



Eighth Edition
Administrator's Guide to
Coaching



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Institute for Human Development

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
CSIP	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 Function(s)
ETLP	Effective Teaching and Learning Practices
GAINS	Gather; Analyze; Intentionally Act and Analyze Again; Notice and Adjust; Systematically Repeat
HQPD	High-Quality Professional Development
IZ	Implementation Zone(s)
MSIP	Missouri School Improvement Program
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, Administrator’s Guide to Coaching, Step-by-Step Guide, DCI in Action, and the Infographics/Practice Profiles create a foundational set of materials for District Continuous Improvement. The materials are updated regularly, informed by feedback from districts, Coaching Support Team members, and DESE based on lessons learned focusing on continued quality improvement.



Blueprint for District and Building Leadership

The DCI Blueprint leads 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.

Administrator’s Guide to Coaching

The Administrator’s Guide to Coaching provides 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.

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.

DCI in Action

DCI in Action presents an in-depth look at DCI in Missouri districts. Districts are highlighted, administrators are interviewed, and teachers provide advice. DCI in Action provides great stories about how districts have effectively implemented DCI.

Infographics and Practice Profiles

This product provides a handy reference that includes the Infographic and Practice Profile for each Professional Learning Module.

✓ Digital copies of the Framework Products are available at www.moedu-sail.org/dci-products

Purpose

The purpose of the Administrator's Guide to Coaching is to help school leaders design coaching systems that strengthen professional learning and support continuous improvement. When embedded within a comprehensive improvement effort, coaching acts as a vital implementation driver that helps schools achieve meaningful progress over time.

This guide offers practical guidance for administrators on how to accomplish the following:

- Create a clear and effective structure for coaching
- Build a culture that values professional learning
- Ensure coaching leads to measurable, meaningful improvements in student outcomes

Intended Audience

District and building administrators who have oversight for strategic planning, professional learning, resource allocation, and educator support are the intended audience for this guide. It may also be helpful for District and Building Leadership Teams (DLTs/BLTs), Coaching Support Teams (CSTs), and Regional Professional Development Center members. The Administrator's Guide to Coaching aids school improvement efforts.



The Administrator's Guide to Coaching gives districts a deeper understanding of the benefits of professional development through coaching.

CST Facilitator

Overview of Contents & Organization

The contents of this guide begin with a definition and description of coaching. It serves as a resource to administrators for understanding effective coaching practices, characteristics of successful coaches, and the role of School-Based Implementation Coaching (SBIC) in promoting consistent, sustainable, and evidence-based practices within schools.

Following this overview are two sections that outline the two distinct roles of an administrator in the implementation of effective coaching practices. First are practical recommendations for creating a structure to support internal (district provided) coaching. It is necessary for leadership to consider the specific policies and processes that will enable internal coaching to be effective in their district. Second are helpful tips regarding successful partnership with your Coaching Support Team. The CST serves as the external coach for administrators.

This guide is a supplement to the School-Based Implementation Coaching Professional Learning Module and Practice Profile (www.moedu-sail.org/sbic). It is designed to provide administrators with key

information needed to lead teams through the professional development (PD) process, assure training is implemented in classrooms, and realize the increased benefits of continuous improvement efforts for students.



See the Blueprint for a detailed explanation of SBIC and for the Practice Profile (www.moedu-sail.org/dci-products)

Using Coaching to Support Implementation

Districts implementing evidence-based instructional practices must ensure that professional learning leads to meaningful changes in classroom instruction. Training alone rarely results in sustained changes in educator practice.^{1, 2, 3, 4, 5} Coaching provides the ongoing, job-embedded support necessary for educators to apply new learning in authentic classroom contexts.⁶ Research in implementation science identifies coaching as a critical implementation driver to support the successful use of evidence-based practices.⁷ Implementation drivers are the key mechanisms that build educator competence, support organizational change, and ensure practices are implemented with fidelity across systems. Coaching strengthens the connection between professional learning and classroom practice by providing opportunities for observation, reflection, and feedback within an educator's daily work.⁸

Through structured coaching cycles, educators receive targeted support that helps them refine instructional practices, analyze evidence of student learning, and adjust instruction over time. When implemented consistently, coaching supports the development of professional expertise, strengthens collaboration among educators, and contributes to improved student outcomes.

It is important to note that coaching is not something that just happens in a district. Administrators play a central role in establishing the structures necessary for coaching to function as an effective implementation driver. This includes allocating time for coaching, developing systems for monitoring implementation, and fostering a culture in which educators view coaching as an essential part of professional learning.

The Value of Coaching

School-Based Implementation Coaching is at the heart of both implementing and sustaining meaningful, effective, and lasting change. The following brief testimonials illustrate the value SBIC brings to districts through the eyes of a superintendent, a principal, and a CST member.

The SBIC process we have implemented has made a significant improvement in our teachers' instruction. Peer coaching has provided an opportunity for teachers to be more aware of what is happening in other classrooms and coaching conversations have led to rich discussions that have been well received by our staff.

District Superintendent

As we navigated the DCI process, continuous improvement became part of our culture. Choosing School-Based Implementation Coaching (SBIC) as our focus was a key game changer. By simply creating days in the calendar where two or three teachers could host visiting teachers in their classrooms, we saw an openness to sharing and growth in our system. We began with student engagement to ensure a 'soft landing' for teachers who were hesitant, but the value of the experience spread so quickly that we reached 100% voluntary participation. Our teachers didn't just witness new strategies; they internalized a shared vision, recognizing that individual shifts are what ultimately strengthen the whole. SBIC was the catalyst we needed, fostering a level of unity and camaraderie that drove our instructional growth.

High School Principal

The impact of SBIC was immediately evident within our building. The staff embraced the module, diving headfirst into the peer coaching process. As teachers hosted one another in their classrooms, they engaged in meaningful conversations centered on the observational evidence of DACL strategies and other effective teaching and learning practices. That shared excitement for collaborative growth proved that when we open our doors, we truly begin to learn from one another.

CST Member

Coaching and School Improvement

Many schools and districts across Missouri have experienced the impact of incorporating coaching into professional learning. Coaching provides motivation, promotes learning, and develops skills through practice and deep reflection.⁹ In their foundational work on professional learning, Joyce and Showers (2002) first described training and coaching as necessary complements for the application of professional learning.¹⁰ Since that time, researchers have validated their findings and found educator coaching also has a positive effect on student achievement.⁸ Lasting change in educator behavior is more probable when training and coaching are combined.

A variety of school-based benefits have been linked to coaching. Foremost, school-based coaching is linked to improved student achievement.^{8, 11, 12, 13}

When students are taught by effective teachers they benefit from high-quality instruction. For educators, coaching leads to improved teaching and a more focused approach to student learning.¹⁴

Educators who receive coaching practice newly learned strategies more often and with greater fidelity; adapt strategies more appropriately; and retain and increase their use of strategies over time.¹⁵ For systems, coaching helps build a cohesive, positive school culture by enhancing a sense of shared responsibility and collaboration. It increases trust and collegiality among staff; leads to better curriculum alignment; and improves educator efficacy and satisfaction. Collective teacher efficacy is among the most influential factors in driving student achievement.¹⁶

Working with my coaching partner has made me more aware of what I am doing in my classroom during instruction, and this has directly influenced the learning of my students.

Elementary Teacher

While training events support the acquisition of new knowledge and skills, coaching supports educators in applying those skills in different contexts. Coaches can offer the support and feedback needed for those trying to incorporate new learning into their personal style of teaching with their specific students. Together coaches and those being coached work through implementation issues, lesson design, and the alignment of learning across instructional practices and strategies. When coaching focuses on an educator's specific context (classroom), it is more likely to increase that educator's use of skills learned in training.^{8, 16}

Coaching also provides opportunities for educators to see successful modeling and receive useful feedback about their own implementation. As educational approaches and practices advance both new and experienced educators benefit from coaching.¹⁷ Most educators have an experience in which they learned a new practice or strategy and intended to put that learning into practice. However, once back in their classrooms, they were easily discouraged. Mistakes, negative reactions from others (students or colleagues), workload, or

the time and energy needed to problem solve issues can derail their efforts. The support of a coach can make the difference between an educator successfully incorporating new learning or simply giving up.



I think that having another teacher come into my room as a coaching partner has been good for my students. We serve as examples of professionals who are still learning, still growing as teachers whether we are new to the profession or have many years in the classroom.

High School Teacher

Coaches motivate educators to persist in their implementation efforts and provide support and feedback leading to better problem solving. Coaching can be exceptionally powerful when it is available during ‘moments of need.’ Moments of need are defined as the five points of learning and applying new skills: when learning for the first time, when learning more, when remembering or applying, when things go wrong, and when things change. During the final two moments of need, coaching can have a substantial impact on the desired outcome.¹⁸

Defining Coaching

Coaching is a critical component of any professional development that focuses on improving practice in an applied context. It is a non-supervisory/non-evaluative process in which two or more professional colleagues work together for the purpose of improving instructional practice. The process requires a collaborative relationship, a trusting culture, a clear purpose, and an agreed upon solution-oriented and learner-centered format. More simply, coaching is a learning relationship that strengthens teaching. It has two primary purposes: first to improve teaching by increasing the use of evidence-based practices; and second, to improve students’ academic and behavioral outcomes, as a result of improved teaching.^{17, 19, 20}

Coaching Structures

Depending on your district’s needs, there are a variety of structures that can support coaching. Participating districts most often use one of the following approaches for coaching, however, you are not limited to these examples.

- Peer-to-peer involves a reciprocal coaching structure, one educator to another.
- Individual peer-to-a-team is one educator coaching a team of educators (grade level or content area teams).
- Team-to-team can be any of the following.
 - One grade level or content area team coaching another grade level or content area team within a building
 - One building team coaching another building team within a district
 - One team from District A coaching a team from District B

The Coaching Cycle

Research on instructional coaching consistently highlights a set of core practices that lead to meaningful improvements in teaching and learning. At the center of these practices is a structured, ongoing coaching cycle grounded in observation, reflection, and actionable feedback.^{21, 22} Rather than being a one-time event, effective coaching is an iterative process that supports continuous growth and refinement of instructional practice over time.

Many districts organize coaching around a continuous improvement model that includes the following key elements:

1. **Identify an instructional focus.** The educator and coach collaboratively identify a specific, high-leverage instructional practice or strategy. This focus is typically aligned with district priorities, student data, and classroom needs to ensure the work is both relevant and impactful.
2. **Collect classroom evidence.** The coach gathers evidence of instructional practice through methods such as classroom observations, student work analysis, or video recordings. This evidence is descriptive and objective, providing a clear picture of what is happening during instruction.
3. **Analyze evidence and reflect.** The coach and educator engage in reflective dialogue to examine the evidence. Together, they explore how instructional decisions influence student engagement, participation, and learning outcomes, building shared understanding and insight.
4. **Provide targeted feedback and support.** The coach offers specific, descriptive feedback tied to the identified focus. Support may include modeling instructional strategies, co-teaching, or facilitating opportunities for the educator to rehearse and refine new practices in a safe, supportive environment.
5. **Plan next steps for implementation.** The educator and coach co-develop a clear, actionable plan for next steps. This includes identifying what will be implemented, how success will be measured, and when follow-up support will occur.


Through repeated coaching cycles, educators engage in ongoing practice, receive timely feedback, and refine their instruction in meaningful ways. This iterative approach not only strengthens individual teaching practices but also builds collective capacity within teams and systems. Over time, the coaching cycle fosters deeper professional learning, greater consistency in instructional practices, and improved outcomes for students.

Understanding Effective Coaching Practices

In their research, Pierce and Ferguson identified four critical coaching practices as having the strongest evidence for supporting improvements in teaching.²³

Observation

Observations are used by coaches to learn more about the learning environment and an educator's implementation style. Watching an educator use a specific program, intervention, or practice provides the coach deeper understanding about implementation concerns and opportunities to collect data that can be used to provide other coaching practices (e.g., modeling, feedback, and alliance building).



Through the coaching process I have heard teachers say “I never considered that idea. This is something I can use and implement with my students.”

CST Member

Modeling

Modeling (demonstrating how to accurately use a practice) helps a learner better understand how the practice might look in their setting. The use of modeling is based on the needs of the learner and is primarily used when an educator is not correctly using a practice or is unclear how to use a practice. The purpose of modeling is to provide an example of how a practice ‘looks’ and impacts student outcomes.

Feedback

Effective feedback provides both informal or formal data regarding the use of a practice. It is most effective when the feedback is specific, positive, and timely. Performance feedback is not evaluative, but rather clarifies how an educator's practice impacts student learning. Some type of performance feedback should be part of every coaching cycle.

Alliance Building Strategies

Using strategies that support the development of strong, trusting, positive coach-learner relationships is critical to successful coaching and should be a focus of every coaching cycle. A collaborative partnership develops when coaches use effective interpersonal and collaboration skills.

Characteristics of Effective Coaches

This guide supplements the School-Based Implementation Coaching Professional Learning Module. The SBIC Practice Profile outlines the Essential Functions of SBIC and identifies five characteristics of effective coaches.

Effective Coaches	By...
1. Develop and maintain coaching relationships	<ul style="list-style-type: none"> • Creating reciprocal partnerships • Communicating about coaching purpose and practices • Allowing teachers to identify needs and to choose coaching support • Acknowledging and addressing differences • Building teacher leadership capacity
2. Provide effective feedback	<ul style="list-style-type: none"> • Providing immediate, informal positive feedback • Using specific, descriptive, and actionable verbal feedback • Using specific, descriptive, and actionable written feedback • Starting with positive feedback on examples that indicate strengths of practice • Reaffirming the positive, then mutually addressing growth elements with specific language and examples • Celebrating growth within the practices
3. Develop a strategic and differentiated coaching plan	<ul style="list-style-type: none"> • Aligning coaching plan focus to building/district vision and goals • Supporting educator(s) in self-assessment using the appropriate Practice Profile • Supporting educators in development of growth goals • Establishing methods of data collection for indicators of progress • Sharing a plan for gradual release of responsibility
4. Use solution dialogue	<ul style="list-style-type: none"> • Facilitating conversations about what has gone well and where more support is needed • Facilitating conversations about relevant data • Responding to ideas for improvement by validating, adding suggestions, and providing rationale for changes in practice • Supporting suggestions for change in practice by modeling and/or providing examples of the content/practice in use • Providing opportunity for reflection and clarification of recommendations • Offering opportunities or resources for guided practice • Facilitating the identification of next steps
5. Progress monitor	<ul style="list-style-type: none"> • Gathering evidence to monitor progress toward growth goal plan using four modes <ul style="list-style-type: none"> • Observation • Video recording themselves • Student evidence (classroom discourse, student work) • Journaling • Reflecting on evidence to determine growth toward goal • Determining next steps

The Administrator's Role

Creating a District- and Building-Wide Culture of Coaching

To ensure professional learning is aligned with district goals and implemented with fidelity, administrators must take an active role in all aspects of the professional learning process. In regards to coaching, administrators have a dual role. First, they have the responsibility of establishing a plan and structure for internal coaching across their district and/or building. Second, they work with an external coach (Facilitator/CST) as their district moves through the District Continuous Improvement process.

Coaching

After receiving training in one or more of the Professional Learning Modules, educators must practice applying the new skills and knowledge they have learned. A district's plan for supporting internal coaching (coaching provided by someone who works for the district) creates the structure and process for applying new learning. Internal coaching will provide faculty and staff ongoing, job-embedded guidance, observation, and feedback ensuring that professional learning translates into meaningful and sustained changes in practice.

To be most effective, all training should be followed by district supported internal coaching. When designing a professional development schedule, administrators will want to consider the balance of time needed for training as well as coaching.

There are a variety of designs for supporting internal coaching in a district. The model you select depends on the readiness levels of your district and individual buildings. Your CST can help to determine the best internal coaching approach (who, when, where, how), as well as provide coaching to instructional leaders on implementation efforts.

The Practice Profile from the Professional Learning Module should be used to guide educators through the coaching process. Additionally, the SBIC Professional Learning Module is designed for potential coaches and teaches essential coaching skills. Putting the SBIC practices in place requires deliberate reflection, planning, and follow-through.



There is a Practice Profile for each of the DCI Practices. See the Blueprint or the MoEdu-SAIL website for a copy of each Practice Profile.

Creating the Structures for Internal Coaching

Whether you plan to initially provide training on 'how to coach,' or you plan to integrate coaching and content training together, your involvement is critical to your program's success.

While your Facilitator and CST may, at times, model and provide some coaching directly with educators, they cannot be in your district often enough to provide the level of coaching your teams and educators will need. Therefore, it is important that your district selects, establishes, and supports an ongoing form of internal coaching.

There are six administrative roles that you will want to consider as you plan for internal coaching.²⁴



We are reminded that the power of sustainability is in the coaching process. It is crucial that administrators understand and support the structures and planning needed to increase student achievement through internal coaching.

CST Facilitator

1. **Coaching Vision and Commitment.** Administrators must make a commitment to and create a plan for coaching. They have the primary role in committing resources and time to support coaching. This includes facilitating the selection of a specific coaching process and ensuring guidance is developed regarding the way coaching will work in the district/building.
2. **Selection of Coaches.** Use of the Essential Functions in the SBIC Practice Profile can help administrators identify characteristics of an effective coach and consider the necessary beliefs and competencies that will be used in the selection process. Other considerations might include availability or time; effective collaboration skills; an ability to identify how practices impact teaching and learning; and previous implementation of DCI Practices.
3. **Shared Responsibility.** Internal coaches should feel a shared responsibility with educators for student outcomes. The ultimate goal of coaching is improved results for students.
4. **Development and Support.** Since coaching is complex, administrators must also monitor the effectiveness of coaching in their district. Coaches will need their own training and professional development to be successful.
5. **Role Clarity, Time, and Culture.** Administrators create the structures to ensure that the role of an internal coach is clearly defined and consistent across the district/building. They also set schedules that allow time for coaches and educators to work together. Educators and coaches must have adequate time during school hours to engage in coaching. By creating a culture and expectation that all educators engage with coaching, administrators can overcome educator reluctance and address resistance.

6. **Sustainability.** Supportive coaching can attract and retain committed staff. School leaders must dedicate the resources needed to make coaching successful. It is also important to collect and review data on the effectiveness of your coaching plan so that adjustments can be made when needed.

Creating a Plan for Internal Coaching

Creating a plan for internal coaching requires intentional alignment between vision, resources, and implementation supports. The following questions are designed to help leadership teams move from planning to action while ensuring coaching is coherent, sustainable, and impactful.

1. Where are we going with implementation of coaching?
 - What is our vision for improving instruction?
 - What outcomes do we expect for both educator practice and student learning?
 - Based on our goals, 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?
2. Where are we now in our efforts to implement coaching?
 - How does coaching currently occur across the district?
 - What does it look like?
 - What is working well?
 - Where are there gaps?
 - What data do we have about current coaching efforts (e.g., frequency, focus, participation, outcomes)?
 - What perceptions do educators and administrators have about coaching?
3. How do we close the gap? How do we put coaching into place?
 - What are the action steps, timeline, coaches, educators to be coached, and settings in which coaching will occur?
 - Which coaching approach matches our coaching need?

- Who needs to build the skills to become a coach and how will they acquire those skills?
 - How will we assure coaching is occurring with fidelity?
 - Do our action steps align to data-identified needs and the vision for improved instruction?
4. How will we know if coaching works?
 - How will the DLT and BLT implement action steps and monitor impact on improved instruction?
 - When will the Self-Assessment Practice Profile (SAPP), Collaborative Work Implementation Survey (CWIS), and other observational data (e.g., Walkthroughs) be collected and results reviewed to determine the effectiveness of coaching or need to adjust the way coaching occurs?
 5. What resources and supports are available to support internal coaching?
 - How are we using the professional learning related supports including Coaching Companions, Walkthroughs, Practice Profiles, and other coaching resources?
 - How are we working with our CST?
 - Which resources match our needs and will help us build an effective approach to district-wide coaching?
 - How will we onboard and mentor new coaches?
 - What role will administrators play in supporting and reinforcing coaching efforts?

Coaching Plan Action Steps

Once your DLT and BLTs have had initial conversations, develop an action plan regarding the use of internal coaching across your district/building. Use the action steps below to guide your planning.

- ☐ Select a coaching process that will work best for your district/building
 - Peer-to-peer
 - Individual peer-to-a-team
 - Team-to-team
 - Grade level/content area team to another grade level/content area team
 - One building team to another building team within a district
 - One team from district to a team from another district
 - Other

- ❑ Define the coaching cycle that will be used consistently across coaches.
 - Clarify expectations for frequency and duration of coaching cycles
 - Build a schedule that allows for adequate time for coaching
 - Identify priority instructional practices that coaching will focus on
- ❑ Determine and create any policies, guidance, and/or clarification about the use of coaching that is needed
 - Criteria that will be used to select coaches
 - Guidance needed for all staff
 - Guidance needed for coaches
 - Outline the procedures for coaching
 - Clarify how coaching is separate from evaluation and establish expectations for confidentiality and trust
- ❑ Develop a plan for training coaches
 - Ensure all coaches have received training on School-Based Implementation Coaching
 - Identify other topics/training that will improve coaches' competencies
 - Determine when initial training for coaches will occur
 - Establish a system for providing feedback to coaches on their coaching practices
- ❑ Develop a plan for staff training
 - Identify the training that is needed by all staff
 - Determine when/how staff training will occur
- ❑ Determine when/how implementation of coaching will occur
 - Develop a communication plan that clearly explains the purpose of coaching; what coaching will and will not be; and how staff will be supported
 - Determine the information that will be shared with staff
 - Determine transparent communication channels to ensure all staff can share problems and concerns related to coaching
- ❑ Create a plan for collecting feedback/data on coaching
 - Develop a system for collecting and reviewing data regarding coaches' fidelity to your coaching model
 - Determine what and how data will be collected and used to evaluate the success of the coaching process
 - Potential data for review
 - How many educators are receiving coaching?
 - What is the focus of the coaching?

- How many coaches are providing coaching?
- Where is coaching being implemented well/not as well?
- How many coaching sessions have taken place?
- How many coaching meetings have occurred?
- What is the quality of the coaching provided?
- Have coaches received sufficient training and support?
- Is the district fully implementing coaching and making progress on student outcomes?
- Walkthrough and observational data
- CWIS data
- SAPP data
- Communicate with all staff the process, use, and decision making of data collection regarding coaching
- ☐ Create a plan for sustainability
 - Determine when/how often data regarding your coaching plan will be reviewed
 - Determine how you will provide training for new coaches
 - Determine how you will provide training for new staff regarding your coaching model
 - Review and update your coaching plan at least annually

Making the Most of External Coaching

The model of facilitator/CST support is designed to provide you with the coaching you need to accomplish your work. Your CST is comprised of educators with identified expertise in areas of leadership, school culture, academics, social-emotional learning, behavior, special education, data, technology, assessment, communication, accountability/MSIP, and systems change. A facilitator is assigned and provides leadership to each CST. The facilitator serves as the primary point of communication between the CST and the district. CSTs collaborate with districts throughout your implementation of evidence-based educational practices. Through consultation with the CST, you have coaching support that will help you accomplish the following.

- Work through a structured, cohesive district planning process to develop an integrated professional learning plan that deepens the implementation of evidence-based educational practices
- Embedding those evidence-based practices within the culture and context of your district/building(s)

As an instructional leader of your district/building, you drive the planning around coaching. The following data elements and DCI/DCI-MTSS Tools can inform your efforts and provide evidence of your progress at all levels of implementation. Your facilitator and CST will provide support through the planning process and the creation of your implementation plan.

Practice Profiles

Each Professional Learning Module has a Practice Profile (www.moedu-sail.org/dci-practice-profiles-and-infographics) that outlines expectations for the skills and knowledge that should be learned from the content in that module. Using a rubric format, 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 can also be used to monitor and provide feedback after observation of a specific practice.

Walkthrough Tools

Walkthrough Tools have been specifically designed for use during observation of effective teaching and learning practices and coaching. They breakdown each essential element from a Practice Profile into how it might look in practice and can be used to self-evaluate and provide feedback. Walkthroughs can be found within the resources of each professional learning module and can be accessed on the DESE Web Applications Virtual Learning Platform (apps.dese.mo.gov) or the MoEdu-SAIL website (www.moedu-sail.org/dci-professional-learning-modules).

The Self-Assessment Practice Profile

The Self-Assessment Practice Profile (SAPP) is an online tool for team-based analysis of progress aligned with the Practice Profiles. Through this tool, individual educators, as well as teams of educators, indicate their level of implementation as they complete a questionnaire aligned to each item on a Practice Profile. Educators can begin by completing a SAPP for all Professional Learning Modules as a baseline measure, or for only the learning modules they select. After completing the questionnaire, a dashboard of results and reports are available. Through the reports, an administrator has a collective view of progress toward key elements across a team, grade level, or other administrator determined groups of educators. Missouri School Districts should access the SAPP from the DESE Virtual Learning Platform (apps.dese.mo.gov).

Collaborative Work Implementation Survey

Participating districts use the Collaborative Work Implementation Survey (CWIS), a five-point Likert scale survey intended to measure the degree of implementation of desired processes and practices within active districts/buildings. The survey assesses the practical knowledge of the content from the Professional Learning Modules. The CWIS is designed to be administered at the building level and reviewed at the district level. DLTs can work with their CST to identify district-wide goals using the data from the CWIS. Information about CWIS access and the windows for administration are sent to districts from DESE.

Working with Your Coaching Support Team

Coaching Support Team members are charged with assisting you in outlining district goals and identifying the path you want to take for achieving those goals. While the CST can provide training to your educators, they are also there to coach you through the process. Just as your educators need support to implement new practices, you as an administrator are likely to benefit from coaching regarding district/building-wide implementation.

The DCI and DCI-MTSS Practices are not a sequence. They are a set of evidence-based practices that when implemented result in stronger outcomes for students. Your DLT identifies the priorities and outlines the action plan that drives your implementation process. Your DLT has the most knowledge regarding how to build capacity within your district. The CST is there to help the DLT achieve their goals, find the resources the district needs, and obtain the outcomes they want.

CSTs are a valuable resource of coaching support for administrators regarding professional learning, systems change, alignment, and sustainability. When engaged strategically, they can help accelerate implementation, strengthen leadership practices, and build internal capacity across the system.

To make the most of your work with your CST and ensure progress you will want to consider the following.

- Be proactive - know where you need support and let your CST know what support you need
- Build a collaborative relationship with your CST and maintain regular contact with them (written or verbal contact monthly or more often as needed) to ensure the coaching relationship with your CST is intentional and purposeful
- Include your CST Facilitator in relevant conversations/meetings
- Use your CST and Facilitator as thought partners to reflect on decisions, implement progress, and challenges
- Use virtual technology often to increase efficiency in communication with your CST
- Collaborate with your CST to identify needs and develop an implementation plan based on your priorities
- Establish clear next steps after each interaction and monitor progress toward agreed-upon actions
- Prioritize and use on-site and virtual coaching support strategically
- Use your CST to help you and your team develop and implement protocols for conducting walkthrough observations and monitoring fidelity and progress toward full implementation of DCI Practices across your district
- Include your CST in reviewing data and progress
- Attend training with your educators, so you know the vocabulary and key elements they are being asked to put into practice
- Use the expertise of your CST to help you set up structures for internal coaching

Tools and Resources Found on Online

School-Based Implementation Coaching Professional Learning Module

The School-Based Implementation Coaching Professional Learning Module (www.moedu-sail.org/sbic) addresses the why, the process, and the next steps for implementing SBIC. To provide effective coaching, educators should incorporate the following.

1. Develop and maintain coaching relationships
2. Provide effective feedback
3. Develop a strategic and differentiated coaching plan
4. Use solution dialogue
5. Monitor progress of implementation of effective educational practices

SBIC Coaching Companion

The Coaching Companion (tinyurl.com/fk8eknm9) provides additional resources aligned with the SBIC Module. The resources were curated by content experts and can be used by educators who are involved in a coaching process, as well as by those who want to dig deeper into the topic.

SBIC Practice Profile

The SBIC Practice Profile (www.moedu-sail.org/sbic) outlines the implementation criteria for SBIC using a rubric structure with clearly defined practice-level characteristics. The SBIC Practice Profile outlines expectations for the skills and knowledge that should be learned from the SBIC Professional Learning Module and how it should look when applied in context.

Self-Assessment Practice Profile

The Self-Assessment Practice Profile is a tool designed to help educators self-check implementation levels of newly learned skills and knowledge. Building and district leaders use results to build reports which provide a picture of implementation levels and can be used for collective planning among all educators. The SAPP can be found in the DESE Virtual Learning Platform (apps.dese.mo.gov) and can be used as a coaching or reflective tool.



The VLP (apps.dese.mo.gov) has SBIC resources available

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