Coaching Support Teams as they support the District Continuous Improvement Framework (DCI).

# District Continuous Improvement (DCI)

## DCI Framework

The DCI framework is an iteration of school improvement work that has developed over the past fourteen years through the Missouri Integrated Model (MIM), the Collaborative Work (CW), the Missouri Model Districts (MMD), and now District Continuous Improvement. The DCI Framework is based on the work of many researchers; however, two seminal pieces of research are most evident in the DCI Framework. The first is Dr. John Hattie’s ongoing Visible Learning research, the result of over 800 meta-analyses relating to student achievement. The second is the work of *Moving Your Numbers*, a study conducted under the guidance of Dr. Martha Thurlow, Director of the National Center on Educational Outcomes (NCEO) and supported by the Office of Special Education Programs (OSEP), which identified six practices common to effective district-level school improvement. For more information on the history of this work, see the [District Continuous Improvement Framework: Blueprint for District and Building Leadership](https://www.moedu-sail.org/wp-content/uploads/2023/05/Blueprint-Final-2023.pdf) located on the Getting Started page on [MoEdu-SAIL.org](https://www.moedu-sail.org/missouri-model-districts/).

The **DCI Practices**, from which the content of the Professional Learning Modules is derived, are organized into three key components.

**Foundations** - three foundational educational practices essential for collaborative, data-informed instruction and decision making: Collaborative Teams (CT), Data-Based Decision Making (DBDM), and Common Formative Assessment (CFA)

**Effective Teaching and Learning Practices (ETLP)** - two practices, selected from evidence-based practices shown to be highly effective in improving student achievement: Developing Assessment Capable Learners (DACL) with Feedback and Metacognition

**Supportive Context** – four practices that create a supportive context, sustaining and advancing effective teaching and learning: School Based Implementation Coaching (SBIC), Collective Teacher Efficacy (CTE), Systems Leadership, and Instructional Leadership

## Outcomes

The Missouri Department of Elementary and Secondary Education (DESE) is committed to maintaining a statewide system designed to support district leaders and educators to achieve exceptional outcomes for all students. Through this partnership, DESE and participating districts work collaboratively to achieve the following outcomes.

* Implement the DCI framework as a cohesive system of support that can be used statewide in any district, regardless of demographics
* Collaborate across statewide systems and resources to support effective education for ALL Missouri students
* Collect data to inform the District Continuous Improvement Framework as a model for effective teaching and learning, identifying the non-negotiables (what works) and areas of flexibility for implementation in various contexts
* Implement effective educational practices resulting in exceptional outcomes for all students, especially students showing risk factors, including students with disabilities

## Implementation Zones (IZs)

Implementation Zones are a data-driven approach to describing district- and building-level implementation processes and outcomes. IZs are similar to a data dashboard and can be used to guide district conversations answering “where are we now?” in the journey toward full implementation of the DCI Framework. Both the [Blue Print](https://www.moedu-sail.org/wp-content/uploads/2023/05/Blueprint-Final-2023.pdf) and the [Implementation Zones Guide](https://www.moedu-sail.org/wp-content/uploads/2023/05/Implementation-Zones-Guide-Final-2023.pdf) provide more detailed information.

A district will be placed in one of the following Implementation Zones.

* Early: Districts beginning DCI
* Developing: Districts putting elements of the DCI Framework into place and starting to see evidence of effective implementation
* Initial Implementation: Districts implementing all pieces of the DCI Framework to some, and possibly varying, extent across the district
* Full Implementation: Districts showing initial evidence of sustaining effective practices
* Initial Sustaining: Districts showing sustained implementation of effective practices across multiple years

# Coaching Support Teams

Coaching Support Teams are the foundation of ongoing contact and support to DCI Districts. CST cadres are led by a facilitator, who is responsible for organizing the work of the cadre and serves as the primary contact for each district. In addition, CSTs are composed of professionals with expertise in areas of leadership and school culture, academics, social-emotional/behavior, special education, data, technology, assessment, communication, accountability/MSIP, and systems change. CSTs work closely with their facilitator and district leadership teams to support and increase districtwide capacity for implementation and sustainability of the evidence-based educational practices within the DCI Framework. Collaboratively with their CST, a district leadership team identifies training, coaching, and supports needed to implement the DCI Framework.

The professional partnership between the CST and DCI districts involves the following.

* Supporting district leadership teams through the DCI Blueprint resulting in a cohesive, integrated, district plan of professional development that deepens implementation of evidence-based educational practices
* Supporting an understanding of Implementation Zones through the Implementation Zones Guide resulting in an understanding of the journey toward full implementation of the DCI Framework
* Collaborating to identify methods for embedding DCI evidence-based educational practices within the context and needs of a district
* Creating, identifying, and providing coaching on DCI Pracitces

All DCI districts are assigned to a cadre in one one of four quadrants and are served by CSTs based on their Implementation Zone placement. The support to districts is primarily provided by the members of the CST to which the district is assigned. Each district will have a mini-team of consultants from the assigned cadre which is comprised of consultants with appropriate expertise to match the district’s needs.

RPDC or CST members from another cadre may be asked to provide support across cadres, when specific training needs arise that cannot be met within the district’s assigned CST members. The CST facilitator is the primary point of contact for decisions regarding support to districts and cross cadre requests.

## State Implementation Specialist

There is a State Implementation Specialist who will focus on onboarding new districts and communicating with current districts if extra support is needed. The onboarding will include the following.

* Provide initial and early contact with districts to introduce DCI, including scope of work and systems needed for implementation
* Review implementation support resources
* Work with appropriate district personnel to assure VLP access for all
* Introduce the Implementation Checklist, District Level Implementation Practice Profile, and CWIS
* Develop a district’s working knowledge of the DCI Practices

## 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 within the DCI Framework. CSTs will address the following.

* Form professional partnerships with school district leadership
* Engage in an ongoing process of professional learning
* Collaborate in creating a systematic, ongoing professional development process within district, regional, and state systems
* Cultivate a mindset of continuous improvement involving evidence-based educational practices
* Use research-based elements of Missouri’s High Quality Professional Development Training and Coaching framework
* Embed evidence-based educational practices within district need and context
* Identify and share effective practices with both school districts and across the statewide system of support

CSTs conduct their work adhering to the following guidelines and expectations.

* Use effective collaborative team processes
* Work effectively with the CST facilitator and district leadership team to determine a district’s current status, plan for improvement, and evaluate implementation using DCI tools
* Partner with regional and state systems to integrate expectations and processes, including shared responsibility for effective district implementation
* Identify and develop state-wide resources, methods, and tools for supporting evidence-based improvement and systemic changes of practice through the DCI framework
* Uphold state-directed expectations of a CST, engaging as partners in problem-solving
* Maintain a collaborative and interdisciplinary perspective regarding allocating supports and designing solutions
* Develop cultures of collective team efficacy within and across CSTs
* Use collaborative team protocols for team development and team meetings
* Coordinate communications through assigned CST facilitator
* Provide data, narratives, and meeting reports as requested

## CST Attributes

In order to function effectively as a team, CST members must be able to accomplish the following.

* Think analytically, sequentially, and strategically
* Align coaching with the High-Quality Professional Development Coaching Checklist
* Be fluent in all DCI processes, tools, and resources
* Have a comprehensive understanding of all Implementation Zones, and the journey toward full implementation, with expertise in their assigned IZ
* Implement effective coaching, applying varied coaching methods
* Build trust and form effective partnerships within cadres and across districts
* Be a reflective practitioner with strong listening and questioning techniques
* Display a growth mindset as a coach and learner
* Be a participant in developing collective team efficacy

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

## CST Communication Protocol

The following communication protocols have been established to clarify and support effective and efficient communication between Districts, CST members, RPDCs, Facilitators, and DESE.

The CST facilitator is the conduit of information. CST members should direct their DCI questions and other relevant DCI information to their assigned cadre facilitator.

* CST facilitators direct their DCI questions, and other relevant DCI information to the Co-Lead Facilitators. The Co-Lead Facilitators support the team of CST facilitators and are the conduits between the CST facilitators and the management team.
* Co-Lead facilitators provide monthly CST updates to the management team.
* CST members follow their RPDC protocols of internal communication to maintain collaboration within the center.
* Data analysis and reports conducted as part of the DCI evaluation are shared with CSTs.
* District personnel should contact their CST cadre facilitator with DCI questions. If a CST member is contacted instead of the cadre facilitator, the CST member should re-direct the district request to the facilitator.
* District requests for DCI specific training should also be directed to the CST facilitator. The CST facilitator works within the CST to identify a team member or members to meet the need. If not available, the CST facilitator will communicate across cadres with other CST facilitators to identify a team member to meet the need.
* The “Cadre Transition Communication” document, otherwise known as the “Warm Handoff Protocol” is used when districts change cadres and support teams. This content of this one-page document is included in this handbook on page 11.
* Facilitators can authorize cross-cadre CST work. This will be based on needs for expertise not held by current CST team (i.e. math, early childhood, etc) or needs for additional district-wide PD.
  + CST member may not independently make this decision
  + Cross-cadre activity should be logged
  + Please respect the CST/Cadre structure

# CST Program Meetings and Opportunities for Collaboration

DESE establishes annual calendars of required collaboration through CST Program Meetings and other training events as needed. The DESE Master Calendar can be viewed at [DESE Master Calendar](https://www.moedu-sail.org/dese-master-calendar/) found on MoEdu-SAIL.org under online Workspace. [A Year at a Glance Calendar for DCI 23-24 can be found here](https://docs.google.com/document/d/17pIlJ1cjmsHpQ1AaoxnQ7_BI7K1NFmtrDTl2d2uLo_Q/edit). CSTs should plan to attend all meetings. Access to shared materials from CST/DCI program meetings are found in this shared Google Folder : [DCI Program Meeting Materials - Google Drive](https://drive.google.com/drive/folders/1WELP_T44FIP7KOYOMrAZC_Bb-7NdEV7K)

In addition, CSTs will meet as individual teams to problem-solve specific cadre issues and celebrate successes. CST facilitators 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.

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# DCI Tools and Resources

## DESE Virtual Learning Platform

The Virtual Learning Platform (VLP) is an online portal that provides DESE endorsed, evidence-based training. This training is available to Missouri teachers and school administrators through the DESE Web Application Portal and includes space for user collaboration, pre/post assessment, SAPPs (Self Assessments), handouts, worksheets, bookmarking of courses in progress, and other materials required for training.

* To access the DESE VLP: <https://apps.dese.mo.gov/WebLogin/Login.aspx?ReturnUrl=%2fVLP%2fapp%2fsys%2findex.aspx>

## MoEdu-SAIL

MoEdu-SAIL is an public online source of professional development materials and resources for Missouri school districts and the DCI statewide system of support. Educators and professional development providers can access educator learning material through MoEdu-SAIL, however completion of online course are only tracked in the VLP. Materials on MoEdu-SAIL can be used in conjunction with the DESE VLP.

* To access learning modules: <https://www.moedu-sail.org/mmd-professional-development/mmd-content/>

## Professional Learning Modules

The Professional Learning Modules that make up the DCI Framework can be accessed from both the VLP and MoEdu-SAIL. Professional Learning Module materials include presenter materials that can be used by CST members to provide training/coaching in districts (found on MoEdu-SAIL). The modules have been developed and vetted by knowledgeable teams. The content has been chosen based on research and the format uses the standardized, MoEdu-SAIL/DESE branded style.

**IMPORTANT – Please Note! CST members are expected to use the materials without altering the content or the format.** CST members may use their professional judgement when segmenting the content to address district timelines and priorities.

Knowledge Checks (Pre/Post Assessments) are provided within the Modules on the VLP. Their use is encouraged.

## Collaborative Work Implementation Survey (CWIS)

DCI districts use the Collaborative Work Implementation Survey (CWIS). The CWIS is a 24-item instrument designed using a five-point Likert scale. For three of the scales, the Likert values correspond to frequency, while for the other two, the values correspond to agreement. The survey is intended to measure the degree of implementation of desired processes and practices within participating districts. The scales were designed based upon theoretical knowledge about the most vital information passed from trainers to educators, and practical knowledge of the content of the learning packages delivered through professional coaching. Information about the CWIS content can be found in the MMD/DCI Blueprint. Districts are required to administer this instrument each spring during the administration window, but may administer it during a fall window if they desire. Information about CWIS access and the windows for administration are sent to districts from DESE. The CWIS can be found at [**http://cwis.missouripd.org**](http://cwis.missouripd.org/)**.**

This “FAQ” document answers questions and provides additional guidance. <https://docs.google.com/document/d/1CJC0UuS211YgUtlB7obaQIUqzvLgvT_siI1nVV6InZQ/edit?usp=sharing>

## District Implementation Survey & Implementation Practice Profile

The [Implementation Survey](https://www.moedu-sail.org/mmd-tools-resources/) is a district level planning tool. It should be completed collaboratively between a district leadership team and the CST team supporting the district. Districts must simultaneously coordinate the implementation and evaluation of multiple practices, systems, and policies. Purposeful alignment will improve efficiency and effectiveness of all school initiatives and programs. This survey is designed to be used across a district’s commitment to MMD/DCI. It is required in the spring of each year and can be a record of implementation efforts. The[**Step-by-Step Guide**](https://www.moedu-sail.org/wp-content/uploads/2023/05/Step-by-Step-Guide-Final-2023.pdf) was written to provide deeper information about MMD/DCI implementation and along with the District Implementation Survey outlines the essential elements associated with implementation.

The Implementation Practice Profile provides implementation criteria formatted into a rubric structure with clearly defined practice-level characteristics. The Practice Profile provides a useful picture of implementation levels and helps districts understand how to achieve the highest levels of implementation.

The District Implementation Survey and the Implementation Practice Profile can be found on the Getting Started Page of the MoEdu-SAIL Website at <http://www.moedu-sail.org/getting-started/>.

Throughout the year, new tools and materials will be developed as well as current versions will be revised. CST Facilitators are updated regularly and will share with CST members. Additionally, there are opportunities for CST members to “test drive” new tools and materials. Feedback is then used to fine tune the tool or material before putting it into place. Direct questions about the ongoing development work or ideas for adding to the scope of development work to the Facilitator who will share with the Lead Facilitators.

## Practice Profiles

Each Professional Learning Module within the framework has a Practice Profile that outlines expectations for the skills and knowledge that should be learned from the content in the module. Using a rubric format, implementation levels identify exemplary, proficient, close to proficient, and far from proficient characteristics. Practice Profiles have multiple uses. They are a key component of training and coaching on specific practices because they provide educators with concrete examples of implementation. They will be used to monitor implementation and provide feedback after observation of a practice.

## Self-Assessment Practice Profile (SAPP)

The Self-Assessment Practice Profile is an online tool embedded in the VLP and designed to help educators self-check implementation levels of newly learned skills and knowledge. Educators submit answers to a questionnaire aligned with each Professional Learning Module’s Practice Profile ([http://apps.dese.mo.gov](http://apps.dese.mo.gov/)). Questionnaires elicit current levels of knowledge, skills, and abilities for practices included in the framework. When educators submit questionnaire responses, they receive immediate feedback in the form of a shaded Practice Profile. Building and district leaders access educator responses to build reports in the form of building-level heat maps. Reports can be built for selected teams (grade level, content level), providing a picture of implementation levels across the district. Building reports are collected in the building leaders “Reports” box. Reports should be used for collective planning among all levels of educators. Educators are encouraged to use the SAPP more than once per year to gain insight about collective progress on focus areas. However, the SAPP can be used more frequently as a coaching or reflective tool as needed. SAPP implementation materials include self-assessment questionnaires aligned with each practice in the content framework, access to individual shaded Practice Profiles, and access to building-level heat maps.

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# CST Data and Reporting

Data elements at all stages and levels of implementation inform sustainability of effective educational practices and influence the design of processes and systems. CSTs should familiarize themselves with the required MMD/DCI data elements and the data cycle as described in the [DCI Blueprint.](https://www.moedu-sail.org/wp-content/uploads/2023/05/Blueprint-Final-2023.pdf) CSTs will directly provide data, as well as be involved in data collection and interpretation.

## CST Log/Reporting Responsibilities

There are two logging responsibilites for CST members. One is the CST Reporting Form (<https://forms.gle/jJ2TDhGMFk1eN4qf9>) in which details are provided regarding CST interactions with districts, both coaching and training. The data in this report is compiled monthly to share in a summary report to the DESE Learning Services team. If the facilitator is at the event, they will enter the information into the log. Otherwise one CST member will complete the reporting form. Secondly, all CST members will individually complete the DESE Consultant Log in which CST members/RPDC consultants report their time and activities as directed by their RPDC. Questions regarding the CST Reporting form may be answered by facilitators and questions regarding the DESE Consultant Log may be answered by RPDC directors.

## High Quality Professional Development Coaching Checklist

With the DCI Framework there is a strong commitment to providing high quality professional development and coaching to all participating educators. High quality professional development involves both training and coaching. In Missouri, the collection of observational data on training and coaching is used to determine the extent to which standards of quality are met. Observation Checklists, along with documents that further define the items in the checklist can be found at <https://www.moedu-sail.org/implementation-checklists/>**.** Each CST member will have a HQPD Coaching Checklist completed once a year by their facilitator after a coaching event.

# Cadre Transition Communication Document

**Cadre Transition Communication**

***(AKA the “Warm Handoff Protocol”)***

As we move into the 2023-24 school year, we are transitoning from eight zones around the state to four quadrants. These represent four different locations in the state which are Lower West, Upper West, Lower East and Upper East. Districts will be placed in one of these four quadrants according to their regions. CSTs will work in cadres within these quadrants and serve districts according to their Implementation Zone placement. Change is not only inevitable but to be desired (as districts work across zones toward sustainability)! When a district changes zones, new facilitators and CST teams may be assigned to them. It is important to make the transition as positive and seamless as possible. The current team has established a working relationship and we want the next team to take the district and run with it!

**DCI Transition Conversation**

In order to effectively support transitions between “old” and “new” cadres, the following communication protocol should be used.

* **Warm Handoff Protocol -** The warm handoff protocol needs to be used between a district’s current CST members and their newly assigned cadre regarding DCI work.
* The current facilitator or CST member should initiate introductions (virtual, email, or in-person) between the district and the new facilitator. The current facilitator will decide if he/she should make this introduction or if a CST member should, if one has worked especially closely with the district. The more the transition plan is clearly articulated, the smoother the transition will be.
* It is important to have a positive tone and make assurances about the seamless transition, focusing on our common goal and the value of new voices and perspectives from experienced professionals.
* In unique circumstances, the facilitator may decide that it is necessary to partner for a smooth transition, with a limited, defined timeline (e.g., maximum of 2 partner occurrences, completed by Sept 15). Ideally the transition needs to be complete within a month.
* In addition to the introduction, it is important for the old team to communicate to the new CST insights regarding the district. What approaches have worked well, what have not, etc. This information will be invaluable as the new team moves forward with the district.
* During the course of the transition, PD and/or meetings may already have been scheduled. CST members who have scheduled PD/meetings with their “old” district should communicate these dates ASAP with the district’s new facilitator. The new facilitator will determine who follows-up with that district and in what manner.
* If a CST member has questions about this conversation and the warm handoff protocol, he/she should contact their CST facilitator.

# New CST Member Checklist



NEW Coaching Support Team (CST) MEMBER CHECKLIST

2023-2024

As you begin this new journey in DCI, this checklist will give you guidance. This is a compilation of suggestions of resources to review and actions to take to add to your preparation and not an exhaustive resource. Reflections and feedback sessions with your RPDC Director, CST Facilitator, and/or CST Mentor will occur on a routine basis during your first year as a new coaching support team member.

| Topic Area | Action | Source | Point of Contact | Suggested Amount of time to complete | Lingering Questions | Date Completed |
| --- | --- | --- | --- | --- | --- | --- |
| 1. 1. Getting Started |  |  |  |  |  |  |
| 1. Register on DESE web applications for the Virtual Learning Platform (VLP) | * <https://apps.dese.mo.gov/webLogin/login.aspx> * [Director](https://drive.google.com/file/d/1BKM6bfhledgwyACC0hmGWb0gceuArmtr/view?usp=sharing) will provide guidance in obtaining access to DESE Webapps and VLP | Statewide Tech team | 10 min. |  |  |
| 1. Secure Moedu-sail login for the Online Workspace for RPDCs and CSTs | <http://www.moedu-sail.org/rpdc-teams/>  Password is sharedlearning | Facilitator or Director | 10 min. |  |  |
| 1. Become familiar with CST Report (google log) format for recording coaching and training events | <https://forms.gle/hB2Mro8fNx7ofGgR7> | Facilitator | 10 min. |  |  |
| Getting to Know the System |  |  |  |  |  |  |
| 1. Review the Blueprint and Step by Step Guide | <https://www.moedu-sail.org/getting-started/>  \*Take note of the Acronym Page found on page iv of the Blueprint. This will be useful to have handy. | Facilitator | 2-3 hours |  |  |
| 1. Review the Implementation Zone Guide | <https://www.moedu-sail.org/getting-started/> | Facilitator | 1 hour |  |  |
| 1. Review the Implementation Survey | * <https://www.moedu-sail.org/getting-started/> * Review the action steps that districts are expected to accomplish during their involvement. These action steps guide the work. | Facilitator/ Director | 30 – 45 min. |  |  |
| 1. Review map of districts in the DCI work | Ask Facilitator for this document | Facilitator/ Director | 15 min. |  |  |
| 1. Review District Landscapes for districts in your cadre | Ask Facilitator for this document | Facilitator | 2 hours |  |  |
| 1. Understand the data sets for project work (i.e. CWIS, SAPP, Practice Profiles, etc.) | Ask your Facilitator for sample reports | Facilitator/  Director/Cadre members | 2 hours |  |  |
| 1. Review the report functions of the Collaborative Work Implementation Scale (CWIS). | * [Collaborative Work Implementation Scale (CWIS)](http://cwis.missouripd.org/users/sign_in) Email for Login: [cadre4@missouripd.org](mailto:cadre4@missouripd.org)   Password: mideast24   * CWIS Prompts document is available on the on-line workspace (shared learning page) at <http://www.moedu-sail.org/rpdc-teams/>   Password is sharedlearning   * In addition to understanding the report functions, take time to look at the prompts for the CWIS. Circle words that may be confusing or have multiple meanings when working with schools. | Facilitator/  Director | 2-3 hours |  |  |
|  | 1. Discuss with the RPDC Director & CST Facilitator the function of the CST and role expectations. | * CST Job Description * State Program Meetings * Zoom Meetings * Shared Cadre Folders | Director | 1 hour plus |  |  |
| 3.  Getting to know the content |  |  |  |  |  |  |
| 1. Become familiar with the Moedu-Sail Website, including the content of the Professional Learning Modules. | * [**Collaborative Teams**](http://www.moedu-sail.org/collab-teams-materials/) * [**Data-Based Decision M**](http://www.moedu-sail.org/dbdm-materials/)**aking** * [**CFA**](http://www.moedu-sail.org/cfa-materials/) * [**DACL**](http://www.moedu-sail.org/developing-acl-materials/) * [**Metacognition**](http://www.moedu-sail.org/metacognition-materials/) * [**Leadership for Effective Implementation of District-Wide Evidence-Based Practices**](http://www.moedu-sail.org/courses/leadership-for-effective-implementation/) * [**Becoming the Instructional Leader of Your Building**](http://www.moedu-sail.org/leadership-materials/) * [**SBIC**](http://www.moedu-sail.org/school-based-implementation-coaching-materials/) * [**Collective Teacher Efficacy**](https://www.moedu-sail.org/collective-teacher-efficacy-materials/) | Facilitator/ Director | At least 1 hour per module |  |  |
| 1. Become familiar with the VLP, modules, reports, and functionality | * <https://apps.dese.mo.gov/WebLogin/Login.aspx?ReturnUrl=%2fVLP%2fapp%2fsys%2findex.aspx> * New User Presentation for the VLP can be found here: <https://drive.google.com/file/d/1zl0AZ1bw55tx1a3odpTpyLRkoyFVhEhK/view?usp=sharing> * The VLP User Manager Directions document is available on the on-line workspace (shared learning page) at <http://www.moedu-sail.org/rpdc-teams/>   Password is sharedlearning | Facilitator or Statewide Tech Team | 2-3 hours |  |  |
| 1. Become familiar with the High Quality Professional Development (HQPD) checklist and the Shared Understandings documents which are aligned to the indicators. | [High Quality Professional Development (HQPD) Checklists and Shared Understandings](https://www.moedu-sail.org/implementation-checklists/) | Cadre Members or Facilitator | 1 hour |  |  |
| 4.  Timelines |  |  |  |  |  |  |
|  | 1. Review sample DCI Timelines of work | See last page of this document | Facilitator | 15 min |  |  |
|  |  |  |  |  |  |

**Resources**

• All DCI Materials can be found on the [“Getting Started”](https://www.moedu-sail.org/missouri-model-districts/) page of the MoEdu-SAIL website

* [Blueprint](https://www.moedu-sail.org/wp-content/uploads/2023/05/Blueprint-Final-2023.pdf)
* [DCI in Action](https://www.moedu-sail.org/wp-content/uploads/2023/05/DCI-in-Action-Final-2023.pdf)
* [Step-by-Step Guide](https://www.moedu-sail.org/wp-content/uploads/2023/05/Step-by-Step-Guide-Final-2023.pdf)
* [Administrator’s Guide to Coaching](https://www.moedu-sail.org/wp-content/uploads/2023/05/Coaching-Guide-Final-2023.pdf)
* [Implementation Zones Guide](https://www.moedu-sail.org/wp-content/uploads/2023/05/Implementation-Zones-Guide-Final-2023)
* [Infographics and Practice Profiles](https://www.moedu-sail.org/wp-content/uploads/2023/05/Infographics-Compilation-Final-2023.pdf)
* Virtual Learning Platform (VLP): [Web Apps on Dese Website](https://apps.dese.mo.gov/weblogin/login.aspx)
* [Moedu-SAIL Website](https://www.moedu-sail.org/missouri-model-districts/)
* [Professional Learning Modules](https://www.moedu-sail.org/mmd-tools-resources/)
* [High Quality Professional Development (HQPD) Checklists and Shared Understandings](https://www.moedu-sail.org/implementation-checklists/)
* [Self-Assessment Practice Profile (SAPP)](http://apps.dese.mo.gov/)
* [Collaborative Work Implementation Scale Reports (CWIS)](http://cwis.missouripd.org/users/sign_in)

As you work through this checklist, if you find other actions and resources that were especially valuable to you in your first year, please send them to your Facilitator. We would be happy to add them to this document.

# DCI Sample Timeline

DCI Timeline: Suggested Monthly Actions

JULY

AUGUST

SEPTMEBER

* Set benchmarks and timelines for VLP and ensure everyone has access
* Determine training needs and when to begin
* Optional CWIS window: 8/1- 9/30 Those districts that did not take in previous spring must take Fall CWIS
* Review CWIS questions prior to taking survey
* New teacher training based on previous work/initiatives (Could use VLP to assign)
* DLT Meeting
* Meet with district contact and set calendar for DLT meetings. Describe responsibilities and role of DLT members
* Establish district focus and develop shared goals and benchmarks performance levels aligned to other plans (teacher growth goals, SLOs, assessment data, etc.)
* Complete timeline for school year, including CWIS and SAPP
* Optional CWIS Window: 8/1 – 9/30
* Review Practice Profiles for focus areas and have teachers take the SAPP on the VLP
* Determine learning walks, observations, etc. to give feedback on goals AFTER training and implementation have started
* Implementation Checklist completion or updated at DLT Meeting
* DLT Meeting
* Analyze SAPP results: make plan to intentionally act – place action steps on the district timeline

NOVEMBER

DECEMBER

OCTOBER

* Attend Fall Regional Collaborative Meeting (TBD)
* DLT Meeting to review CWIS data if district took Fall CWIS
* Training and Coaching to support district focus
* DLT Meeting
* Training and Coaching to support district focus
* Consider Mid-Year SAPP assignment
* Run VLP Report – Intentionally act, notice, adjust
* Training and Coaching to support district focus

MARCH

FEBRUARY

JANUARY

* DLT Meeting
* Review Implementation Survey and update for progress FINAL COPY DUE 2/14
* Training and Coaching to support district focus
* Required CWIS Window: March 1-31
* DLT Meeting
* Training and Coaching to support district focus
* DLT Meeting
* Middle of year communication of progress and goals
* Analyze SAPP results: make plan to intentionally act – place action steps on the district timeline
* Training and Coaching to support district focus

APRIL

JUNE

MAY

* DLT Meeting
* Analyze CWIS results with DLT
* Training and Coaching to support district focus
* Schedule end of year meeting with Facilitator and CST mini team to wrap up and plan for next year
* DLT Meeting – Revisit the district journey by asking: Where are we now? Where are we going? How will we get there? What monitoring and support worked, or do we still need? May use the District Graphic Organizer.
* Attend DCI Summit
* DLT Meeting
* Review district multiyear plan on the Implementation Survey and update status columns accordingly -summarize district fidelity and progress towards full implementation of ALL practices
* Training and Coaching to support district focus
* Take End of Year SAPP
* Analyze SAPP results: make plan to intentionally act- place action steps on the district timeline