

Fourth Edition, 2024-25



DCI IN ACTION

District Continuous Improvement
Framework



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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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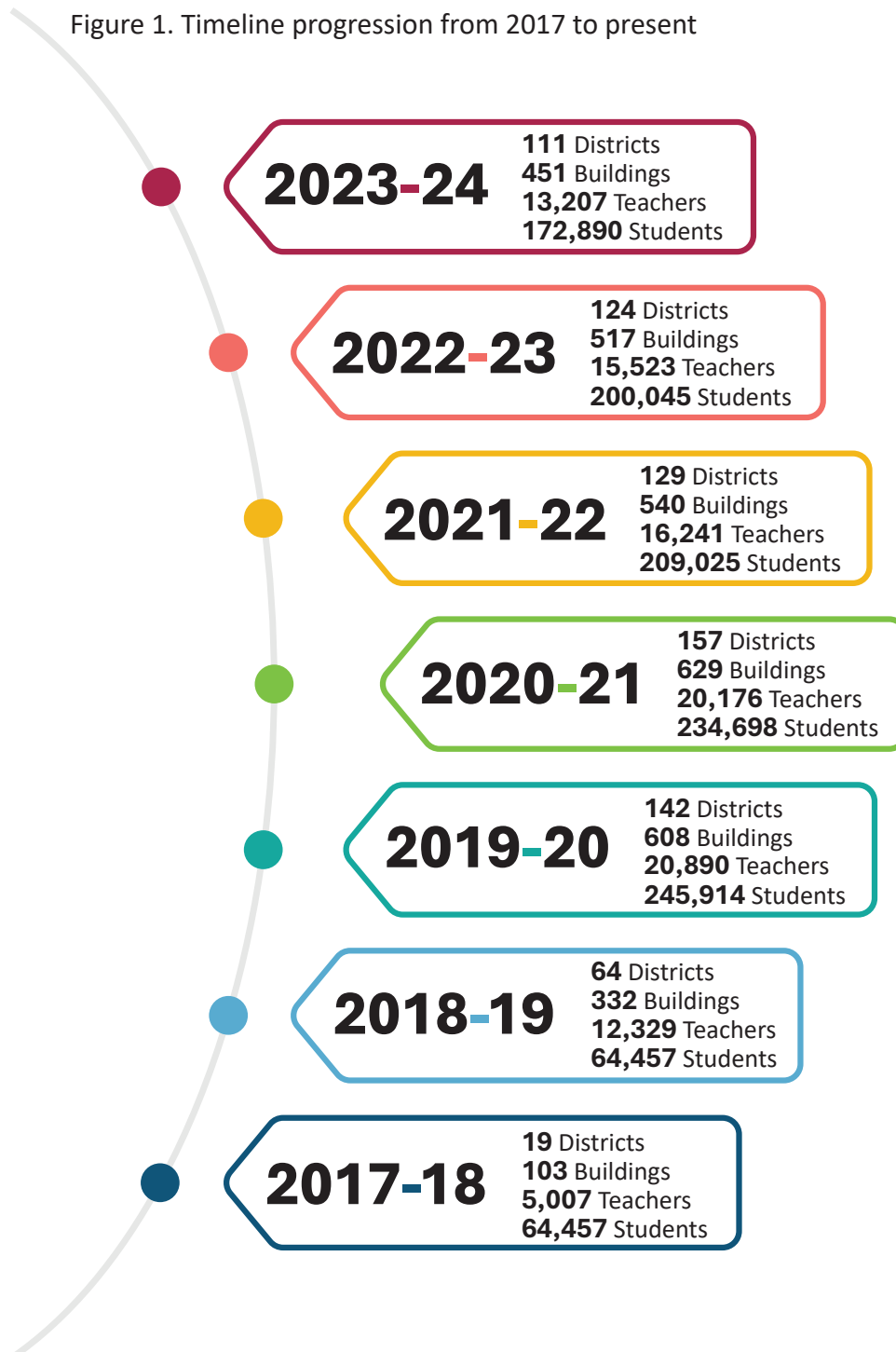
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District Continuous Improvement

The partnership between the Missouri Department of Special Education (DESE) and Missouri Educational Systems and Instruction for Learning (MoEdu-SAIL) started during the 2017 school year with Missouri Model Districts. Now known as DCI, this statewide project included 111 districts with 451 buildings in the 2023-24 school year. Figure 1 provides details regarding the growth of the project over the years, and the impact on the number of districts, buildings, teachers, and students.

Figure 1. Timeline progression from 2017 to present



DCI districts are organized into cadres based on geographic location and Implementation Zone. Implementation Zones are a data-driven approach to describing DCI processes and outcomes, providing an increased understanding of the DCI journey. There are five Implementation Zones within DCI: Early, Developing, Initial Implementation, Full Implementation, and Initial Sustaining. Once districts reach Initial Sustaining, they are implementing DCI with minimal support or completely independently.

About This Product

What does DCI look like in our schools? How does it differ between districts that have been in the project for many years and those newer to DCI? DCI in ACTION was designed to provide glimpses of exactly that - the work in action.

The first section of DCI in ACTION highlights districts from each Implementation Zone, providing a more complete picture of the stages of implementation. Following the district highlights are “advice from the field” sections. You will read thoughts from administrators, teachers, and the statewide support team.

Many districts who have been with DCI over several years have reported tremendous success. They often cite DCI as the approach that has been especially effective in contributing to their success. We hope you enjoy reading the stories and seeing the DCI work in action!



I am a firm believer that, as in life, good work in our schools doesn't happen without building relationships. Through the work of DCI and the building of collaborative teams, our school administrators, instructional leaders, and teachers develop relationships that focus on a culture of care, collaboration, trust, support, and purpose. Once these relationships are established, data is shared openly and objectively and effective teaching and learning practices are implemented, coached, and collaborated on. It is through this process that student achievement is improved and student successes applauded. DCI provides a framework that is necessary for sustainable school improvement.

*Gwen M. Deimeke
IDEA Coordinator | Office of Special Education*





CRYSTAL CITY 47

Road to Success

YEAR 1 - 2022-23

Began work in the Early Zone.

1

DISTRICT LEADERSHIP ATTENDS 2023 SUMMIT

“The summit allowed me to hear how other districts are using DCI to support their district and teachers. This helped me by providing insight into how we need to move forward as a district.”

Taylor Massa, Director of Student Services, Curriculum, Learning

2

YEAR 2 - 2023-24

With two new administrators in the district, our work focused on developing a team which meets consistently to coordinate efforts in their work toward developing assessment capable learners.

3

DCI FOCUS

The CWIS and SAPP survey results were utilized to guide the area of focus to DACL. A district audit of DACL practices was then conducted to help guide the work of DCI consultants.

4

IMPACT

“DCI has had and will continue to have a positive impact on student learning and growth in my classroom. This is my 23rd year of teaching and I was skeptical at first, but after trying a few new strategies, I quickly saw the benefits. My students are more engaged in the learning process and have benefited from ‘I Can’ statements, ‘Strong and Weak’ work examples, and rubrics.”

Amy Breeze, teacher

5

6

COACHING CYCLE

“While learning and implementing the components of DACL, the immediate feedback that we receive after the walk-throughs has been very helpful in gauging my progress and deciding what to work on next. This observation/quick debrief piece of the DACL professional development provides the support that we need to implement the new strategies we are learning and know that we are doing it successfully.”

Laura Bopp, teacher

ONGOING SUPPORT

The CWIS and SAPP survey results were utilized to guide the area of focus to DACL. A district audit of DACL practices was then conducted to help guide the work of DCI consultants. DCI continues to work through the Coaching Cycle and additionally works with the District Leadership Team in the Instructional Leadership Module to enhance student learning.

7

Early Implementation Zone

In the Early Implementation Zone there is a focus on learning about DCI, including vocabulary, the framework, and the tools necessary to implement DCI. Districts initially establish a relationship and clear line of communication with their DCI Coaching Support Team (CST). Districts develop a District Leadership Team with the assistance of their CST. The District Leadership Team, in consultation with their CST, determines which DCI Practice(s) will be their initial focus based on their data. Districts then develop an action plan to yield the desired results. As one CST Facilitator noted, one of the most rewarding experiences is seeing the hard work and growth of these districts as they move forward to set the stage for their personal DCI journey.



Crystal City 47 School District

1100 Mississippi Avenue, Crystal City, MO 63019

2 Buildings | 62 Staff | 545 Students

www.crystal.k12.mo.us



Impact Statements

Crystal City School District fully embraces the work of DCI. Last year they dipped their toes into Developing Assessment Capable Learner. The District Leadership Team fully accepted the role of leading the charge to support effective teaching and learning in their classrooms from being participants in professional development to assisting with coaching cycles and supporting their teachers in the implementation of Developing Assessment Capable Learners.

Tammy Ridgeway, CST Facilitator

DCI is a powerful professional development process. It provides clarity of expectations and follows through with coaching and support. Our district is now using DACL teaching strategies and have discovered when these are implemented along with good instruction in the classroom, they transform learning. We have found that consistency in implementing these powerful learning strategies allows for everyone from our District Leadership Team and teachers throughout our buildings to our students to be clear about the end goal of what students are to learn and be able to do. The DCI consultants use the strategies in their PD with teachers modeling what we are expecting to see in every classroom consistently throughout the district. This consistent implementation will strengthen the learning for everyone from the students all the way to the superintendent. We now have a strong foundation of a culture and climate that focuses on outcomes for students.

Crystal Reiter, Superintendent, Crystal City 47 School District

Southwest R-V School District

There is nothing better than being a SW Trojan!

OUR MISSION

Provide a comprehensive educational and career experience for each student.



OUR VISION

Educate and prepare leaders of tomorrow, today.

As a Principal it is awesome to walk into a classroom and see the teachers and students all taking ownership and engaging together. When you talk to the students they can explain the “what” and “why” and as an Administrator that is a great feeling.

*Kenny Ferguson,
HS Principal*

The DCI process has given our school the tools and guidance to identify our strengths and weaknesses. They have helped develop a path that leads to improving both.

Elementary Principal

District Continuous Improvement has made an impact on our students. Students expect to see what a finished assignment looks like. They want to know how the work will be graded and most important they understand the why. Students are now taking ownership of their learning rather than just completing assignments for points. There is more pride in a job well done.

*Christy Hermansen,
MS Principal*

YEAR ONE

In 2019, the district began working with District Continuous Improvement (DCI). Previously the district had implemented Professional Learning Communities (PLC). DCI was an easy transition and the district became focused on building collaborative teams.

YEAR TWO

The Elementary, Middle and High School established leadership teams to lead their peers in a journey that would help students attain their highest potential. Creating benchmark assessments while teams unwrapped learning standards provided the perfect foundation for teacher and student growth.

YEAR THREE

In 2022-2023, DCI coaches began working on developing instructional leaders. The district asked teachers to review benchmark assessments. Teachers became empowered to find the best resources to truly measure students abilities. From this effort a new ELA and math curriculum were put into place and now spans all grade levels. Teacher leaders made this happen.

YEAR FOUR

In 2023-2024, DCI coaches worked with all schools to strengthen strategies for looking at assessment regardless of the content and size of departments. Data teams meet every other week and teachers have discovered there is more to formative assessment than just content based questions. As our teams collaborate and create strategies for success, school based implementation coaching will shape our plans for the 2024-2025 school year.

Developing Implementation Zone

As districts move into the Developing Implementation Zone, analysis becomes more actionable because district data can be examined over time, providing the ability to monitor the progress of DCI implementation itself. Districts have the information needed to develop multi-year plans for teacher and administrator professional learning. They find that some of the keys to success in this zone include monitoring teacher proficiency in DCI practices; effective communication plans; setting and monitoring goals throughout the year; data team meetings; and supporting leadership and instructional staff through coaching and feedback for continuous improvement.

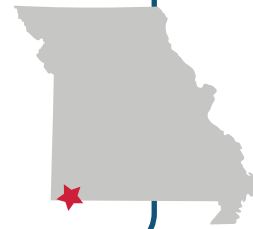


Southwest R-V School District

529 E. Pineville Road, Washburn, MO 65772

3 Buildings | 80 Staff | 828 Students

www.swr5.net



Impact Statements

The Southwest R-V school district is dedicated to the implementation of effective teaching and learning practices. Throughout their five-year journey with DCI, Southwest R-V has embraced the framework for continuous improvement to ensure the best educational outcomes for all their students. Working alongside their CST members, the district established building leadership teams, collaborative teams with a focus on database decision-making, and is in the process of establishing school-based implementation coaching. Southwest R-V's district-wide implementation of DCI practices has supported the continuous professional growth of their teachers and the continuous academic growth of their students.

Shanna Hight, CST Facilitator

The District Continuous Improvement (DCI) Initiative has been a blessing for the Southwest R-V School District. Prior to implementing DCI, Southwest had many improvement initiatives in place. At times, the instructional staff members looked at the initiatives as another hoop to jump through and additional work that was keeping them from preparing for classroom instruction. Administrators working with building leadership teams began to implement strategies that became more than just a hoop to jump through for teachers; it became a way of implementing instructional strategies that included meaningful feedback to assist the teachers in improving classroom instruction while ensuring benchmark data (data-based decision making) led the way for student learning. Effective classroom instruction will lead our district to the overall goal of creating assessment capable learners.

Dr. Tosha Tilford, Superintendent, Southwest R-V School District

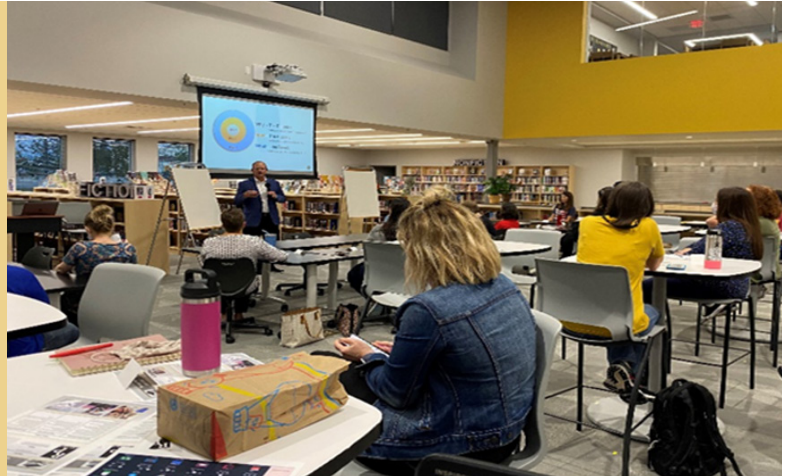
RAYMORE-PECULIAR SCHOOL DISTRICT



FOCUS AND REFOCUS DATA-BASED DECISION MAKING

Instructional Focus

Developing Assessment Capable Learners is our district focus because of the powerful research and our own data. The three Essential Functions in the Practice Profile guide our work and our academic effort. Our locally developed walk-through tool, based on the DACL practice profile, has led to deeper instructional conversations and collaboration amongst staff.



Data Review and Reflection

We are a data-driven district, and we use the results from the CWIS and SAPPs. This data helps us set our focus, priority targets, and goals which are in our CSIP and building plans. Building principals review data with staff and coordinate improvement efforts amongst our instructional teams. The CWIS and SAPPs help us monitor our progress in our buildings as well as district wide.

Professional Development

The DCI Framework supports the high-quality professional development needed to succeed as a district. We use our DCI mini-team and facilitators for coaching and on-site training. DCI staff participate in walkthroughs in our district and give great feedback. We use the published products to introduce the work to our teachers. The Blueprint and the infographics are valuable to us as we progress through this work because they provide a thorough description of the framework. Our instructional coaches have been key in our improvement efforts. They meet with grade level and department teams across the district to support teachers. By adding eight collaboration days to our calendar, we have provided teachers time to do the work.

**Preparing EACH student for a
successful and meaningful life**

Initial Implementation Zone

The Initial Implementation Zone is where the DCI framework truly becomes the way districts do business. When districts enter the Initial Zone, they have a solid background in the DCI Foundational Practices with a deep understanding of Developing Assessment Capable Learners (DACL) and movement toward School-Based Implementation Coaching (SBIC). Each district, however, is in a different place within their journey. Districts are able to see the connections between the DCI Practices. For instance, Common Formative Assessments (CFA) are written based upon individual learning targets. CFA data are then collected and analyzed through the DBDM process during Collaborative Team time, specific feedback is given, teachers change/improve their instruction, students master learning targets, growth occurs and is celebrated.



Raymore-Peculiar School District

21005 S. School Road, Peculiar, MO 64078

13 Buildings | 975 Staff | 6,202 Students

www.raypec.k12.mo.us



Impact Statements

Our DCI work with Raymore-Peculiar School District is a true partnership. We attend monthly Administrative Council meetings, complete district DACL walkthroughs, and witness firsthand their dedication to continuous improvement district wide. The strength of the district's work lies in their strategic scaffolding of practices within DCI's framework. All these pieces work together to provide teachers with the tools and knowledge to ensure each individual student attains academic growth and success.

Dr. Grace Milano, CST Facilitator

Raymore-Peculiar School District began DCI work in 2019 and we have continued to refine our instructional improvement efforts using the DCI model. DCI was selected as our ongoing instructional improvement effort because the work aligns closely with our continuous improvement mindset and strategic plan goals. As we began the DCI process, we had strong collaborative teams, common goals, and a strategic plan in place, but needed the framework for review and reflection of our instructional efforts. DCI provided that framework. The DCI staff continued to work collaboratively with district staff to support instructional growth and high-quality professional development.

Dr. Kristel Barr, Chief Academic Officer, Raymore-Peculiar School District



NORBORNE R-VIII SCHOOL DISTRICT

Norborne R-VIII School District is committed to a collaborative and caring culture. The district is driven by a growth mindset of differentiated instruction. We strive daily in effort to fulfill our mission statement: "Building Responsible Learners who Strive for Excellence"

Teacher Lead

Norborne R-VIII is a goal oriented, teacher led district. The District Leadership Team and administration worked together to develop an early out Friday each week, building a climate of collaboration and consistency. Historically, we have been recognized state-wide for our work with PBIS and Powerful Learning Conference. We have developed our DCI program with help from our DCI Coaching Support Team and the Central RPDC. Our main focus has been peer coaching and data-based decision making.

Data-Based Decision Making

We began our journey with DCI in 2019 starting with Developing Assessment Capable Learners. Covid made it's appearance and slowed our progress slightly; however in the fall of 2020 we returned with a book study on DACL. We took the learning from the book study back to the classroom focusing on the 3 key questions: "Where Am I Going?" (learning targets), "Where Am I Now" (feedback and progress monitoring), and "How Do I Close the Gap?" (self-reflection, learning adjustment, and student led teaching). The teachers used DBDM in their classrooms and during Pirate Pack time. This allowed teachers to focus on how data can improve instruction.

Collaborative Work

Collaboration has been our main focus at Norborne. We have time built into our schedule for teachers to meet and discuss student data, well-being, and challenges. We use this time with the goal of improving instruction for all students. We have also used our collaborative time to develop priority standards for all classes.

Peer-to-Peer Coaching

With DACL in place, we started working on School-based Implementation Coaching. Through monthly trainings with the DCI Coaching Support Team focusing on peer coaching, the staff made triad teams so there was more flexibility to be observed or be the observer. The staff found that teaming up and taking turns improved the skills and strategies of all educators involved. Teachers are now able to share best practices in a safe and collaborative environment. Peer coaching creates a learning culture through sharing, critiquing, and improving.



Full Implementation Zone

When districts enter the Full Zone, they have the DCI Practices embedded in each school including DACL, Collaborative Teams, Data-Based Decision Making, and Common Formative Assessment. The District Leadership Team diligently builds vertical and horizontal alignment and also serves as a model of collaboration for the rest of the district. Schools regularly monitor and reflect upon their implementation through the Self-Assessment Practice Profiles. The district works for proficiency across all DCI Practices and regularly engages in walkthroughs to provide evidence of this proficiency. The Full Implementation Zone is truly DCI in Action.



Norborne R-VIII School District

405 Pirate Lane, Norborne, MO 64668

1 Building | 35 Staff | 168 Students

norborneschools.com



Impact Statements

Norborne's journey into DCI began five years ago as a Missouri Model District (MMD). Prior to that they had been working with the Central RPDC for four years growing as a Professional Learning Community. Norborne truly believes that this is the way to do business! Their K-12 systemic approach for continuous growth for both students and teachers is evident as you move through the school. They have built strong collaborative relationships within the district and function at a high level as a collaborative group of educators. As Coaching Support Team Members, we have observed tremendous growth as they are developing their students to be assessment-capable learners. A focus on helping students know "where they are going" and "how to close the gap" is evidenced in each classroom. Their "Pirate Pack" time provides additional support through a tiered approach. District-wide implementation brings a cohesiveness to the Norborne School District!

Susan Feedback, CST Facilitator

Our DCI implementation has been and continues to be an amazing journey. The growth we have seen from both teachers and students proves that collaboration and dedication are essential for success! The support our staff has received from our CST Facilitator at Central RPDC has allowed us to take huge steps forward in encompassing the DCI mission of implementing effective educational practices. Our staff has worked through some foundational changes in how we teach our students. The development of priority standards, a deep dive into data-based decision making, and a collective commitment of classroom growth with peer-to-peer coaching has allowed Norborne to develop a growth mindset of student achievement. The culture and climate of our district and the trust of the staff for each other has increased our accountability and educator fidelity. We truly embrace our mission of "Building Responsible Learners Who Strive for Excellence!"

Jennifer Courtney, Superintendent, Norborne R-VIII

“We are what we evaluate!”

1. Collaborative Work

One building, Matthews Elementary, began using evidence-based practices.

2. Missouri Model District

Implementation of evidence-based components district wide.

3. District Continuous Improvement

District further embraced a unified system with support of the District Leadership Team and School Board.

4. These three initiatives led to The Journey

Our district journey included a series of starts, restarts, and some degree of reinvention

“We must bake DCI into our CSIP to provide sustainability or district turnover will affect progress. With that in place, we will ‘snap back’ to where we were before turnover.”

*Sam Duncan,
Superintendent*



New Madrid County

R-1 School District

DCI Framework

- > Content and support result in improvement in achievement for kids

District Leadership Team

- > DLT is where you start and guides focus
- > Keeps district on task by meaningful communication which encourages staff thoughts and ideas as you move forward
- > Embeds DCI concepts into evaluation tools and interview questions

Coaching Support Teams/Facilitators

- > Coaching Support Teams attend monthly DLT meetings
- > Train and coach through the DCI practices
- > Each CST is valuable to each of the buildings

High Quality Professional Development

- > Professional Development Committee bases PD on our core values which align with the DCI Practices...CFA, CT, DBDM, DACL, Metacognition, Leadership, and CTE

Comprehensive School Improvement Plan

- > DCI concepts are deeply embedded in our CSIP when writing goals and objectives for improvement

Sustaining Implementation Zone

Districts in the Sustaining Zone implement DCI with minimal support or are completely independent. They have used effective practices across the years with much success. Sustainability is the ultimate goal where services and supports provide a valid, reliable, and evidence-based approach to responding to the educational needs of students. In this stage, districts continue to implement effective practices, all while being mindful of the changing dynamics of enrollment and needs.

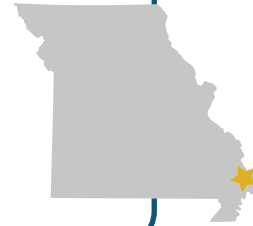


New Madrid Co. R-1

310 US Highway 61, New Madrid, MO 63869

5 Buildings | 165 Staff | 1,357 Students

www.nmceaglenation.com



Impact Statements

The New Madrid County School District has been a dedicated partner for years through the many iterations of DCI. Their district leadership team has grown into a true collaborative body working to move the school district forward. More than anything, they have developed an ethos of doing whatever it takes to support their teachers and students. This permeates the district and there is a desire to improve, even when they are already successful. That mindset has, and will continue to foster an environment where feedback is sought and valued, trying new things is commonplace, and collaboration is the norm. I look forward to seeing what happens next in their journey.

Seth Ward, CST Facilitator

I am thankful for DCI. As a school superintendent I do not have to face school improvement issues in isolation. One impact of our DCI work is that we have a team of collaborators (District Leadership Team) each of whom has their own collaborators (Building Leadership Teams); which gather and review data and formulate evidence-based solutions on a regular basis. Involving people closest to the issues gives us a fair shot at devising effective solutions to complex issues. We also have enjoyed tremendous support from CST Facilitators and consultants in developing and maintaining our processes. Our work with DCI has had an impact by keeping us moving forward and making our schools better. We can celebrate together when it's good, and we can face it together with action when it is not good. I am not alone in this adventure.... in fact, I am far from it. DCI works.

Sam Duncan, Superintendent, New Madrid Co. R-1 School District

Advice from Administrators

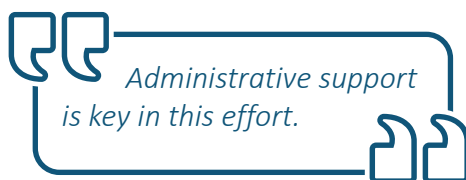
Support and participation from district administrators is a key element for successful outcomes. As one CST Facilitator noted, “The true growth in District Continuous Improvement comes from the leadership, not only in each building, but from the district level, too. The leaders are the drivers of full sustainable implementation.”

Thoughts from Superintendents

Della Freeman

Superintendent, Spokane School District

We are in year five of the District Continuous Improvement (DCI) work. When beginning this work, we were very intentional with the professional development for our district and our four-day work week was instrumental in our progress.



Administrative support is key in this effort. We first had sessions with the District Leadership Team (DLT) and the consultants to make sure everyone was onboard and spoke the same language. From

there we went to the Building Leadership Teams (BLTs) and developed a professional development plan with the feedback we received. We wanted everything to fit together and not just one more thing for our teachers. We found that DCI fits into good instruction and curriculum development. Our leadership teams have grown as the result of this work as it encourages us to reflect on the practices and create next steps.

We have three areas of focus which are Developing Assessment Capable Learners (DACL), Common Formative Assessment (CFA), and School-Based Implementation Coaching (SBIC). We determined these areas by using the Collaborative Work Inventory Survey (CWIS) and school data.

We monitor our progress in various ways. One way is by observations and peer coaching, which have been very powerful. We also use the Network for Educator Effectiveness (NEE) for teacher evaluation. We find this aligns with the DCI work through our improvement effort. We are intentional when using the Self-Assessment Practice Profiles (SAPPs) and the Virtual Learning Platform (VLP) to help gauge progress. We use all this feedback to reflect on how we can be better which will lead to our improvement efforts.

DCI also supports our educators in various ways. The consultants have been a great resource to our district. We often use Mondays as professional development days for training and then consultants

will follow up on other days for coaching. I feel that our professional development has become more high quality because of this work. The facilitator and CST members are very supportive, and we communicate with them often. I feel that I can reach out to them anytime when planning our PD.

DCI has supported our district in every area of improvement. Our CSIP is aligned and embedded in the DCI work. This has made our CSIP more meaningful. It has helped us make each day count and we are more focused as we develop priority standards. We now align our curriculum and assessment to the standards which guarantee rigor. This leads to better outcomes for our students. This is reflected in our APR which has shown growth from last year!

Sustainability of this work is important to us. We make sure that the leaders are well versed in the language and vocabulary. As we bring in new people, they need to be onboarded and trained. When talking to new hires, we make sure they know the expectations. To further aid in sustainability, we choose good mentors and make good use of the Virtual Learning Platform (VLP) to catch them up to speed. Observations of other educators and internal coaching using the practices are also valuable tools to use with new staff.

My final words of advice are to take advantage of DCI if offered as an opportunity. The resources are fabulous whether face-to-face or online. I have also found the yearly Summit is something that districts should attend because you can see DCI in action through collaboration!

Dennis Eastin

Superintendent, South Harrison School District R-2

Our journey has been a long one with the District Continuous Improvement work. We started years ago with Missouri Model Districts (MMD) and I have witnessed a change in our culture since that time. The consultants that we have worked with have taught us to be collaborative which has helped lead to our success with this work. The road was not always easy, but we stuck with it as we headed in one direction.

My advice to those administrators who are just beginning this work is to make sure you do not go too fast. Take it one step at a time and consider the uniqueness of your district. Administrative support is key and the District Leadership Team (DLT) must lead by example. It is important for staff members to see the administrators collaborate in decision making during this process and allow for the opinions of others to be shared.

Our DLT team has grown because of this work and we have all become better leaders in the area of communication. Because of this, I have

seen the Building Leadership Teams (BLTs) take a larger role as they collaborate and make building decisions.

We take our areas of focus very seriously. Our areas of focus are Data-Based Decision Making and Common Formative Assessment. Our teams meet twice a month and discuss student progress as we examine assessment results. The consultants have assisted us in making good and sound decisions for our students regarding instruction as a result of this collaboration. We use the Collaborative Work Inventory Survey (CWIS) and the Self-Assessment Practice Profiles (SAPPs) to help determine where we are in terms of these focus areas. We discover through these tools where our buildings are in these focus areas as well as our individual educators. These results may sometimes have us take a step back and change our pace.

The DCI work has supported High Quality Professional Development (HQPD) in our district. My staff has grown with the help of the consultants that come into the district to train and coach. They lead by example, and I can see the result in better classroom instruction, as well as curriculum development. The information they deliver helps us in our journey of improvement. Their support has been amazing!

Of course our goal through this work is school improvement. DCI has been an integral part of this. We have included DCI in our Comprehensive School Improvement Plan (CSIP) when writing our



goals and objectives. For us, CSIP is not separate from DCI. It holds us more responsible because we are constantly looking at data which leads to improvement of instruction and student success.

Sustainability of the work is very important to us. As educators leave for various reasons, we want to convey to new hires that this is important work for our district. So far, turnover has not affected this work. We are quick to do onboarding every year with our consultants. This brings new hires up to speed in our focus areas. Our entire staff see this as important and set the example of expectations for DCI.

My final words of advice are if a district has the opportunity to take advantage of this work, they need to seriously consider it. Your district will improve! I have never seen any other work that has the impact and benefits of DCI. It has changed the culture of our district!

Advice from RPDC Directors

Chuck Garner

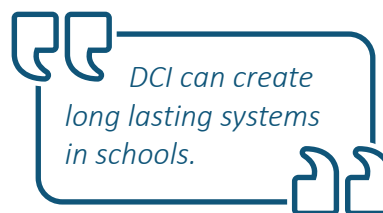
Director, Agency for Teaching, Leading and Learning

DCI is a great way to ensure a complete systemic approach to district improvement. It is the umbrella in which quality instruction, leadership, and school improvement come together. With the support of the CST (Coaching Support Teams), districts are afforded high quality, on-going professional learning to move from “pockets of excellence” into district-wide improvement that is on-going and systematic.

John Waters

Director, Education PLUS/St. Louis RPDC

DCI In Action is very visible in the districts that are choosing to implement the best practices in teaching and learning. The beauty of DCI is that a district is met where THEY are and choose an area of support that aligns to their CSIP goals and objectives. This statewide system is calibrated among the consultants in the nine RPDC regions monthly to insure fidelity. DCI is a system that coaches teachers and leaders, not catches them. It is a statewide system that is available to any district/charter in the state of Missouri. It can create long lasting systems in schools.



Julie Blaine

Director, Central RPDC

DCI can support school districts at just the right time by taking the first steps to look at meaningful student data collaboratively. DCI then provides the background knowledge, the structure, and the guidance school districts need to improve, implement, and sustain teaching and learning. DCI is not some grand new initiative. DCI supports and accelerates the direction school districts are already headed. I believe the work of District Continuous Improvement will have a lasting positive impact on teaching and learning in school districts.

Michael Pragman

Director, Kansas City RPDC

DCI offers districts up-to-date professional development support. Consultants work alongside superintendents and leadership teams to determine the areas of focused support needed specific to their district based on various data sources. They create a personalized Professional Development Plan that connects to the district’s Continuous School Improvement Plan. Areas of focused support can include strengthening Instructional or Systemic Leadership or focusing on foundational areas such as Collaborative Teams, Common Formative Assessments, and Data-Based Decision Making. Wherever

districts and CSTs decide to begin the DCI work, sustained systems are created that lead to improved student learning.

Amy Ramsdell

Director, Heart of Missouri RPDC

A lot of administrators come into this process wanting to see quick results. They rush into areas that they think they are ready for but the systems piece is not yet in place. I made this mistake myself as the central office administrator bringing DCI into my district. It is important to spend time at the beginning with your District Leadership Team really diving into the leadership module and forming the foundation for the program. This will enable the roll out into the buildings to be consistent and all building administrators will understand DCI and what the goals are within the program. I would also recommend completing a District Action Plan as a DLT and incorporating the program into the CSIP prior to starting with the building-level piece. This will show the administrative support for DCI so when DCI is started at the building-level, there is no question of

It is important to spend time at the beginning with your District Leadership Team...

what those expectations are and what the goals are. So in other words, go slow in the beginning in order to go fast later on. Districts that do not focus on these aspects in the beginning of the process can find themselves having to go back later to do them, or end up without administrator and teacher buy-in.

DCI - The Big Picture

It is essential for districts to understand the big picture of DCI as they journey toward school improvement. The following sections contain advice on the value of DCI and district growth; the importance of having a system in place with leadership support; and how high-quality professional development can impact student learning.

Value of DCI and District Growth

MoEdu-SAIL Team Member

A key element of the DCI Framework is the Statewide Support - the people involved in DCI work. DESE provides Statewide Support to participating districts through partnerships with MoEdu-SAIL and Regional Professional Development Centers (RPDCs). MoEdu-SAIL staff, RPDC Directors, and consultants are at the heart of DCI work.

District Superintendent

We have developed positive relationships with our DCI support team and truly value them and their contributions to help our teams best serve students. Thank you for allowing DCI to support us.

Elementary Principal

We were on the right track with instruction, but DCI just helped our teachers get even better and has helped our students grow. This leads to our school improvement.

High School Principal

Our DCI journey has been outstanding, and we have experienced significant growth throughout the process. The fundamental support of DCI has allowed us to transition through some very prodigious educational philosophies including standards-based grading, data-based decision making, and a collective commitment to collaboration.

CST Member

I feel my time in a building is beneficial when the leadership says they can visibly see the difference in the classrooms and are celebrating progress.

Elementary Principal

DCI is District OF Continuous Improvement. We are good but we can get better. Our CSTs are the experts that help us reach our potential.

District Administrator

Our teachers and students have benefited from the DCI work. All the work is research-based which leads to our teachers becoming better instructors. The students are benefiting from this and are actually participating in their learning as they become assessment capable. We are doing what works and it is making a difference in our district's improvement.

CST Member

I can tell the work is impactful when students welcome you back and hope you are coming in their classroom for a walkthrough and to ask what they are learning.

Instructional Coach

Our DCI partners came in at just the right time as we were taking our first steps to look at meaningful student data together. They provided the background knowledge, the structure, and the guidance we needed at just the right time. They didn't come in with some grand new initiative. They supported and accelerated the direction we were already headed. I believe the work they've done and will continue to do will have a lasting positive impact on teaching and learning in our school.

Systems Approach and Leadership

CST Facilitator

DCI assists districts in establishing systems. These systems are based on effective practices research. Districts that commit to full implementation establish proven practices that will raise achievement of all students.

District Superintendent

It's really important for the DLT team to understand 'the big picture' is what the work involves so that support can be provided.

CST Member

The DCI Framework, a systems approach, enables districts to stay laser-focused on their mission and aligned improvement goals. DCI is comprehensive when it comes to Professional Development for educators. It provides both evidence-based initial learning opportunities as well as an experienced team to support follow-up coaching designed to meet the specific needs of districts, schools, and individual teachers. As a consultant, I have found that the DCI effective practices can be implemented and supported in all districts regardless of their size, demographics, or current

The DCI Framework, a systems approach, enables districts to stay laser-focused on their mission....

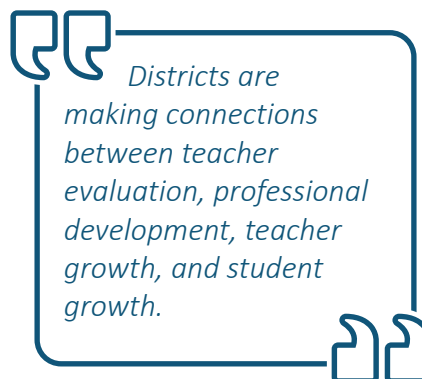
level of implementation. Most appealing to the educators I have worked with is that DCI is not just 'one more thing,' but rather a strategic approach to implement teaching and learning practices having the greatest impact so their students can experience optimum success!

CST Facilitator

DCI is a systemic process for learning about and reflecting on best practices for Missouri schools. DCI consultants provide consistent Professional Development and coaching emphasizing collaborative analysis of evidence of student learning. Individual educators, teacher teams, and administrators work toward sustaining implementation of best practices and, overall, will see high-yield results because of their commitment to DCI work.

CST Facilitator

Key characteristics of the DCI work include regular DLT meetings that focus on both short- and long-term goals based on the district Comprehensive School Improvement Plan (CSIP); internal training and coaching rather than relying on outside support; actively utilizing the VLP to train and grow the knowledge of their new and veteran members; and using data to determine next steps. Districts are making connections between teacher evaluation, Professional Development, teacher growth, and student growth which leads to full implementation of the DCI framework.



CST Member

The beliefs, attitude, and culture of the administrative team are critical as a school moves forward to implement and support effective practices to maximize impact on student growth and learning. We have found the leadership modules to be essential as a school starts this process. One district provides a perfect example of a group of administrators working through the leadership modules in order to implement a systemic framework. This group spent the first half of the year learning together as an administrative team. During the second half of the year, they began to move forward with the core modules with their staff. They have become a more cohesive group as a result of this work.

DCI Administrator

The DCI work seems to organize best practices in a systematic way, it brings together many portions that we have started and gives us quality feedback on the implementation of those best practices. This initiative gives us the tools to ensure that students benefit from correct implementation of research-based practices.

CST Facilitator

DCI is a wonderful opportunity for Missouri school districts to embrace a systemic approach to district-wide continuous improvement. District leaders receive support on how to align district-wide efforts that will directly impact student learning. Leaders gain access to specific data collection and analysis tools to better inform their professional learning plans. Teacher leadership capacity is elevated through leadership training. Classroom teachers are provided coaching in their daily instruction. DCI is a statewide collaborative network that works to ensure that all Missouri districts have access to high-quality professional learning opportunities to maximize their overall district performance.

DCI is a statewide collaborative network that works to ensure that all Missouri districts have access to high quality professional learning...

CST Facilitator

It was clear at a recent District Team Leadership (DLT) that the new superintendent values DCI and his buildings are committed to the work.

High-Quality Professional Development

CST Consultant

The DCI Framework (PD, coaching support, tools, and resources) provided to district administrators, instructional coaches, and teachers has proven to be an effective approach to improving learning outcomes for ALL students in Missouri.

District Administrator

In my experience, being able to partner with DCI and providing staff access to Professional Development in the district has been answered prayer. In addition, the District Continuous Improvement Framework booklets have been superior resources to refer to while building a vision for this improvement focused on student learning.

District Superintendent

It's important to make a plan for the PD needed and consistently focus all of the work toward the goal. We've discovered faster isn't better. We have tried that in the past and it did not get us anywhere. Our DCI team work helped us understand this.

DCI has allowed our teachers to focus on professional growth.

District Superintendent

DCI has allowed our teachers to focus on professional growth. They now understand the standards and how to go deeper with data analysis. When teachers believe they can always improve, the students will learn and grow too.

High School Teacher

I never thought I would be saying this but I have to share. I have always written learning targets or objectives on the back wall of my classroom and not really paid much attention to them. After training with our CST, I decided to try it the DCI way and now I am recording the learning targets front and center, unpacking them, and coming back to them throughout the lesson. I have been doing this for about three weeks and it has made a huge difference for both my students and myself.



CST Facilitator

As a result of Professional Development and coaching provided by CST members, districts/charters are digging into implementation of DCI practices. I see them now being able to discuss strong and weak learning targets within their teams. They also talk about the importance of unwrapping a standard properly to create strong targets.

MoEdu-SAIL Team Member

Training and coaching is provided through Coaching Support Teams, comprised of consultants from MoEdu-SAIL and RPDCs. CST consultants are in districts, working closely with administrators and educators. They are the “front line” workers of DCI. Some consultants have been with the project since day one while others are “retired” educators. Their expertise is invaluable. I advise districts to take advantage of this resource as they journey through DCI.

CST Member

DCI is district-level Professional Development, grounded in essential learning practices to increase student achievement. The PD provided is relevant to every grade level and content. Through the CSTs, the PD is tailored and a coaching model begins to support the learning and ensure the implementation into the daily practice of teachers.

Building Administrator

I like the option of using the Virtual Learning Platform (VLP) as online PD for my teachers. It gives me the opportunity to make PD assignments and collect data. It allows for much flexibility because all tools can be used at any time with an opportunity to collaborate. The CSTs introduce the practice and then follow-up with coaching after the teachers have completed the modules.



Getting Started and Sustaining the DCI Work

Sustainability is important with this work. Effective leadership and a strong communication protocol set the foundation. The following is advice on how to achieve and sustain your goals from the beginning of DCI in your district.

Effective Leadership and Communication

CST Member

One of our districts invited other DCI districts to view how their District Leadership Team functions. The focus was on district needs and ‘where are we now?’ related to implementation. The session started with whole group planning and then each Building Leadership Team separated into their planning teams, supported by CSTs for each site. The invited districts gained a new perspective on how leadership teams could function.

DLT Member

The DCI leadership modules allow the DLT to grow and develop personal leadership skills. The development of these skills allows leaders to gain a deeper understanding of the DCI Framework and to closely examine the routines, procedures, roadblocks, and successes within the district to begin developing a plan for productive change. The decision making process, culture, and climate are closely examined and allow for sustainability.



CST Facilitator

The most successful educational leaders are systems thinkers who facilitate a cycle of continuous improvement and support the implementation of effective practices. These leaders support the professional learning of teachers with a focus on student achievement.

CST Member

Starting the DCI work with a leadership focus on how to build a culture of change in the district/building is a critical first step to moving a district forward. I have found that districts that start here see the big picture from the beginning and know the end in mind. District and building administrators become lead learners and then build the capacity of their teachers.

CST Facilitator

As I work with instructional leaders I have found when they model collaboration and data-based decision making, while encouraging the use of effective teaching and learning practices, classrooms are more responsive, and decisions are made on higher level. This establishes a positive school climate through leadership.

CST Facilitator

Administrators and staff new to a district often need an overview of DCI. Similarly, as districts focus on continuous improvement, there is a need for ongoing and consistent discussion on planning and building staff capacity through DCI practices.

CST Member

The close examination of a district-level communication plan allows for all stakeholders to be aware and share in the decision making processes across the district. Throughout our work with districts, it has become clear that when a systematic communication plan is in place, developed, and implemented, commitment and buy in from stakeholders increases. This leads to sustainability.



CST Member

When the district leadership is involved in the DCI work, it is easy to see growth in the practices. Involvement means supporting and encouraging; attending PD and coaching sessions; and participating in walkthroughs. This leads to self-sustainability for the district.

Elementary Principal

I have found that I need coaching on DACL as a principal so that I can provide ongoing feedback to my teachers as a leader. Do not hesitate to join in the trainings and coaching sessions as an administrator.

CST Member

The importance of administrative leadership and involvement in DCI is key to success. It is crucial that principals participate in walkthroughs and give feedback afterwards. I was with a principal when he participated in a DACL walkthrough in all the elementary classrooms. While some students were able to answer the first DACL question (Where am I going?), many classes had students who were not able to answer that question. As a result, the principal plans to lead an activity with the teachers to examine their use of CFAs and determine if they are continually increasing in rigor toward the priority standard.

CST Member

Leadership creates opportunities to support and encourage the implementation of DCI. Leaders are the drivers of full sustainability.

DLT Member

DCI starts and ends with alignment within the District Leadership Team. By giving communication roles to the DLT members, it ensures monitoring and consistency of messages to all buildings. This is critical because DACL should start day one of a district's DCI journey. While it may take a few years for district-wide DACL to be in place, if the DLT begins the work with a consistent message, then DCI processes become the foundations of teaching in the district and undergird the construction of district teaching.



DCI starts and ends with alignment within the District Leadership Team.

Data-Driven Process

DCI is a data-driven process. Data elements at all stages can inform sustainability of effective educational practices and influence the design of processes and systems. The following will offer advice on how districts use the Collaborative Work Implementation Survey (CWIS) and Self-Assessment Practice Profiles (SAPPs) to help determine areas of focus and monitor progress.

Collaborative Work Implementation Survey (CWIS)

District Administrator

DCI helped us get started using the Comprehensive Work Implementation Survey (CWIS) to systematically and routinely collect, analyze, and implement change in areas most needed to move towards the best learning environment for our students.

District Administrator

Our district administers the CWIS every spring. Our facilitator and CST team members take the time to review the results with us. It is so helpful to see our teachers' perceptions of where they believe they are. We then will determine our next year's PD based on these results.

High School Principal

Even though our CWIS data show that we are proficient with DACL, we aren't seeing it lived in the classroom. We compare the perceptual data from the CWIS to what is really happening in our district. I think we need more modeling of DACL for teachers.

DLT Member

We use the CWIS to identify strengths and weaknesses pertaining to the DCI practices. Our DLT uses these results to identify district goals. The facilitator and the CSTs work with us to interpret the results.

DLT Member

Our DLT uses the CWIS to help identify the district focus. It is also valuable to look at previous longitudinal results from this tool because it helps us determine growth. The facilitator and CST help us process these results.

Our DLT uses the CWIS to identify the district focus.

Self-Assessment Practice Profiles (SAPPs)

DCI Administrator

We have utilized the SAPP protocols to collect and analyze our data with the direction of DCI support to ensure that we provide a great learning environment for our students.

DLT Member

The SAPPs provide the teachers with a rubric to determine growth just like we use with students. SAPPs help the teachers to be Assessment Capable Learners.

Building Principal

The SAPPs are great tools to help our district see where our teachers are in regards to our chosen focus. We use this data to differentiate PD for teachers.

District Administrator

Our district uses the SAPPs for a self-check on the implementation of the practices. SAPPs make it easy to track individual progress. It is a powerful tool when it is used along side the Practice Profile as we journey to proficiency.



Selected DCI Practices

Having a thorough understanding of the DCI Practices is vital to successful implementation of DCI. The DCI practices are rooted in effective research and have been found to have a positive impact on student learning. The following advice describes the value of implementing these practices in districts as they move toward school improvement.

Collaborative Teams (CTs)

Special Education Teacher

We are so excited to have the DCI team help our school teams learn how collaboration is important. Their coaching helps our teams stay student focused. Being the only special education teacher for grades 6-12 one can only imagine how excited and relieved I was to start getting weekly vocabulary words and weekly agenda from the regular education teachers. Being able to plan a week ahead and prepare instruction for our students has shown a significant improvement in assessment scores and learning goals. Thank you DCI!

Elementary Principal

As a result of CST coaching, our District Leadership Team (DLT) now observes in-depth conversations between teachers who are sharing advice and instructional strategies.

CST Member

The interwoven layers of the DCI process are truly becoming very evident to me as I work in my first year as a consultant. As I studied the modules in isolation to prepare for the work, I could understand the significance and importance of each one. What I failed to see at first was how they all connected, despite their research-base and the beautiful infographics. It is now no surprise to me when a conversation about a collaborative culture leads to a productive discussion about restructuring building data teams; or when teachers are engaging in supporting one another and solving problems collaboratively, a greater culture of trust arises; or when a refresh of systems leadership results in the emergence of teacher instructional leaders.



High School Teacher

Our Collaborative Teams have allowed us to have great conversations using data as we set our goals for instruction. Through DCI, we now understand the importance of this planning dialogue as it leads to a common focus based on student improvement. Before DCI, our teams met for the 'sake of meeting' with no agenda or purpose.

Our collaborative teams have allowed us to have great conversations...

Data-Based Decision Making (DBDM)

Elementary Principal

Building a system for DACL makes sense so that teachers make data-based decisions on the level of learning that meets the grade-level standards. Prior to doing the DCI work, our teachers often weren't teaching grade-level standards.

CST Member

During a recent coaching session with high school data teams, one teacher noted that she liked how they are now able to assist each other by looking at data when making good decisions.

High School Principal

During out data team meetings, we are not only discussing the data but planning strategies to support students that need skills retaught and to enrich and extend the thinking of students who have mastered the learning targets. Through the Data-Based Decision Making process we are seeing tremendous growth in student learning.



CST Facilitator

When asked about the benefits of data teams (collaboration and sharing ideas; supporting each other; reflecting on their practice; looking at data more closely; reteaching using data; beneficial vertical conversations; and the value of hearing what other are

doing), teachers noted, "any time I implement a new practice and reflect on data, it helps students."

CST Member

I see more productive data team meetings after training and coaching on DBDM. Teams are now better equipped to analyze data and make informed instructional decisions by using the GAINS process. Teachers are working on ways of identifying where they can differentiate instruction to meet the needs of their individual students.

District Administrator

The DBDM Practice Profile has been of great value in reviewing our DBDM process and providing feedback to ensure that we are on the right track.

Second Grade Teacher

We not only use the DBDM process to identify academic needs but use it to determine social and behavioral needs. We then collaborate on the practices that will make our students successful.

Common Formative Assessments (CFA)

Reading Specialist

Now that I see how CFAs build toward the grade-level priority standards, it makes sense that this is where interventions should happen.

CST Member

During a recent walkthrough in a district, I observed teachers using both formative and summative data to help students determine their next steps in the learning process.

Curriculum Director

Be sure your teachers are data teaming on CFAs from grade-level standards. In the past, we were not doing this and we were not making gains. Our students' achievement levels are improving as a result of this work.

Our students' achievement levels are improving...

High School Teacher

After receiving training and coaching on CFAs, I can see how formative assessment guides and informs instruction during a learning cycle whether it is a lesson, unit, or course. Using CFAs ensures that there is consistency across grade levels or departments for both student and teacher performance.

Using CFAs ensures that there is consistency across grade levels or departments...

District Administrator

The CFA Practice Profile was instrumental in helping our teams work through the CFA process to ensure we were achieving appropriate rigor in our assessments.

Effective Teaching and Learning Practices (ETLPs)

District Administrator

DCI has provided substantial support to our school in regard to Developing Assessment Capable Learners by helping teachers to reach new levels of confidence and students to begin making connections with their learning needs.

High School Teacher

After implementing Essential Function 1 which addresses the question of “Where Am I Going?” in the DACL module, students are now spontaneously comparing their work to the strong and weak work examples.

Middle School Teacher

Through the DACL process, I have learned how to give real feedback to my students during the learning process. My feedback is more detailed and descriptive. It is geared to how students can improve and reach their goals/targets. I am able to guide my students toward self-regulation as they assess their work.

Special Education Teacher

As a first-year teacher, I appreciate the guidance on assessing capable learners, setting goals for capable learners, and reflection of those goals. The walkthroughs in my classroom have provided me with specific and helpful feedback on my own teaching techniques. I feel that this process is giving all teachers the ability to perform to their best and ultimately develop capable learners!

CST Facilitator

A kindergarten teacher put the standards in three different colors with each one having a matching car on a poster in the room. The road

represents the journey and the color-coded cars represent where they are in the learning progression for that standard. Considering the entire building has planned three interim CFAs, the 1, 2, and 3 on the road represent where they are in that process. The teacher



shared that students talk every day about how far away or close they are to the ‘finish line.’

CST Facilitator

Working through the Developing Assessment Capable Learners module has helped teachers identify priority standards, along with clear learning targets that match their standards. This has led them to focus on creating success criteria to support learning targets and using those to provide feedback to students.

CST Facilitator

Elementary teachers in a district I work with are showing significant growth in their use of learning targets and then discussing the academic language with targets. Teachers are now excited to involve students in establishing learning targets.

Third Grade Teacher

Nothing is more rewarding as an educator than seeing a student genuinely proud of their accomplishments. Through DACL training, I have learned the process and importance of empowering young minds to be visionaries for their own learning and success. My favorite part of Development Assessment Capable Learners is the meaningful conversations I can have with individual students and the power behind them seeing clearly where they are and where they are headed. Watching them light up when they realize they’ve made significant progress because they had a vision, no matter where they were to begin with, is the most rewarding part.

Through DACL training, I have learned the process and importance of empowering young minds to be visionaries for their own learning and success.

CST Member

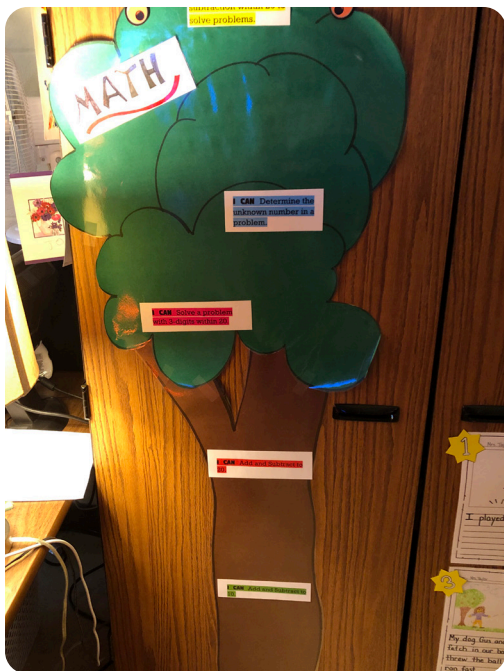
To set the foundation for ongoing DACL implementation, we coached secondary science teachers through DACL systems work. We started seeing changes in their attitudes. At first, these teachers saw this work as ‘busy work’ that would not have much impact on their students’ learning. They are now working hard to adjust their instruction and seeing the impact through improved student learning.

CST Facilitator

As I work with districts, I use metacognitive practices with teachers to have students start thinking about their learning. A large part of metacognition is actively monitoring one’s own learning and making changes to one’s own learning to be more successful.

CST Member

A first grade teacher created a ‘learning tree’ that illustrates the progression of a rigorous priority standard. She spent the necessary time to help her students understand the learning journey so they could tell her where they are in their journey. She uses the ‘learning tree’ on a regular basis for interaction with her students as they discuss their goals and targets.



First Grade Teacher

In the past, we just thought DACL was something a teacher did every once in a while. Now, we (teachers) know that it is a different way of doing instruction where students do the thinking and teachers determine the learning activities/experiences. We are not great at it yet, but we will get better if we don't stop and go back to the way we used to do it.

Middle School Teacher

Through using metacognitive modeling practices, my students can better describe how they think and learn.

School-Based Implementation Coaching (SBIC)

High School Principal

Our high school has been working through the DCI process for the last several years and has steadily built a staff who is responsive to continuous improvement in the building and the steps that go along with such an endeavor. This year we chose School-Based Implementation Coaching (SBIC) as the focus. That choice has been a game changer among the staff. By simply creating days in the calendar where two or three teachers can host visiting teachers in their classrooms, they have begun to see an openness to sharing and a growth in the system they continue to develop. The teachers are seeing the reasons for shared vision and mental models and internalizing shifts that they can make individually to support the whole. SBIC has proven to be a great move for our building; it has continued to promote unity and camaraderie among the staff, breaking down most of the pre-existent silo walls that stood for so long in this building. It is our belief that SBIC will continue to be the catalyst for positive change.

CST Member

The impact of our DCI work in one district has been very evident this year. The staff members requested to start the SBIC module and have done an excellent job of jumping right in with teachers volunteering to host other teachers in their rooms. The visiting teachers are having rich conversations centering around evidence of DACL strategies but also including observations of all good practices that they might be able to adopt and use in their rooms. Staff are excited to share and learn!

CST Facilitator

Growth in internal capacity to lead and share is apparent. An elementary principal asked a high school principal and staff to share how they specifically choose priority standards and supporting standards. While the elementary teachers have been exposed to similar strategies from their Coaching Support Team, the input and coaching from another teacher had a stronger impact.

Elementary Teacher

Working with my coaching partner from developing my Growth Plan to completing observations followed up with reflection and feedback has made me more aware of what I am doing in my classroom during instruction that directly influences the learning of my students.

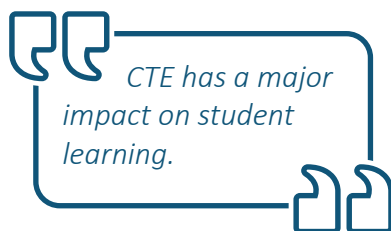
Collective Teacher Efficacy (CTE)

First Grade Teacher

We are building Collective Teacher Efficacy as we do the tough work of helping each other implement DACL in the classroom.

High School Teacher

As a result of CTE, I feel that I have a voice in my professional growth as an educator and that voice is valued.



Elementary Teacher

CTE has given me the opportunity to see that together as educators we can have a major impact on student learning, and we are not alone.

Elementary Principal

I greatly appreciate the professional development the CSTs provided on collective teacher efficacy. The session focused on teamwork and teacher empowerment and was inspiring and most of all lots of fun. I anticipate high levels of student achievement and success based on the professional development we are receiving on collective efficacy.

Building Principal

We are building CTE by creating opportunities through collaboration that allow us to share our specific skills and experiences which impact student learning.



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Effective Teaching and Learning for ALL Students