District Continuous Improvement Framework (MMD/DCI)

Step-by-Step Guide
Second Edition, 2019
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Personnel from the Institute for Human Development (IHD), at Northern Arizona University, provide training, education, and service for people with disabilities and conduct research focusing on improving educational and disability systems. For over ten years, this team has worked closely with the Missouri Department of Elementary and Secondary Education, Office of Special Education to infuse research into professional development and the statewide system of support. This translation of research into practice occurs through the reciprocal exchange of information, between community members, partner organizations, state agencies, and the IHD. IHD is part of a national network of University Centers for Excellence in Developmental Disabilities (UCEDD).
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Become an Assessment Capable District

Organize a culture for improvement

Maintain a collaborative culture
Coordinate with statewide system of support

Form a district leadership team
Establish a communication protocol

Use Data * Coach Others * Get Better *

Gather data
Where are we now?

Identify priorities and set goals
Where do we want to go?

Train, team, + coach
How do we get there?

Sustainable Model for Improvement

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

Increased Student Success

What is the impact on students?

START HERE

Step 1
Organize + Align

Step 2
Learn + Coach

Step 3
Monitor Fidelity

Step 4
Sustain for Improvement

Step 5
Exceptional Outcomes

Commit to the framework

What is the consistent districtwide message?
Which practices will be implemented?
How will progress be shared?

Review performance regularly to make data-driven adjustments
## Common Acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>CST</td>
<td>Coaching Support Team</td>
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<tr>
<td>CT</td>
<td>Collaborative Teams</td>
</tr>
<tr>
<td>CTE</td>
<td>Collective Teacher Efficacy</td>
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<tr>
<td>CWIS</td>
<td>Collaborative Work Implementation Scale/Survey</td>
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<tr>
<td>DACL</td>
<td>Developing Assessment Capable Learners</td>
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<tr>
<td>DBDM</td>
<td>Data-Based Decision Making</td>
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<td>DCI</td>
<td>District Continuous Improvement</td>
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<td>DLT</td>
<td>District Leadership Team</td>
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<td>ETLP</td>
<td>Effective Teaching and Learning Practices</td>
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<td>HQPD</td>
<td>High Quality Professional Development</td>
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<td>MMD</td>
<td>Missouri Model Districts</td>
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<td>PD</td>
<td>Professional Development</td>
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<tr>
<td>PLM</td>
<td>Professional Learning Module, previously called Learning Package</td>
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<td>RPDC</td>
<td>Regional Professional Development Center</td>
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<td>SAPP</td>
<td>Self-Assessment Practice Profile</td>
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<tr>
<td>SBIC</td>
<td>School-Based Implementation Coaching</td>
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<tr>
<td>VLP</td>
<td>Virtual Learning Platform</td>
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The purpose of the Step-by-Step Guide is to provide direction and recommendations for how to successfully reach district-developed implementation goals.

**Intended Audience**

District-level personnel are the intended audience for the Step-by-Step. It may also be helpful for others involved in the statewide system of support, such as building leaders, Coaching Support Teams (CST), and Regional Professional Development Center (RPDC) members. The Step-by-Step Guide supports districts in efforts to align current professional development models with this district-driven implementation work.

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

**Overview of Contents & Organization**

The contents of this guide begin with a description of the District Continuous Improvement Framework (MMD/DCI) professional development approach so that districts can consider how their current professional development model may align with components from this approach. All components of the professional development (PD) approach are designed to enhance and supplement the district’s current professional development model and should be aligned with required plans and current systems for professional growth.

Following the professional development approach are practical recommendations for how to successfully work toward implementation goals. The recommendations are aligned with two important district level documents: the Implementation Checklist: District-Level and the Implementation Practice Profile for Districts.

The Implementation Checklist: District-Level defines four essential functions which are critical for successful implementation of the work. Action steps are outlined for each essential function, supporting district leaders in their efforts to address processes and infrastructure essential for implementation. The Implementation Practice Profile for Districts describes implementation criteria using a rubric structure with clearly defined practice-level...
characteristics. Through the use of the Checklist and the Practice Profile, district leaders are able to assess current levels of implementation and track growth relative to the four essential functions.

**Professional Development Approach**

This approach to professional development relies on coordination of the following elements:

1. Content: Evidence-based materials assembled as *professional learning modules*;
2. Training: In-person or online delivery of content; and
3. Coaching: Application of content with targeted coaching support.

**District Continuous Improvement Framework**

The District Continuous Improvement Framework (MMD/DCI) is comprised of key components that drive the collaboration between districts, DESE, and Regional Professional Development Centers. This research-based framework has evolved and improved over ten years through both the Missouri Integrated Model (MIM) and the Collaborative Work (CW). The key components of this framework are as follows:

- three foundational educational practices essential for collaborative and data-informed instruction and decision making;
- selected effective teaching/learning practices, identified from a pool of evidence-based practices shown to improve student achievement; and
- three capacity building practices that create an environment that sustains and advances effective teaching and learning.

Figure 1. District Continuous Improvement Framework (MMD/DCI)

Focus on effective instruction leading to exceptional outcomes for ALL Missouri students.

<table>
<thead>
<tr>
<th><strong>Foundations</strong></th>
<th>Collaborative Teams</th>
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<tr>
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<td>Data-Based Decision Making</td>
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<td>Common Formative Assessment</td>
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<tr>
<th><strong>Effective Teaching &amp; Learning Practices</strong></th>
<th>Developing Assessment Capable Learners</th>
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<td>→ Feedback</td>
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<td>Metacognition</td>
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<th><strong>Supportive Context</strong></th>
<th>School Based Implementation Coaching</th>
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<td></td>
<td>Collective Teacher Efficacy</td>
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<td>Leadership</td>
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Training

Training can be provided in-person or online.

In-Person Training

When a participating district decides on its focus practices from the framework, Coaching Support Teams and Regional Professional Development Centers coordinate with district and building administrators to schedule trainings. Typically, a CST consultant or team of consultants work with a building or district to deliver trainings throughout the year to district faculty and staff. Training builds knowledge, provides skill rehearsal, and often provides opportunities for group dialogue and application. Training is delivered with the help of materials from the professional learning modules.

Online Training

In addition to materials that are designed to be delivered in person, there is an online portal called the Virtual Learning Platform (VLP) that provides guided training to all PD participants. The materials in the VLP are organized to provide maximum flexibility of access for all individuals or teams of users, from totally self-directed to highly directed and structured. The VLP is available to teachers and school administrators through DESE’s Web Application Portal and includes space for user collaboration, pre/post assessment, handouts, worksheets, bookmarking of courses in progress, and other materials required for training. The system can be accessed at any time and may be used as a reference for users once the course(s) are complete. CSTs can provide support to users when accessing the VLP.

Coaching

After receiving training on one or more of the professional development modules, educators should begin to apply skills and knowledge learned from the training with coaching support. Through coaching, educators are supported as the transfer of new skills to classroom practice occurs (Joyce and Showers, 2002). Through coaching, educators receive job-embedded guidance, observation, and feedback. A district’s coaching plan provides the opportunity for districts to support buildings through the creation of intentional knowledge-promoting structures and processes.

Coaching plans vary according to district and building needs, but should be focused on practices in the framework. Practice Profiles from the district’s chosen focus components should be used to guide educators through the coaching process.
Getting Started

Getting started with district-led implementation work is exciting. Below are a few helpful steps that have been identified to support districts as they begin the journey.

Preparation

To prepare for successful district-level implementation, there are a number of practical steps a district can take. An important first step will be to schedule a meeting with the Coaching Support Team facilitator, who will provide targeted support throughout the implementation process. The steps below suggest a process of getting started. Districts should

- schedule a face to face meeting with the Coaching Support Team facilitator;
- review MMD/DCI acronym list (www.moedu-sail.org/mmd-tools-resources);
- review the bundle of implementation support materials;
  - access "getting started" resources, such as the Blueprint, the Step-by-Step Guide, the Implementation Checklist, and forms and invoices (www.moedu-sail.org/mmd-getting-started);
  - find more resources for professional development (www.moedu-sail.org/mmd-professional-development);
- ensure all teachers have access to web-based tools;
  - DESE Webapps (apps.dese.mo.gov/webLogin/login.aspx);
  - Self-Assessment Practice Profile (www.moedu-sail.org/professional-learning-resources);
- review the list of questions asked in the Collaborative Work Implementation Survey (CWIS) (located in the Data Informed Process section of the Blueprint);
  - consider developing common district-specific definitions for important terms in the CWIS (e.g. define the term “team” for your particular district);
- review the Self-Assessment Practice Profile questionnaires for each component of the framework (www.moedu-sail.org/professional-learning-resources);
  - consider developing common district-specific definitions for important terms used in each questionnaire;
Overview

• gather documents that will support implementation planning;
  o list of current district initiatives;
  o professional development schedule;
  o student achievement scores; and

• begin developing a working knowledge of the content and implementation framework;
  o become familiar with the key components of the framework;
    ▪ collaborative teams, developing assessment capable learners with feedback, metacognition, school-based implementation coaching, leadership, and collective teacher efficacy;
  o review the practice profiles for each component of the framework.
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 secures ownership and a shared vision across the district. This process will set a strong foundation and maintain readiness for change. Collectively, educators can build the infrastructure needed to achieve exceptional student outcomes.

Leadership

Research has demonstrated that achieving lasting results hinges on effective implementation teams (Fixsen, Naoom, Blase, Friedman, & Wallace, 2013). For this reason, it is important to pay special attention to the development of district leadership. The District Leadership Team (DLT) is key to effective district-led implementation. This carefully selected team is charged with introducing the key components of the framework and sustaining the work throughout the district. The DLT initiates change, which is challenging work that occurs in small increments over an extended period of time. The DLT is comprised of district-level administrators, district-level coaches, curriculum and assessment leaders, professional development coordinators, teachers, building administrators, and other instructional leaders. Consider also inviting school support staff members and social workers. Including members who reflect a variety of expertise supports informed collaborative implementation decisions. Areas of expertise to consider include leadership, instruction, curriculum, assessment, technology, special education, early childhood, elementary, middle, and high school.

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

District Leadership Team Recommendations

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

- identify a district point of contact with knowledge of implementation and framework and possesses
  - the willingness to engage consistently with CST facilitator and implementation goals;
Consider a Building-Level Leadership Team

- Initiate a 3-4 person leadership team for each building
- Invite non-administrators to serve on the team
  - Increases information flow
  - Creates stronger building and district-level infrastructure
  - Supports commitment to implementation goals

Essential Function 1

Decide on an agenda protocol, for example who develops the agenda, how is input acquired, how far in advance is the agenda distributed;

- collect meeting agendas in a common file or web-based location;
- disseminate meeting minutes;

- develop a consistent district-wide message, communicated as a shared vision; and

- reflect on progress at regular intervals;
  - consider administering a brief mid and end-of-year district-wide survey to gain information about implementation.

Process for Selecting District Leadership Team

By following the process below, an effective District Leadership Team will be created. The district should

- review current DLT membership to assure all key roles are presented or if a DLT is not yet established, determine who to include on the DLT;
- develop a selection protocol prior to inviting people to serve on the team;
- outline the responsibilities of those who will serve on the team;
- select people with a range of expertise in the following areas: leadership, professional development, instruction, curriculum, assessment, technology, special education, early childhood, elementary, middle, and high school;
- select a primary point of contact who serves as the primary liaison for the team; and
- identify a building-level point of contact for each building.
Communication

Consistent communication with all buildings in the district provides the foundation for successful integration of the framework. Intentional communication also develops ownership of and culture around a consistent message. One way to ensure regular, consistent communication is through communication protocols. A common protocol might include recording minutes at the monthly DLT meetings, sharing the minutes at the monthly building administrators meeting, recording minutes at the monthly building administrator meeting, and asking building administrators to disseminate pertinent minutes to faculty and staff.

Communication Recommendations

The following recommendations will improve communication. The district should

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

- identify building-level contacts;
  - often this is the building principal, but consider identifying an additional non-administrator whose responsibilities include ensuring building-level communication which may free up building principal's time;
  - ensure building-level contacts share information with building faculty and staff;

- develop protocols for communicating implementation-related information to foster a consistent message;
  - consider housing implementation-related documents in an easy-to-access file or web-based location;

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

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

Tips for Creating a Consistent District-Wide Message

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

This work is a district-led effort. Educators throughout the district will feel more comfortable moving forward and engage at higher levels in work their district leaders truly believe in. Actively modeling engagement with the district-wide message and key components of implementation builds district support. District leaders can promote a commitment to implementation work by becoming familiar with the key components of the framework, as well as their corresponding Practice Profiles. These key components are: collaborative teams, data-based decision making, common formative assessment, developing assessment capable learners with feedback, metacognition, school-based implementation coaching, leadership, and collective teacher efficacy. Taking the time upfront to develop a working knowledge of the components will pay dividends when it comes to discussing the framework with confidence and credibility.

Are you an Assessment Capable District?
Do you ask? Do you know?

<table>
<thead>
<tr>
<th>Where are we now?</th>
<th>Data (e.g., Self-Assessment Practice Profile and Collaborative Work Implementation Survey) results can help to determine level of implementation and educator proficiency using the effective teaching and learning practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do we want to go?</td>
<td>In buildings and across the districts, educators should collaboratively determine goals that address gaps and build on strengths, as indicated through data.</td>
</tr>
<tr>
<td>How do we get there (next steps)?</td>
<td>Using a district-wide strategy for training and coaching throughout the year, focus on identified needs. Using the recommended materials and CST support is essential for improvement.</td>
</tr>
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Commitment

A benefit of being a participating district is receiving targeted support to advance your district-specific goals. One of the first steps of a participating district is to begin collaborating with the assigned CST Team (specifically the CST Facilitator and RPDC Director) to outline district goals and identify the path needed for achieving those goals. A main responsibility of the CST Facilitator, in partnership with the RPDC Director, is to support the District Leadership Team through the process of developing priorities based on the components of the framework. Selecting and prioritizing the key components from the framework will drive the implementation process and build capacity within the district.

Creating strong building structures and routines will advance, support, and sustain implementation goals. These processes will strengthen the internal capacity and expertise of educators, ultimately leading to positive student outcomes. Without these structures and routines, it will be difficult for educators to maintain fidelity to the work and obtaining positive results may remain out of reach. These structures and routines should enhance current plans; it is best to reflect on those already in place and develop strategies to enrich and align.

District-Determined Professional Development Approach

As part of the commitment to district-level implementation, the District Leadership Team uses data to determine a professional development approach, which should incorporate both training and coaching on specific elements from the framework. Data tools help provide direction when deciding on a professional development approach. These tools include the Collaborative Work Implementation Survey (CWIS), Practice Profiles, the Self-Assessment Practice Profile, and Walkthrough Tools. Each is aligned with the framework. Additionally, other data elements should be used, such as student achievement, artifacts, process documents, and protocols. All components are designed to enhance and supplement the district’s current professional development approach and should be aligned with required plans and professional growth systems.
Tools

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

Collaborative Work Implementation Survey

CWIS administration is a required part of a district’s commitment. The results from the CWIS are crucial in planning for effective professional development. They help identify district-wide strengths and weaknesses pertaining to practices included in the framework. Using CWIS data, District Leadership Teams can work with CST facilitators to identify district-wide goals. Be sure to

- administer the CWIS once per year; and
- share and collectively analyze CWIS results, create visual representations of district and/or building data.

Self-Assessment Practice Profile

In planning for effective professional development, ask all instructional staff to login to the SAPP web-based tool and complete one or more of the self-assessments. Educators should self-assess using the SAPP tool at least twice per year. This tool contains an questionnaire aligned with each professional learning module’s Practice Profile (www.sapp.missouripd.org). Each questionnaire elicits current levels of knowledge, skills, and abilities for practices included in the framework. District Leadership Teams, administrators, or building leaders can build SAPP reports of selected teams (grade level, content level) to examine the collective progress of
implementation among grade-level or content-based teams, providing an overview of implementation across the district.

There are different approaches to assessing current levels of knowledge, however each requires administration of the SAPP to educators in all buildings in the district. Be sure to choose an approach described below to administering the SAPP that works for your district.

<table>
<thead>
<tr>
<th>Two Approaches to SAPP Administration</th>
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<tr>
<td>One approach is to administer all eight SAPPs to educators before prioritizing practices from the framework. The results would provide a collective view of current strengths and weaknesses and help District Leadership Teams decide the practices on which to focus. This creates baseline data for district status on all key components (recommended approach but not required).</td>
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Districts may choose some combination of the approaches, depending on perceived need and consultation with CST Facilitator.

When sharing reports, the district should

0 collectively analyze the SAPP reports as they are designed to help all levels in a district to determine where they are and where they need to go; and
0 consider creating visual representations of district and/or building data.

**Identify Priorities and Set Goals**

Using the SAPP and CWIS data, as well as other data elements, establish district- and building-wide goals, benchmark performance levels, and identify action steps. The District Leadership and Building Leadership teams should

- collectively analyze the SAPP and CWIS results, as well as other data elements (the district’s CST facilitator can support this process);
- select focus practice(s) (collaborative teams, data-based decision making, common formative assessment, developing assessment
capable learners with feedback, metacognition, school-based implementation coaching, and leadership);

- 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;
  - goals should have a clear outcome, but have latitude for differentiation across the district as needed;
- communicate shared goals using the established communication protocol;
- incorporate results of SAPP and CWIS into the approach for measuring implementation and outcome progress; and
- align everything with the district’s current professional development approach and professional growth system.

System for Training, Embedding Practice, and Coaching

Once goals are determined, plans for training, embedding practice, and coaching are established or adjusted, leading to a cohesive system of support. This system is also known as the “infrastructure” which advances and sustains the deep learning required to achieve exceptional student outcomes.

Training

Training is driven by the district’s focus of key practices and goals. For example, if the district selects common formative assessment and developing assessment capable learners as focus practices, training and coaching are conducted on those practices. Training is delivered by a member of the district’s Coaching Support Team or conducted via the Virtual Learning Platform using professional development materials collaboratively developed by Missouri educators. The district should

- identify the person responsible for coordinating the training in each district and/or building;
- contact CST facilitator to discuss focus components, goals, and training needs;
- coordinate training schedule with Coaching Support Team or plan for
individual, team, or building training conducted internally, using the Virtual Learning Platform; and

- develop a coaching schedule to support instructional staff in their efforts to implement content from the training in the classroom.

**Embedding Practice**

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

**Collaborative Team Recommendations**

The district should

- protect collaborative team work as critical time for advancing instructional practice;
- 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 consistent collaborative team practices;
  - providing agendas;
  - establishing roles;
  - seeking consensus;
  - documenting and disseminating minutes;
- schedule time for building teams to analyze data;
  - make data analysis a priority with accountability and feedback aspects included;
  - plan for time to review and report on data at each meeting;
  - schedule sessions at regular intervals throughout the year to allow for sufficient time to analyze data;
  - decide on the type of data to analyze;
  - SAPP results;
  - student work and student self-assessment of work;
Essential Function 2

- common formative assessments;
- artifacts;
- use data to track student growth;
- create visual representations of individual student, classroom, and building data;
- use data to guide instructional priorities and decisions;

- develop plan for monitoring and reporting team and individual progress;
  - include a detailed outline; and

- develop plan for evaluating team and individual progress;
  - develop tools for measuring and reporting fidelity to Professional Learning Module content and priorities.

Coaching

With effective coaching, over time teachers can effectively improve their instruction. In fact, research shows coaching to be essential for change in practice. Through coaching, educators (teachers, administrators, and other education staff) receive job-embedded guidance, observation, and feedback pertaining to effective educational practices. Coaching is an integration of reflective practice, descriptive feedback, brainstorming, and outcomes analysis.

The initial training of a practice may be provided in a face-to-face setting or by using the Virtual Learning Platform. In either case, the training should be followed by coaching to ensure deep implementation of the effective educational practice. When designing the professional development schedule, consider the balance of time committed to training and to coaching, remembering how essential coaching is to improving practice.

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

Getting Started with Coaching

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

DLT and CST discuss the following five questions and identify next steps.

1. Where are we now, regarding coaching?
   - Is coaching occurring across the district?
   - What does it look like?
   - Are there gaps?
   - Is it working?

2. Where are we going?
   - What is our vision for improving instruction and based on that 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 match for providing coaching?
   - What approach to coaching is most sustainable?

3. How do we get there?
   - What are the action steps?
   - Who will be involved in coaching and in what settings will coaching occur?
   - Which coaching approach matches the coaching need?
   - Who needs to build the skills to become a coach and how will they acquire the skills?
   - How will we assure coaching is occurring with fidelity?
   - Action steps should align to data-identified needs and the vision for improved instruction

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

- Supports include Coaching Companions, Walkthrough Tools, Practice Profiles, and other coaching resources
- Support is available through the CST
- Which resources match our needs and will help us to build an effective approach to and system of coaching district-wide?

**School-Based Implementation Coaching**

As mentioned above, team-to-team and peer-to-peer are models of coaching important to sustaining coaching support across the district. The school-based implementation coaching professional learning module is designed to help educators learn essential coaching skills to be effective coaches in their buildings or across the district. In the context of this work, it is recommended that educators be familiar with and proficient in the foundations of the framework (collaborative teams, data-based decision making, and common formative assessment) and at least one teaching/learning practice before coaching a team or peer. However, educators can participate in the training and learn school-based implementation coaching at any time. As with all components, putting the practice into place requires deliberate reflection, planning, and follow-through. When deciding to start school-based implementation coaching, revisit the five questions posed above. Responses to these questions will help formulate the action steps for integrating school-based implementation coaching into the building-wide and district-wide culture of coaching.

**Tips for Using the Virtual Learning Platform (VLP)**

- Incorporate use of the VLP into teachers’ individual growth plans
- Provide flexible times and places for VLP-based professional development
- Ask new teachers to review district’s focus practices on VLP
- Encourage collaborative teams to use VLP for deeper implementation of specific elements from the practice profile
Essential Function 3: District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data.

Participating districts have the unique opportunity to collect and analyze data in ways that truly inform instruction and learning. The Collaborative Work Implementation Survey (CWIS) and the Self-Assessment Practice Profile (SAPP) are aligned with the framework. These tools provide feedback about perceived district, building, and individual implementation levels related to effective educational practices, including effective teaching and learning practices. This data drives professional development as well as the intentional structures and processes created at district- and building-levels. Used in combination with support from Coaching Support Teams, districts can reach higher implementation levels resulting in improved educational outcomes.

Performance/Outcomes

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

Support the Use of Data

In order to support the use of data, the district should

- administer CWIS twice the first year (baseline) and once in the Spring the following years;
- administer SAPP at least twice per year; however, three times each year is ideal;
- analyze and share SAPP and CWIS data;
- use data to create and adjust district- and building-level structures, processes, and action plans;

Ideas for Reporting on Progress

- Hold a mid-year and end-of-year sharing event, providing a room for teachers to display an artifact of their progress on focus components and a mechanism for peers to comment
- Distribute a newsletter, sharing individual and team progress and stories
- Share progress on specific district-wide goals items at regularly held staff meetings
ensure across the district that buildings establish goals and benchmarks based on data; and

devote the necessary time and resources to monitor progress toward goals.

Organize Data and Review Shifts in Practice and Outcomes

To best organize and review data, the district should

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

- designate a file location or web-based location for all implementation documents and artifacts for easy universal access for district staff and CST members;
  - prioritize consistent sharing of performance at district, building, and individual levels;
  - include performance-sharing mechanisms across all levels of implementation,
  - consider distributing district-developed form reflecting building-level progress and sharing the results at least twice per year district-wide;
  - encourage building leaders to share progress at regular building-level meetings;
  - allow time for educators to share and celebrate their progress on improving systems and practices in their buildings and across the district;

- report on progress toward goals during site visits from DESE and Coaching Support Team; and

- 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.

Districts must simultaneously coordinate the implementation and evaluation of multiple practices, systems, and policies. Being purposeful about aligning, monitoring alignment, and sustaining alignment will improve efficiency and effectiveness of all school initiatives and programs. This type of intentional alignment has the potential to save time and money, but may require some preparation.

Alignment

For effective alignment, the district should

- develop an inventory of related systems, initiatives, and practices currently implemented across the district;
- assess current initiatives to determine consistencies and incongruence with this work;
  - the District Leadership Team may want to spend a meeting outlining initiatives and determining how they already align;
  - establish common terminology;
- define the valued outcomes to be achieved;
- eliminate unnecessary duplication;
- address alignment of these implementation goals with the district’s CSIP; and
- develop a process for DLT for monitoring the effectiveness of alignment and consideration of new practices, as needs arise.
## Implementation Checklist: District-Level

<table>
<thead>
<tr>
<th>Focus</th>
<th>Action Steps</th>
<th>Current Status (Check 1 level per item)</th>
<th>Planned Focus Areas (Check to identify items for coaching/support, as needed, in each year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In place</td>
<td>In progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mid stage</td>
<td>Early stage</td>
</tr>
</tbody>
</table>

**Essential Function:** District leaders maintain a collaborative culture and climate at the district-level and with building leaders.

### Leadership

| 1 | Form district leadership team (DLT). (see Blueprint for recommended composition) |
| 2 | Designate district-level contact person. |
| 3 | Designate building-level contact person (for each building in district) who will disseminate information to faculty and staff in the building. |

### Communication

<p>| 1 | Develop protocol for maintaining ongoing communication with Coaching Support Team Facilitator and CST members, prioritizing the use of virtual technology to increase communication. |
| 2 | Develop a district-wide plan for consistent and timely sharing of information with building leaders. |</p>
<table>
<thead>
<tr>
<th>Essential Function: District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commitment</strong></td>
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<tr>
<td>1</td>
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<td>3</td>
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<td>4</td>
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<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Function: District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data.</th>
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</thead>
<tbody>
<tr>
<td><strong>Performance/Outcomes</strong></td>
</tr>
<tr>
<td>1</td>
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</table>

<table>
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<tr>
<th>Essential Function: District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction.</th>
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</thead>
<tbody>
<tr>
<td><strong>Alignment</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>Essential Function</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>1 District leaders maintain a collaborative culture and climate at the district-level and with building leaders.</td>
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</table>
| 2 | 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. |
<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary Implementation</th>
<th>Proficient</th>
<th>Close to Proficient</th>
<th>Far from Proficient</th>
</tr>
</thead>
</table>
| 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. |
| 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. |
References


