Step-By-Step Guide

Sixth Edition, 2023

District Continuous
Improvement Framework

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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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Common Acronyms

Abbreviation	Explanation
BLT	Building Leadership Team
CFA	Common Formative Assessment
CSP	Comprehensive School Improvement Plan
CST	Coaching Support Team
CT	Collaborative Teams
CTE	Collective Teacher Efficacy
CWIS	Collaborative Work Implementation Survey
DACL	Developing Assessment Capable Learners
DBDM	Data-Based Decision Making
DCI	District Continuous Improvement
DESE	The Missouri Department of Elementary and Secondary Education
DLT	District Leadership Team
EF	Essential Functions
ESSA	Every Student Succeeds Act
ETLP	Effective Teaching and Learning Practices
GAINS	Gather; Analyze; Intentionally Act and Analyze again; Notice and Adjust
HQPD	High Quality Professional Development
IZ	Implementation Zone(s)
MMD	Missouri Model Districts
MSIP	Missouri School Improvement Program
MTSS	Multi-Tiered System of Support
PD	Professional Development
PLM	Professional Learning Module
RPDC	Regional Professional Development Center
SAPP	Self-Assessment Practice Profile
SBIC	School-Based Implementation Coaching
VLP	Virtual Learning Platform

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.
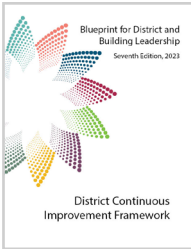
Blueprint for District and Building Leadership

A blueprint, by definition, is a detailed plan of action. The DCI 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 for all students.
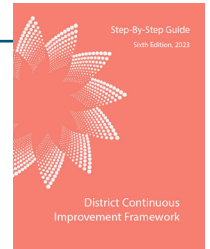
Step-by-Step Guide

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.
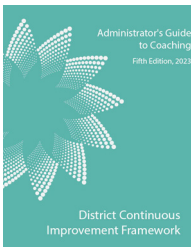
Administrator's Guide to Coaching

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 provides information leaders need to create the conditions necessary for embedding coaching into ongoing district professional learning.
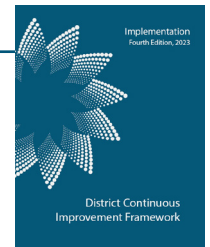
Implementation Zones Guide

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 Step-by-Step Guide provides direction and recommendations for the successful implementation of district-developed goals using District Continuous Improvement (DCI). The DCI Framework is a cohesive, interactive system resulting in exceptional outcomes for all Missouri students. It is comprised of Content (DCI Practices and supporting materials), Professional Development (coaching, training, and online learning), and Statewide Support (the people).

Content: The nine DCI practices were developed from research on high-leverage practices that result in improved student achievement. Professional learning modules and supporting materials identify the critical components of each of the practices.

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

Statewide Support: Coaching Support Teams (CSTs) assist districts with the implementation of DCI. These teams include experienced educators with expertise in the content as well as in effective coaching practices. Districts are placed in Implementation Zones and cadres to provide opportunities 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.

The Step-By-Step Guide supports districts through the DCI journey, whether you are just beginning or have been in the work for a while. It can be referenced quickly to stay on track to achieve implementation with fidelity.

CST Facilitator

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. It is a companion to the Blueprint for District and Building Leadership and is designed to be used in conjunction with the Implementation Practice Profile and DCI Implementation Survey.

Overview

Intended Audience

District-level leaders are the intended audience of 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 DCI Implementation Survey, Implementation Practice Profile, and the Blueprint, in order to gain a shared understanding of the integrated framework; conduct self-assessment of current practices and resulting outcomes; and formulate an action plan. These resources are helpful for guiding ongoing conversations about district implementation.

Implementation Practice Profile and DCI Implementation Survey

Sound implementation requires clearly defined implementation criteria. Practice Profiles operationalize the core elements of a program or practice and enable them to be teachable, observable, learnable, and doable. Practice Profiles are useful for understanding a program/practice, planning for implementation, providing feedback or coaching , and self-monitoring progress toward a goal. Within DCI, Practice Profiles outline implementation criteria using a rubric structure with specific practice-level characteristics. Four levels of implementation (exemplary, proficient, close to proficient, and far from proficient) are anchored by the essential functions of the practices.

The Implementation Practice Profile and DCI Implementation Survey are both designed to be used at the district level. They are tools designed to support leadership teams through the implementation and sustainability of district continuous improvement.

1. District leaders maintain a collaborative culture and climate at the district level and with building leaders.

2. District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice.

3. District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data.

4. District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction.

The Implementation Practice Profile can be used by districts to identify areas of strength and prioritize next steps in the implementation of DCI. To further support districts in using the Implementation Practice Profile, the DCI Implementation Survey expands on the essential elements and criteria from the Implementation Practice Profile. It is used as a tool to document a district's status and identify action steps for critical systems-level change. Status on the DCI Implementation Survey is used alongside other district data to identify the most appropriate implementation zone for each district.

Note: Figure 1 provides an overview of the Implementation Practice Profile displaying each Essential Function and its associated exemplary implementation. Additionally an overview of the contents of the DCI Implementation Survey aligned to the Essential Functions are displayed in Figures 2-5. The full Implementation Practice Profile in rubric format can be found beginning on page 28. The full DCI Implementation Survey in checklist format is located on pages 32-36.

Overview

Figure 1. Overview of Implementation Practice Profile: District Level, Essential Functions and Exemplary Criteria

EF1 District leaders maintain a collaborative culture and climate at the district-level and with building leaders.

Exemplary Criteria

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.

EF2 District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice.

Exemplary Criteria

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 monitored monthly by the DLT. Based on progress monitoring , modifications to the action plan are collaboratively identified by the DLT and communicated across the district.

EF3 District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data.

Exemplary Criteria

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.

EF4 District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction.

Exemplary Criteria

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.

Figure 2. Overview of DCI Implementation Survey Essential Function 1

Leadership — EF1 — Discussion points

Leadership	Discussion points
Form district leadership team (DLT) (see Blueprint for recommended composition).	• Has the District Leadership Team been established? • Are there new DLT members this year? • Have they received professional development about district-level implementation and district-level roles? • 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? • Does the DLT meet monthly to collaborate and shape participation in DCI?
Designate district-level contact person.	• Who is the district-level DCI contact person? • Is there a new district-level contact person this year? • Does the DLT point person regularly communicate with the Coaching Support Team (CST) facilitator? • Does the DLT meet monthly to collaborate and shape participation in DCI?
Designate building-level contact person (for each building in district) who will disseminate information to faculty and staff in the building.	• Have communication protocols been developed to produce consistent understanding of participation in all buildings in the district? • Who are the building-level contacts? • Can the building level contacts accurately describe how the district participates in DCI?

Communication — EF1 — Discussion points

Communication	Discussion points
Develop protocol for maintaining ongoing communication with Coaching Support Team Facilitator and CST members, prioritizing the use of virtual technology to increase communication.	• Is technology used for timely and consistent sharing of information and support from the CST?
Develop a district-wide plan for consistent and timely sharing of information with building leaders.	• What is the plan for communicating DCI information with building-level contacts? • How often is this plan followed? • How do building-level contacts disseminate DCI information to all staff? • What building-level expectations are in place? • How are buildings collecting data? • How are buildings monitoring progress of instruction that leads to student learning through DCI?

Figure 3. Overview of DCI Implementation Survey Essential Function 2

Commitment

EF2

Discussion points

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.

- Does a DCI action plan exist?
- Was the plan informed by DCI implementation and outcome data (e.g., SAPP, CWIS)?
- Is the action plan aligned with CSIP and/or other district professional development plans?
- Does the action plan…
  - Contain annual measurable goals and outcomes matched to data sources?
  - Are they prioritized?
  - Include a schedule for DCI training and coaching on effective teaching and learning practices?
  - Outline how members of the DLT or other administrators are involved in collaborative problem-solving using DCI data?
  - Define the structures and processes needed for school-based coaching to occur?
  - Include annual benchmarks and outcomes that align with other district priorities?
  - Is progress monitored monthly?
  - Is the action plan revised every year?
  - How are the revisions communicated to the district?

Administer Self-Assessment Practice Profile at least twice each year for practices aligning to PD plan.

- Is CWIS and/or SAPP data reviewed at least once a year?

Administer Collaborative Work Implementation Survey at least annually.

- Is CWIS and/or SAPP data reviewed at least once a year?

Use technology to increase the quality and timeliness of coaching for improved instruction.

- Does the action plan incorporate virtual coaching and technology to enhance quality and timeliness of coaching?

Participate in regional, cadre, and state events to gather insights and wisdom from other districts.

- Does someone from your district attend regional, cadre, and state events?
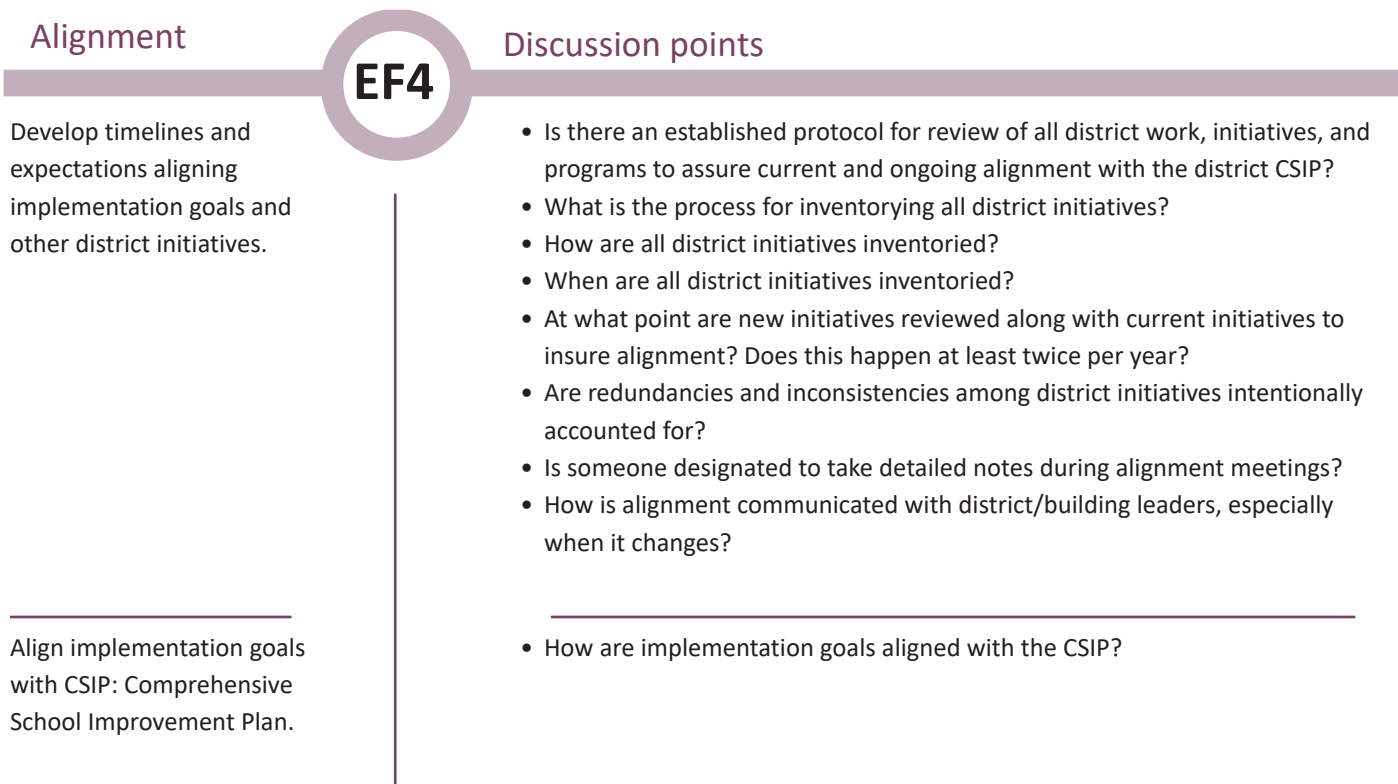
Overview

Figure 4. Overview of DCI Implementation Survey Essential Function 3

Performance/ Outcomes

EF3

Discussion points

Support the use of data (e.g., SAPP, CWIS) to inform professional development and building-level support.

- Is CWIS and SAPP data used to determine district-wide and building-wide professional development needs?
- Do district/building administrators receive professional development related to DCI? (This helps to maintain DCI focus across the district.)

Develop and implement protocol for conducting walkthroughs, observing implementation, and monitoring fidelity and progress toward full implementation of identified practices across the district.

- Has CWIS and SAPP data been used to determine focus areas of need?
- Does training (including use of the virtual learning platform) address areas of strength and need?
- Does coaching (including use of the virtual learning platform) address areas of strength and need?
- Are educators provided with intentional opportunities to reflect on their acquisition and application of new instructional knowledge and skills?
- When are educators provided with descriptive feedback and support for improvement?
- Who monitors implementation through observations and walkthroughs?

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 goals and benchmark 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 are used?

Figure 5. Overview of DCI Implementation Survey Essential Function 4

Alignment

EF4

Discussion points

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 meetings?
- How is alignment communicated with district/building leaders, especially when it changes?

Align implementation goals with CSIP: Comprehensive School Improvement Plan.

- How are implementation goals aligned with the CSIP?

Note: The remainder of the Step-by-Step Guide is organized by the Essential Functions (EF) from the Implementation Practice Profile. A rationale for the Essential Function is provided along with DLT recommendations.

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 your district. A collaborative culture creates the foundation for maintaining effective approaches and shapes a mindset ready for change. It is this collective involvement of all educators that will build the infrastructure needed to achieve exceptional student outcomes. The strength of leadership teams and the effectiveness of the communication within a district are key indicators for establishing a collaborative culture and climate.

Leadership

Achieving lasting results hinges on effective implementation teams. For this reason, it is important to pay special attention to the membership of your District Leadership Team (DLT). A carefully chosen DLT is the key to an effective district-led implementation process. Your DLT will be charged with implementing and sustaining the DCI work throughout your district. The team should involve district-level administrators, district-level coaches, curriculum and assessment leaders, professional development coordinators, teachers, building administrators, and other instructional leaders within your district. You might also consider involving school support staff members and social workers to ensure you have a variety of expertise in areas of leadership, instruction, curriculum, assessment, technology, career technology, special education, early childhood, elementary, middle, and high school.

Before developing a separate District Leadership Team for DCI, review teams that currently exist in your district. Consider restructuring or repurposing an already existing team to meet the criteria outlined above.

District Leadership Team Recommendations

To function most effectively, the District Leadership Team should consider the following.

- ☐ Include members with a range of expertise for more informed collaborative decision making.

- ☐ Ensure your team is familiar with the DCI Framework and DCI Practices.

- ☐ Identify a district point of contact. This person will work closely with the CST facilitator and should have deep knowledge of the district-led implementation plan. Consider someone who exhibits the following.

  - ☐ Is able to engage consistently with the CST Facilitator about implementation goals.

  - ☐ Understands your district's current instructional practices.

- ☐ Review the Professional Learning Modules that address leadership.

- ☐ Meet regularly with your CST Facilitator to develop and monitor your implementation plan.

  - ☐ Develop an agenda protocol (e.g., who will develop the agenda, how input is acquired, how far in advance the agenda is distributed).

  - ☐ Collect meeting agendas in a common file or web-based location.

  - ☐ Disseminate meeting minutes.

- ☐ Reflect on your progress at regular intervals.

  - ☐ Consider administering a mid- and/or end-of-year district-wide survey or reflection to gain informal information about the progress of your implementation.

Communication

Consistent communication across a district is also essential for successful integration of the DCI Framework. The development of a communication plan is one way to ensure regular, consistent communication is shared and feedback is received. A communication plan outlines the protocols for communicating with internal

and external stakeholder groups. There are four parts to a communication plan. First, it identifies the groups or teams to and from whom information should be shared. Second, it designates who is responsible for sharing information between groups. Third, it identifies the frequency and methods for communication and the type of information that will be shared or gathered from each group. Lastly, it includes a process to ensure the effectiveness of the communication plan is monitored.

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 your district's DCI goals, 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 the building principal's time.

☐ Develop protocols for communicating implementation-related information and 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 and collaboration between DLT, BLT, CT, CST, DESE, and RPDC.

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

Essential Function 2: District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice.

As a district-level effort, it is important for leadership teams to have a working knowledge of the DCI Practices. District leaders can promote a commitment to the implementation work by becoming familiar with each Professional Learning Module, as well as their corresponding Practice Profiles. DCI Practices include Collaborative Teams, Data-Based Decision Making, Common Formative Assessment, Developing Assessment Capable Learners with Feedback, Metacognition, School-Based Implementation Coaching, Collective Teacher Efficacy, Systems Leadership, and Instructional Leadership. Educational change is a complex process and will require sustained commitment. Leaders must keep in mind their long- and short-term goals for implementation and understand the evidence base behind the practices that have been selected.

Commitment

Your Implementation Specialist and CST Facilitator will collaborate with your district to identify district goals and determine the best approach for achieving those goals. Your CST Facilitator serves as a coach for your District Leadership Team. They will support your team through the process of developing implementation priorities based on key data.

District-Determined Professional Development Approach

As part of your commitment to district-level implementation, your District Leadership Team will need data to determine the best content and approaches for professional development. Data tools along with other data elements (i.e., student achievement, artifacts, process documents) will be used to identify the needs of staff related to professional development.

Data Tools

Collaborative Work Implementation Survey (CWIS)

The CWIS report provides a picture of perceived district status regarding implementation of key DCI practices. The CWIS is designed to be administered district wide resulting in district-level reports. CWIS administration is a required part of a district's commitment to DCI and is helpful in planning for effective professional development. The CWIS results are valuable for identifying district-wide strengths and needs pertaining to the DCI Practices. The CWIS should be administered twice during your first year. In the fall to establish a baseline and again in the spring to measure growth. In subsequent years, it will be administered annually each spring. See page 16 for a complete list of CWIS items.

Practice Profiles

There is a Practice Profile for each of the DCI Practices. See the Blueprint for a copy of each Practice Profile.

Practice Profiles are developed for each Professional Learning Module. They outline expectations for the skills and knowledge that should be learned from each module. Each Practice Profile outlines criteria for implementing DCI Practices and provides specific information regarding how a practice should look when applied in context. Educators are able to assess their own current levels of knowledge, skills, and abilities relative to each DCI Practice. They can also be used to evaluate and track growth as educators apply, practice, and reflect on new instructional skills and knowledge throughout the year. Practice Profiles also serve as a reference for coaches to use when supporting educators.

Self-Assessment Practice Profile (SAPP)

SAPP questionnaires are developed for each DCI Practice to provide a method of determining where along the Practice Profile rubric an individual or group feels they align most closely to the criteria. This information is aggregated to produce reports that can measure the progress of a team, building, or district over time. When planning for professional development, leadership teams can ask all instructional staff to complete one or more of the SAPP questionnaires. When aggregated, the SAPP results can help identify an educator's current knowledge base about a DCI practice.

SAPP questionnaires can be found on the DESE Virtual Learning Platform (VLP). Educators should self-assess through the SAPP at least twice per year. 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 collecting data through the SAPP, however all require administration of the SAPP to educators in all buildings in your district. Be sure to choose an approach that works best for your district. One approach might be to administer all available SAPPs to educators before prioritizing and selecting a DCI Practice from the content. The results would provide a collective view of your educators' areas of strengths and needs. This can also provide District Leadership Teams with data to select a DCI Practice as a focus and establishes baseline of your district's status on all key components *(this would be a 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 needs and may help District Leadership Teams decide on a specific Essential Function on which to focus.

Walkthrough/Look For Tools

Each Professional Learning Module also includes either a Walkthrough or Look For Tool aligned to the Practice Profile. The Walkthrough/Look For Tools are designed to be used as observational/data collection tools for coaching. Each is short and organized by the essential elements outlined in the Practice Profile. They operationalize the practice into observable behaviors. Observational data can be an important tool for ensuring a practice is being implemented at the classroom level with fidelity. The Walkthrough/Look For Tools are intended to be informal and provide the observer with specific feedback that can be used in coaching conversations.

Figure 6. 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

Identifying Priorities and Recommendations

Using the SAPP and CWIS data, as well as other data elements, to 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) on which to focus (Collaborative Teams, Data-Based Decision Making, Common Formative Assessment, Developing Assessment Capable Learners with Feedback, Metacognition, School-Based Implementation Coaching, Collective Teacher Efficacy, Systems Leadership, and Instructional Leadership).
- ☐ 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.

Establish Goals and Benchmarks

Once priorities are identified, set district-wide goals, benchmark performance levels, and identify action steps. The District Leadership Team 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.

One CST Facilitator uses the Step-by-Step Guide with the District Leadership Teams when discussing the DCI Implementation Survey and Implementation Practice Profile. "This guide explains the importance of the systems that a district has in place and the alignment of the DCI work to the District PD Plan and the CSIP."

☐ Communicate shared goals using the established communication protocol.

☐ Incorporate results of the SAPP and the CWIS into the approach for measuring implementation and outcome progress.

☐ Align everything to the district's current professional development approach and professional growth system.

System Professional Development

Once goals are determined, plans for training, embedding practice, and coaching need to be established or adjusted so there is a district-wide approach to supporting professional growth. Your professional development system will be the "infrastructure" which advances and sustains the deep professional learning required to ensure there is implementation needed for lasting change.

Training

The content of training is driven by your district's choice and needs related to the DCI Practice(s) and goals. Training can be delivered by your district's Coaching Support Team or conducted via the Virtual Learning Platform using professional development materials collaboratively developed by Missouri educators. Your district should do the following.

☐ Identify a person responsible for coordinating the training in each district and/or building.

☐ Contact your CST Facilitator to discuss DCI Practices, goals, and training needs.

☐ Coordinate the training schedule with your 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

Training supports the acquisition of new knowledge and skills, however for real change to happen educators need the opportunity to practice new skills and receive feedback. A collaborative team

One of the most useful parts of the Step-by-Step Guide are the bulleted lists that summarize the tasks needed for implementation of DCI.

CST Facilitator

structure provides an opportunity and motivation for educators to work together practicing new skills. Many buildings already have some type of collaborative team structure in place (i.e., grade-level, grade-span, or content teams). For DCI work, it is important to consider how your teams will function to support new learning.

Collaborative Team Recommendations

The district should accomplish the following.

- ☐ Protect Collaborative Team times.
- ☐ Establish consistent Collaborative Team protocols.
    - ☐ Provide agendas.
    - ☐ Establish roles.
    - ☐ Seek consensus.
    - ☐ Document and disseminate minutes.
- ☐ Make data analysis a priority.
    - ☐ Decide on a method for data analysis.
    - ☐ Choose data to analyze from the following options.
        - ☐ SAPP results.
        - ☐ Student work and student self-assessment of work.
        - ☐ Common formative assessments.
        - ☐ Artifacts.
- ☐ Schedule time for building teams to analyze data.
    - ☐ Schedule collaborative teaming sessions at regular intervals throughout the year to allow for sufficient time to analyze data.
        - ☐ Plan for time to review and report on data at each meeting.

☐ 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

Coaching is essential to supporting learners in applying new skills in different contexts. Coaches offer support and feedback to those trying to incorporate new learning into their personal style of teaching. Together coaches and those being coached work through implementation issues, lesson design, and the alignment of learning across instructional practices and strategies. Training should always incorporate some type of coaching. When designing your professional development schedule, remember to balance the time allotted for training with the time that will be needed for coaching and implementation.

There are a variety of approaches to coaching within a district. Your Coaching Support Team can help to determine the best coaching approach (who, when, where, how) for your district. The School-Based Implementation Coaching Professional Learning Module can be used to expand and enhance opportunities for educator/ peer coaching across your district. Including coaching in the scope of professional development can be a dramatic shift in the way professional development has traditionally occurred in a district. The School-Based Implementation Coaching Professional Learning Module is designed to help educators understand and learn essential coaching skills so they can better participate in and provide coaching to others.

Coaching Recommendations

The district should consider the following.

- ☐ 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?
- ☐ Where are we going in our efforts to implement 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?
- ☐ 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?

☐ 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?

☐ 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?

Essential Function 3: District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data.

DCI districts collect and analyze data at the district, building, and student levels to inform decisions about instruction and learning. This data can include both formal and informal sources aligned to your district's goals. For lasting change to occur, districts will need to support and monitor implementation efforts with a continuous cycle of data review.

The Collaborative Work Implementation Survey (CWIS) and the Self-Assessment Practice Profiles (SAPPs) are two data sources that provide feedback about perceived district, building, and individual implementation levels related to effective educational practices. Use of this data helps district leadership teams focus professional development and identify needed structures and processes.

Performance/Outcomes

Outcomes related to implementation should be frequently monitored, analyzed, and shared. This type of data provides valuable feedback regarding the effectiveness of your implementation. It will also help your district make adjustments to better meet your goals. Throughout the implementation process, districts will likely need to modify plans for professional development, structures, and processes to better meet the changing dynamics of your system.

Support the Use of Data

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

☐ Administer the CWIS annually each spring. (Administer twice in the first year, once in the fall for baseline and once in the spring.)

☐ Administer SAPPs at least twice per year.

☐ 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 at regularly held staff meetings.

☐ Use data to create and adjust district- and building-level structures, processes, and action plans.

☐ Ensure all 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 organize and review data, the district should consider the following.

☐ Develop protocols for monitoring fidelity and implementation progress.

   ☐ Identify a schedule for reviewing implementation used data for improving professional development.

   ☐ Identify and adjust actions steps when data indicates progress is not being made.

   ☐ Use and review the Walkthrough/Look For Tools and develop protocols for observing implementation and providing educators with feedback.

☐ Store implementation documents and artifacts for easy universal access.

   ☐ Share district and building performance.

   ☐ Distribute a district-developed document reflecting building-level progress and share 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 in their buildings and across the district.

   ☐ 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.

School districts are sometimes better at adding initiatives than taking time to aligning them. Purposefully aligning, monitoring, and sustaining alignment improves a district's efficiency and effectiveness. This type of intentional alignment has the potential to improve student outcomes by ensuring a district has a set of common goals they are working toward and regularly evaluates where resources are focused.

Alignment

For effective alignment, the district should consider the following.

- ☐ Develop an inventory of the systems, initiatives, and practices currently implemented across the district.
- ☐ Determine consistencies and incongruence with DCI work.
    - ☐ Identify initiatives that 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.

Getting Started

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

- ☐ Review DCI acronym list on page v of this guide.

- ☐ Review the following items.

  - ☐ Collaborative Work Implementation Survey (CWIS).

  - ☐ Web-based Tools.

- ☐ Develop a working knowledge of the DCI Practices and the DCI Framework.

  - ☐ Collaborative Teams, Data-Based Decision Making, Common Formative Assessment, Developing Assessment Capable Learners with Feedback, Metacognition, School-Based Implementation Coaching, Collective Teacher Efficacy, System Leadership, and Instructional Leadership.

  - ☐ Review the Practice Profiles for each of the DCI Practices.

- ☐ Meet with your Implementation Specialist to ensure all teachers have access to the DESE Web Apps and Virtual Learning Platform (apps.dese.mo.gov).

- ☐ Review additional "Getting Started" resources, such as the Blueprint, the DCI Implementation Survey, 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).

- ☐ Review the list of questions asked in the Collaborative Work Implementation Survey (CWIS) (p. 16).

  - ☐ 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.

☐ Consider developing common district-specific definitions for important terms used in each questionnaire.

☐ Gather documents that will support implementation planning.

☐ List of current district initiatives.

☐ Professional development schedule.

☐ Student achievement scores.

☐ District calendar.

	Implementation Practice Profile: District Level			
Essential Function	**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
1 District leaders maintain a collaborative culture and climate at the district-level and with building leaders.	• 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.	• 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.	• 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.	• 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.

Implementation Practice Profile: District Level

#	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
2	District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice.	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 monitored monthly by the DLT. Based on progress monitoring, modifications to the action plan are collaboratively identified by the DLT and communicated across the district	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.	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.

Implementation Practice Profile: District Level

Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
3 District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data.	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.	A system for supporting and monitoring fidelity and implementation of progress is established, used, and revisited annually. This system includes a data review cycle which promotes the following actions: • Determine district-wide and building-level status and needs for professional development using CWIS, SAPP, and other data. • Determine focus areas of need and set benchmarks for improvement. • Provide for training and coaching (including use of the virtual learning platform) to address needs for improved instruction and build on strengths. • Provide opportunity for educator reflection on the acquisition and application of new instructional knowledge and skills. • Monitor implementation through observations and walkthroughs. • Provide educators with descriptive feedback and support for improvement. • Review school-wide data and identify ways of continuing to improve instruction and outcomes. • Share data and collaborate with building leaders. • Use data at all levels to guide professional development.	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.	The district does not conduct a data review cycle OR fewer than 5 items are addressed fully.

Implementation Practice Profile: District Level				
Essential Function	**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
4 District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction.	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.	The DLT uses an established a 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.	The DLT has established a protocol addressing all recommended items; however not all recommendations are implemented.	The DLT has an established protocol; but it does not contain all recommended items OR a protocol has not been established.

DCI Implementation Survey

Directions: The DCI Implementation Survey should be completed by the facilitator with the district. Start with an opening conversation: tell us about your district-level work. Through the conversation, move them through the survey, covering as many items on the survey as possible. It is helpful to take good notes. Then run through each item on the checklist--don't necessarily start with the first line. Work backward with older districts. Start with where they were last year and ask how have things gone since then.

Introduction

What is the name of your district?	
What is the name of the district contact completing this survey?	
What is the date?	
What is your current immersion level?	

Did the district...	Use the dropdown to indicate current status.	Type notes in this column.	Is this item a focus area this year?	Please consider these discussion points when completing the survey. They are aligned with the Implementation Practice Profile.
Leadership				
Form District Leadership Team (DLT) (see Blueprint for recommended composition).				Has the District Leadership Team been established? Are there new DLT members this year? Have they received professional development about district-level implementation and district-level roles? 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? Does the DLT meet monthly to collaborate and shape participation in DCI?
Designate district-level contact person.				Who is the district-level DCI contact person? Is there a new district-level contact person this year? Does the DLT point person regularly communicate with the Coaching Support Team (CST) Facilitator?
Designate building-level contact person (for each building in district) who will disseminate information to faculty and staff in the building.				Have communication protocols been developed to produce consistent understanding of participation in all buildings in the district? Who are the building-level contacts? Can the building-level contacts accurately describe how the district participates in DCI?

Did the district...	Use the dropdown to indicate current status.	Type notes in this column.	Is this item a focus area this year?	Please consider these discussion points when completing the survey. They are aligned with the Implementation Practice Profile.
Communication				
Develop protocol for maintaining ongoing communication with Coaching Support Team Facilitator and CST members, prioritizing the use of virtual technology to increase communication.				Is technology used for timely and consistent sharing of information and support from the CST?
Develop a district-wide plan for consistent and timely sharing of information with building leaders.				What is the plan for communicating DCI information with building-level contacts? How often is this plan followed? How do building-level contacts disseminate DCI information to all staff? What building-level expectations are in place? How are buildings collecting data? How are buildings monitoring progress of instruction that leads to student learning through DCI?

Did the district...	Use the dropdown to indicate current status.	Type notes in this column.	Is this item a focus area this year?	Please consider these discussion points when completing the survey. They are aligned with the Implementation Practice Profile.
Commitment				
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.				Does a DCI action plan exist? Was the plan informed by DCI implementation and outcome data (e.g., SAPP, CWIS)? Is the action plan aligned with CSIP and/or other district professional development plans? Does the action plan... --contain annual measurable goals and outcomes matched to data sources? --describe how to prioritize goals and outcomes? --include a schedule for DCI training and coaching on effective teaching and learning practices? --outline how members of the DLT or other admin are involved in collaborative problem-solving using DCI data? --define the structures and processes needed for school-based coaching to occur? --include annual benchmarks and outcomes that align with other district priorities? --include monthly progress monitoring? --get yearly revisions? --clarify how to communicate revisions to the district?
Administer Self-Assessment Practice Profile at least twice each year for practices aligning to PD plan.				Is CWIS and/or SAPP data reviewed at least once a year?
Administer Collaborative Work Implementation Survey at least annually.				Is CWIS and/or SAPP data reviewed at least once a year?
Use technology to increase the quality and timeliness of coaching for improved instruction.				Does the action plan incorporate virtual coaching and technology to enhance quality and timeliness of coaching?
Participate in regional, cadre, and state events to gather insights and wisdom from other districts.				Does someone from your district attend regional, cadre, and state events?

Did the district...	Use the dropdown to indicate current status.	Type notes in this column.	Is this item a focus area this year?	Please consider these discussion points when completing the survey. They are aligned with the Implementation Practice Profile.
Performance/Outcomes				
Support the use of data (e.g., SAPP, CWIS) to inform professional development and building-level support.				Is CWIS and SAPP data used to determine district-wide and building-wide professional development needs? Do district/building admin receive professional development related to DCI (this helps to maintain DCI focus across the district)?
Develop and implement protocol for conducting walkthroughs, observing implementation, and monitoring fidelity and progress toward full implementation of identified practices across the district.				Has CWIS and SAPP data been used to determine focus areas of need? Does training (including use of the virtual learning platform) address areas of strength and need? Does coaching (including use of the virtual learning platform) address areas of strength and need? Are educators provided with intentional opportunities to reflect on their acquisition and application of new instructional knowledge and skills? When are educators provided with descriptive feedback and support for improvement? Who monitors implementation through observations and walkthroughs?
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 goals and benchmark 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 are used?

Did the district…	Use the dropdown to indicate current status.	Type notes in this column.	Is this item a focus area this year?	Please consider these discussion points when completing the survey. They are aligned with the Implementation Practice Profile.
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 meetings? How is alignment communicated with district/building leaders, especially when it changes?
Align implementation goals with CSIP: Comprehensive School Improvement Plan.				How are implementation goals aligned with the CSIP?

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