DCI-MTSS

Missouri District Continuous Improvement

Multi-Tiered System of Support

DCI-MTSS Coaching Support Team (CST) Handbook

Questions? Contact your CST Facilitator!

Suggestions for adding material?

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DCI-MTSS Coaching Support Team (CST) Handbook

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

Coaching Support Teams

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

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

- Supporting district leadership teams through the DCI-MTSS Roadmap resulting in a cohesive, integrated, district plan of professional development that deepens implementation of evidence-based educational practices
- Collaborating to identify methods for embedding DCI-MTSS evidence-based educational practices within the context and needs of a district
- Creating, identifying, and providing coaching on DCI-MTSS Practices

All DCI-MTSS districts are assigned to a cadre. The support to districts is primarily provided by the members of the CST to which the district is assigned. Each district will have a mini-team of consultants from the assigned cadre which is comprised of consultants with appropriate expertise to match the district's needs.

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

State Implementation Specialist

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

- Provide initial and early contact with districts to introduce DCI-MTSS, including scope of work and systems needed for implementation
- Review implementation support resources
- Review DCI-MTSS Invoice Workbook for required data collection and reporting
- Work with appropriate district personnel to assure VLP access for all
- Introduce the DCI-MTSS Implementation Inventory, DCI-MTSS District Level Implementation Practice Profile, and CWIS
- Develop a district's working knowledge of the DCI-MTSS Practices

CST Responsibilities

CSTs work closely with district leadership teams and educational staff to support and increase school district capacity in implementation and sustainability of evidence-based educational practices within the DCI-MTSS Framework. CSTs will address the following.

- Deliver training and coaching using DCI-MTSS materials and resources, collaboratively planned and coordinated with other DCI-MTSS Coaching Support Team members, in support of identified district and school improvement goals
- Support district leaders in developing a DCI-MTSS implementation plan that identifies training and coaching needs, sequences professional learning aligned to district needs, participant roles, and builds toward sustainability of DCI-MTSS
- Collaborate with district leaders in determining support needs matched to CST expertise to support professional development activities outlined in the district's DCI-MTSS implementation plan
- Guide districts/building leaders in monitoring and evaluating the fidelity and implementation level of the DCI-MTSS framework using DCI-MTSS approved materials and data elements
- Guide districts/building educators and leaders with accurate and timely data collection, review, and synthesis of data to inform next steps toward implementation of DCI-MTSS with fidelity
- Guide district and building educators in the use of DESE's Virtual Learning Platform
- Ensure that all training and coaching support utilizes DCI-MTSS specified materials and processes with fidelity

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

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

CST Attributes

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

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

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

CST Communication Protocol

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

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

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

CST Program Meetings and Opportunities for Collaboration

DESE establishes annual calendars of required collaboration through DCI-MTSS Program Meetings and other training events as needed. A Year at a Glance Calendar for DCI-MTSS 26-27 can be found here. CSTs should plan to attend all DCI-MTSS Program Meetings. Access to shared materials from CST/DCI-MTSS program meetings are found in this shared Google Folder: DCI-MTSS Program Meeting Materials - Google Folder

In addition, CSTs will meet as individual teams to problem-solve specific cadre issues and celebrate successes. CST facilitators collaborate with team members to schedule these collaboration opportunities. Meetings may occur face-to-face or through virtual platforms. The use of virtual communication is encouraged. CSTs will receive information about virtual platform options and technical support will be available as needed.

Each CST member, in addition to the DCI-MTSS Program Meeting, will also attend the program meetings for their content specialty. The information gained at these program meetings is shared with your cadre members during cadre meetings.

DCI-MTSS Tools and Resources

DESE Virtual Learning Platform

The Virtual Learning Platform (VLP) is an online portal that provides DESE endorsed, evidence-based training. This training is available to Missouri teachers and school administrators through the DESE Web Application Portal and includes space for user collaboration, pre/post knowledge checks, SAPPs (Self Assessments), handouts, worksheets, bookmarking of courses in progress, and other materials required for training. The VLP provides a personal dashboard for each individual. This dashboard provides tracking of completion of modules and stores updated SAPPs scores.

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

MoEdu-SAIL

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

- To access learning modules:
  https://www.moedu-sail.org/dci-mtss-professional-learning-modules/

Professional Learning Modules

The Professional Learning Modules that make up the DCI-MTSS Framework can be accessed from both the VLP and MoEdu-SAIL. Professional Learning Module materials include presenter materials that can be used by CST members to provide training/coaching in districts (found on MoEdu-SAIL).

The modules have been developed and vetted by knowledgeable teams. The content has been chosen based on research and the format uses the standardized, MoEdu-SAIL/DESE branded style.

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

Pre- and Post-Knowledge Checks are provided within the modules on the VLP. Their use is expected.

Practice Profiles

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

Self-Assessment Practice Profile (SAPP)

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

District Implementation Inventory & Implementation Practice Profile

The DCI-MTSS District Implementation Inventory is a district level planning tool. It should be completed collaboratively between a district leadership team and the CST team supporting the district. Districts must simultaneously coordinate the implementation and evaluation of multiple

practices, systems, and policies. Purposeful alignment will improve efficiency and effectiveness of all school initiatives and programs. This inventory is designed to be used across a district's commitment to DCI-MTSS. It is required in the spring of each year and can be a record of implementation efforts. The DCI-MTSS District Implementation Inventory outlines the essential elements associated with implementation.

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

The **DCI-MTSS District Implementation Inventory** and **the DCI-MTSS District Implementation Practice Profile** can be found on MoEdu-SAIL Website at https://www.moedu-sail.org/dci-mtss-implementation-supports/ .

CST Data and Reporting

Data elements at all stages and levels of implementation inform sustainability of effective educational practices and influence the design of processes and systems. CSTs should familiarize themselves with the required DCI-MTSS data elements and the data cycle as described in the DCI-MTSS Roadmap. CSTs will directly provide data, as well as be involved in data collection and interpretation.

CST Log/Reporting Responsibilities

There are two logging responsibilities for CST members. One is the CST Reporting Form https://airtable.com/appyOfwgMSccaX4GR/pag4aaJLNsZ8QPlNo/form in which details are provided regarding CST interactions with districts, both coaching and training. The data in this log is compiled monthly to share in a summary report to the DESE Learning Services team. If the facilitator is at the event, they will enter the information into the log. Otherwise one CST member will complete the log entry. Secondly, all CST members will individually complete the DESE Consultant Log in which CST members/RPDC consultants report their time and activities as directed by their RPDC. Questions regarding the CST Reporting form may be answered by facilitators and questions regarding the DESE Consultant Log may be answered by RPDC directors.

High Quality Professional Development Coaching Checklist

With the DCI-MTSS Framework there is a strong commitment to providing high quality professional development and coaching to all participating educators. High quality professional development involves both training and coaching. In Missouri, the collection of observational data on training and coaching is used to determine the extent to which standards of quality are met. Observation checklists, along with documents that further define the items in the checklist can be found at

https://www.moedu-sail.org/dci-tools/**.** Each CST member will have a HQPD Coaching Checklist completed each year by their facilitator or other designee during a coaching event. Coaching Checklist of observations are to be entered into the DCI MTSS - Observation Checklist for High-Quality Professional Development (HQPD) Coaching 2026-27.

Cadre Transition Communication Document

Cadre Transition Communication

(AKA the "Warm Handoff Protocol")

As we move into the 2026-27 school year, we are transitioning from 2 cadres to 4 cadres and adding new facilitators. Many districts will be assigned a new mini-team. It is important to make the transition as positive and seamless as possible. The facilitators will work to build capacity within the cadres serving the newly assigned DCI-MTSS districts. The previous team has established a working relationship that we want to honor while handing off to the new, equally wonderful DCI-MTSS team!

DCI-MTSS Transition Conversation

In order to effectively support transitions between "old" and "new" facilitators and mini-teams, the following communication protocol should be used.

Warm Handoff Protocol. The warm handoff protocol needs to be used between a district's previous CST mini-team and their newly assigned DCI-MTSS cadre.

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

New CST Member Checklist



NEW COACHING SUPPORT TEAM (CST) MEMBER CHECKLIST
2026-27

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

Topic Area	Action	Source	Point of Contact	Suggested Amount of Time to Complete	Lingering Questions	Date Completed
1. Getting Started						
	a. Register on DESE web applications for the Virtual Learning Platform (VLP)	• https://apps.dese.mo.gov/DESEApplicationsSignin/Index/ • Director will provide guidance in obtaining access to DESE Webapps and VLP	Facilitator	10 min.		
	b. Become familiar with Interaction Log format for recording	https://airtable.com/appyOfwgMSccaX4GR/pag4aaJLNsZ8QPINo/form Tips and Tricks Document	Facilitator	10 min.		

Topic Area	Action	Source	Point of Contact	Suggested Amount of Time to Complete	Lingering Questions	Date Completed
	coaching and training events					
2. Getting to Know the System	Review the Roadmap and Step by Step Guide	https://www.moedu-sail.org/dci-mtss-products/ *Take note of the Acronym Page found on page iv of the Roadmap. This will be useful to have handy.	Facilitator	2-3 hours		
	a. Review the DCI-MTSS Implementation Inventory	https://www.moedu-sail.org/dci-mtss-implementation-supports/ *Review the action steps that districts are expected to accomplish during their involvement. These action steps guide the work.	Facilitator/ Director	30 – 45 min.		
	b. Review map of districts in the DCI-MTSS work	https://public.tableau.com/app/profile/judy.wartick/viz/DCI-MTSSDistricts2026-27/Sheet1	Facilitator	15 min.		
	c. Review DCI-MTSS District Implementation Inventories for districts in your cadre	Ask facilitator for this document	Facilitator	2 hours		

Topic Area	Action	Source	Point of Contact	Suggested Amount of Time to Complete	Lingering Questions	Date Completed
	d. Understand the data sets for project work (e.g., CWIS, SAPP, Practice Profiles, SAS, TFI, DSFI, etc.)	https://www.moedu-sail.org/dci-mtss-data-elements-and-timeline-view/	Facilitator/ Cadre members	2 hours		
	e. Review the report functions of the Collaborative Work Implementation Survey (CWIS)	Collaborative Work Implementation Survey (CWIS) Email Login: cadre4@missouripd.org Password: mideast24 In addition to understanding the report functions, take time to look at the prompts for the CWIS. Circle words that may be confusing or have multiple meanings when working with schools. (page of 47 DCI Blueprint)	Facilitator/ Director	2-3 hours		
	f. Discuss with your RPDC Director & CST facilitator the function of the	● CST Job Description ● State Program Meetings ● Zoom Meetings Shared Cadre Folders	Director	1 hour plus		

Topic Area	Action	Source	Point of Contact	Suggested Amount of Time to Complete	Lingering Questions	Date Completed
	CST and role expectations					
	g. Become familiar with reources on the Moedu-Sail Website, including the content of the Professional Learning Modules	• Universal Screening for Tiered Support • Collaborative Teams • Data-Based Decision Making • CFA • DACL • Metacognition • Leadership for Effective Implementation of District-Wide Evidence-Based Practices • Becoming the Instructional Leader of Your Building • SBIC • Collective Teacher Efficacy	Facilitator/ Director	At least 1 hour per module		
	h. Become familiar with the VLP, modules, reports, and functionality	• https://apps.dese.mo.gov/DESEApplicationsSignin/Index/ • New User Presentation for the VLP and other useful VLP documents can be found here:	Facilitator or Statewide Tech Team	2-3 hours		

Topic Area	Action	Source	Point of Contact	Suggested Amount of Time to Complete	Lingering Questions	Date Completed
		https://drive.google.com/drive/folders/1tIj7c3qHWH3RuOJMKfCte2f5hDNSEMWn				
3. Getting to know the content	a. Become familiar with the High Quality Professional Development (HQPD) checklist and the Shared Understandings documents which are aligned to the indicators	High Quality Professional Development (HQPD) Checklists and Shared Understandings Coaching Checklist of observations are to be entered into the DCI MTSS - Observation Checklist for High-Quality Professional Development (HQPD) Coaching 2026-27.	Cadre Members or Facilitator	1 hour		
	b. Become familiar with PBIS Resources	MO SW-PBS https://pbismissouri.org/				
	c. Become familiar with Literacy Resources	DESE Literacy Initiatives https://dese.mo.gov/college-career-readiness/literacy				

Resources

- All DCI-MTSS Framework Products can be found on the "DCI-MTSS Products" page of the MoEdu-SAIL website
  - DCI-MTSS Roadmap
  - DCI-MTSS Facilitator Conversation Planning Guide
  - Administrator's Guide to Coaching
  - DCI-MTSS Data Elements and Timeline
  - Horizontal and Vertical Teams
  - Experiencing DCI-MTSS

- Virtual Learning Platform (VLP): Applications Sign in on Dese Website
- Moedu-SAIL Website
  - DCI Professional Learning Modules
- High Quality Professional Development (HQPD) Checklists and Shared Understandings
- Self-Assessment Practice Profile (SAPP)
- Collaborative Work Implementation Survey Reports (CWIS)

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

Data Elements Submission Timeline

O-Optional Tasks | **R**-Required Tasks
Data Labels Aligned with Invoice

DCI-MTSS
Multi-Tiered System of Support

Fall Data Windows
Aug 1 - Sep 30
- O **A.3.a.** Collaborative Work Implementation Survey (CWIS)
- O **A.3.b.** Self-Assessment Survey (SAS)
- O **A.3.c.** Tiered Fidelity Inventory (TFI)
- R **B.3.** School Climate Survey (SCS)
  Nov 1 - Jun 10

Ongoing
- R **1.A.** DCI-MTSS Implementation Inventory
- O **1.B.i.** DCI District Implementation Survey
- O **1.B.ii./iii.** District Systems Fidelity Inventory (DSFI)
- O **2.A.** Annual Site Visit
- O **2.B.** Summer Events
- R **A.1.** Reading Assessments
- R **A.2.** Office Discipline Referrals (ODRs) (due monthly on the 15th of following month or by semester)
- R **B.2.a.** Professional Learning Modules and Pre/Post Knowledge Checks
- R **B.2.b.** Self-Assessment Practice Profile (SAPP)
- R **B.1.** Monitor Implementation of DCI-MTSS

Spring Data Windows
- R At least one is required
  - **A.3.a.** CWIS
    Mar 1 - Mar 31
  - **A.3.b.** SAS
    Jan 27 - Mar 31
  - **A.3.c.** TFI
    Jan 1 - Mar 31
- R **B.3.** SCS
  Nov 1 - Jun 10
- R **B.4.** DCI-MTSS Leadership Teams Survey
  Mar 1 - Jun 10

AUG

SEP

Due September 30
- O CWIS
- O SAS
- O TFI

OCT

Due October 31
- R Reading Assessment Data, Fall

NOV

DEC

Due January 15
- R Fall invoice due to DESE
- R ODRs, Fall

JAN

Due February 15
- R DCI-MTSS Implementation Inventory
- O DCI District Implementation Survey
- O DSFI

FEB

MAR

Due March 31
- R CWIS and/or
- R SAS and/or
- R TFI

APR

Due May 15
- R Reading Assessment Data, Spring

MAY

Due June 10
- R SCS
- R DCI-MTSS Leadership Teams Survey

JUN

Due June 15
- R Spring invoice due to DESE
- R ODRs, Spring