Effective teaching and learning for ALL students

Missouri Model Districts (MMD)/District Continuous Improvement (DCI)

MMD/DCI 2019 Summit

Monday, 05.13.2019
Afternoon Session

Chateau on the Lake

Branson, MO

Mon
05.13.2019

- ☑ 1:00p Welcome Orientation Foundations 1
- ☐ 2:40p Break & Snacks
- ☐ 3:00p Cadre Time
- ☐ 4:00p Dismiss

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DESE Welcome

- *Stephen Barr, Assistant Commissioner*
  Missouri Department of Elementary & Secondary Education

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

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Why?

- Programs come and go
- Turnover—all levels
- High costs to sustain
- Little follow-up built into models
- Diluted focus
- Because MO can do better!

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https://dese.mo.gov/learning-services

How Does District Continuous Improvement Fit With MMD?

- **DCI** highlights 5 focus areas consistent with the MMD Content Framework
- Parallel structure provides a seamless transition to DCI (2019-20 SY)
- DCI maintains a focus on district implementation
- DCI is a framework not a program--consistent with MMD tenets

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Where Did We Start?

MMD started with Cohort 1 in 2017-18 school year, our first pilot districts – as illustrated by the blue stars.

Cohort 1 currently has:
15 districts
91 buildings

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Where Are We Now?

Then in the 2018-19 school year we added Cohort 2, as illustrated by the green stars.

Cohort 1: 15 districts
91 buildings

Cohort 2: 49 districts
207 buildings

Scaling Up!

Total: 64 districts
298 buildings

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Where Are We Going?

2017-18
MMD Year 1
Cohort 1

15 Districts
91 Buildings

2019-2020 School Year
DCI Year 1
Cohort 1 (Year 3)
Cohort 2 (Year 2)

2018-19
MMD Year 2
Cohort 1 (Year 2) &
Cohort 2 (Year 1)

Added
49 Districts
207 Buildings

Potential Scaling Up!

As of Feb 4, will be adding approximately 60 districts and 243 buildings for a total potential scaling up of 124 districts and 541 buildings!

CONTINUOUS IMPROVEMENT SYSTEM

THEORY OF ACTION:

Improved student learning for every student in every school

Leadership

Collaborative Climate and Culture

Effective Teaching and Learning

Data-Based Decision Making

Alignment of Standards Curriculum and Assessment

PRESCREEN

SCREENING IN 1-3 AREAS

DECISION

Training → Practice → Self Assessment → Observation → Decision

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EFFECT SIZE

Magnitude of study outcomes (research)

- Supports meta-analysis of similar studies (comparative value)
- Supports comparing relative value of different practices/approaches/programs

Effect size matters

- d = .20 small
- d = .40 medium – the average – 1 year growth
- d = .60 large
- d = 1.0 = 2-3 years growth

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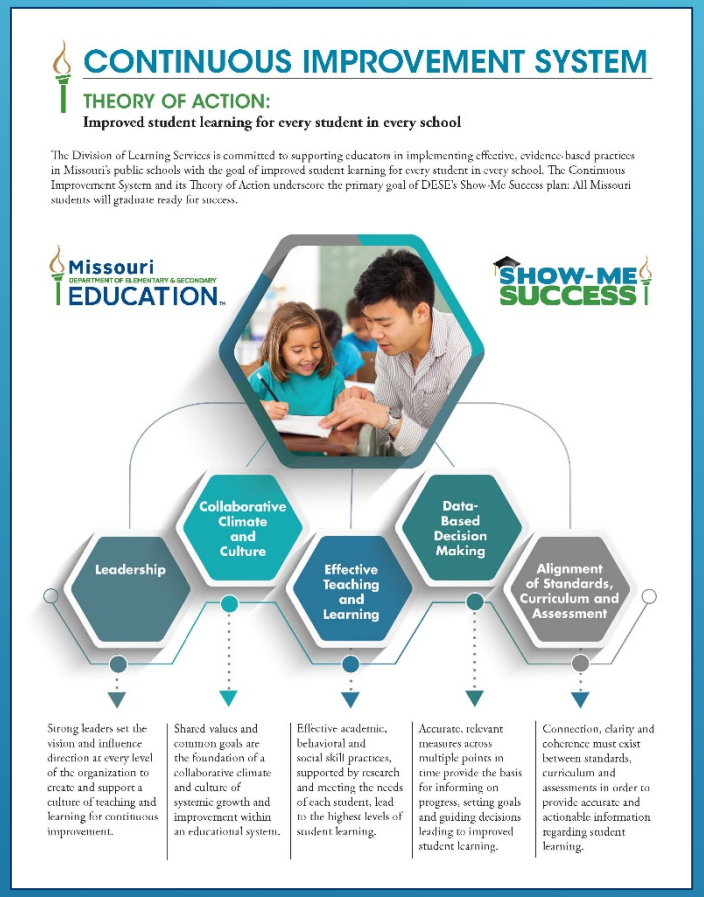

https://dese.mo.gov/learning-services

Leadership—district leadership team—this is key

Common Formative Assessments
Teach—Assess—Reteach—Reassess

Virtual Learning Platform
100% of Educators necessary
Allows you to assign groups
Allows you to monitor progress
Acknowledges teacher mastery
Data can drive decisions

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Orientation to MMD/DCI

- *Ronda Jenson, Director*
  MoEdu-Sail

MO EDU-SAIL
Educational Systems and Instruction for Learning

Orientation to MMD/DCI

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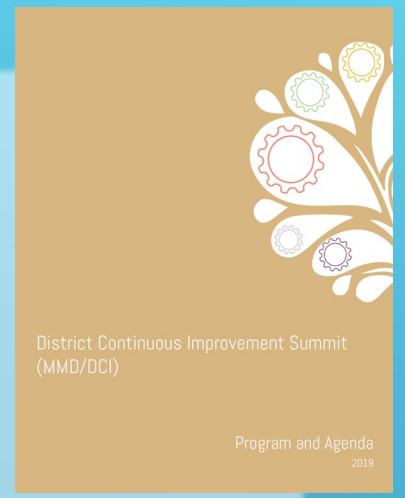
Overview of Today



This afternoon we will focus on the MMD/DCI Basics

- ✓ Statewide System of Support
- ✓ Coaching Support Teams
- ✓ RPDCs and MoEdu-SAIL
- ✓ District Focus – highlighting Meramec Valley district
- ✓ MMD/DCI Content Framework – through the newly revised Blueprint and Step-by-Step
- ✓ Cadre time – getting acquainted, talking about first steps, etc

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Orientation to MMD/DCI

Statewide System of Support

- ✓ RPDCs
- ✓ Cadres
- ✓ Coaching Support Teams
- ✓ MoEdu-SAIL
- ✓ Terra Luna Collaborative

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What is a cadre?

Cadre: A small group of school districts sharing similar demographics

Why cadres?

- To gain more of a state than regional perspective of "what works"
- To learn more in-depth about specific contexts across districts and implications for MMD/DCI
- Set the stage for districts to learn from each other
- To provide focused coaching support

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What is a Coaching Support Team (CST)?

- Expertise: general/special education, behavior, data, technology, leadership, assessment, early childhood, elementary, secondary
- Approximately 5-10 team members
- Representative of the state and all RPDC regions
- Each CST has a Facilitator
- CST Facilitator & RPDC Directors working closely to assure consistency and cohesiveness.

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What is a CST Facilitators Job?

- Be your primary contact for MMD/DCI
- Be your "tour guide" for the MMD/DCI process
- Facilitate cross-region collaboration
- Will work with you and the team to determine coaching needs and match-up the right expertise on the team
- Will work with you and the team to determine training needs and match-up with the right trainer in the state

Orientation to MMD/DCI

Meet the Coaching Support Team Facilitators!

Cadre 1
Tammy Ratliff

Cadre 2
Cynthia Matthew

Cadre 3
Carla Williams

Cadre 4
Judy Wartick

Cadre 5
Pat Johnson

Cadre 6
Terri Parks

Meet the Coaching Support Team Facilitators!

Cadre 7
Cheryl Wrinkle

Cadre 8
Jeff Freeland

Cadre 9
John Schuler

Cadre 10
Carla Williams

Co-Lead Statewide Facilitators

Cindy Beckmann

Mary Dell Black

Judy Wartick

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MoEdu-SAIL

Missouri Education: Systems And Instruction for Learning

- ✓ Research and support for development of MMD/DCI materials
- ✓ Leadership for coaching support teams
- ✓ Organizational support for state-level MMD/DCI meetings
- ✓ Leadership assuring quality evaluation of MMD/DCI and reporting

Visit the Marketplace for a mini-session on resources on the website!

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What do we hope to accomplish today and tomorrow?

Summit Objectives for Incoming Districts

1. Describe the framework, the research that supports its use, and its key elements to a co-worker who did not attend the Summit
2. Understand the steps of MMD/DCI implementation
3. Understand the current level of MMD/DCI implementation in my district
4. Describe the importance of a district focus for implementation
5. Understand how coaching will support and guide the implementation of effective educational practices and processes

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Summit Objectives for Incoming Districts, continued

6. Know the ideal order for the implementation of effective practices
7. Know the effective practices that drive implementation and identify the first few action steps my district might need to take to start the process
8. Describe and find MMD/DCI tools and resources
9. Know what a CST is and who my district's CST facilitator is
10. Know the communication system used between CSTs and districts.

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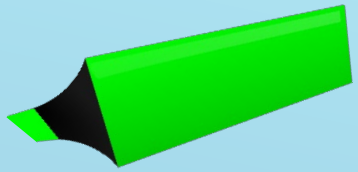
MMD/DCI Summit Rubric

What is your current level of proficiency?



Levels of Proficiency		
Bullseye! I can do this well all of the time.	**Getting better,** I am starting to understand what to do.	**Just beginning,** I am not sure how to do this yet.

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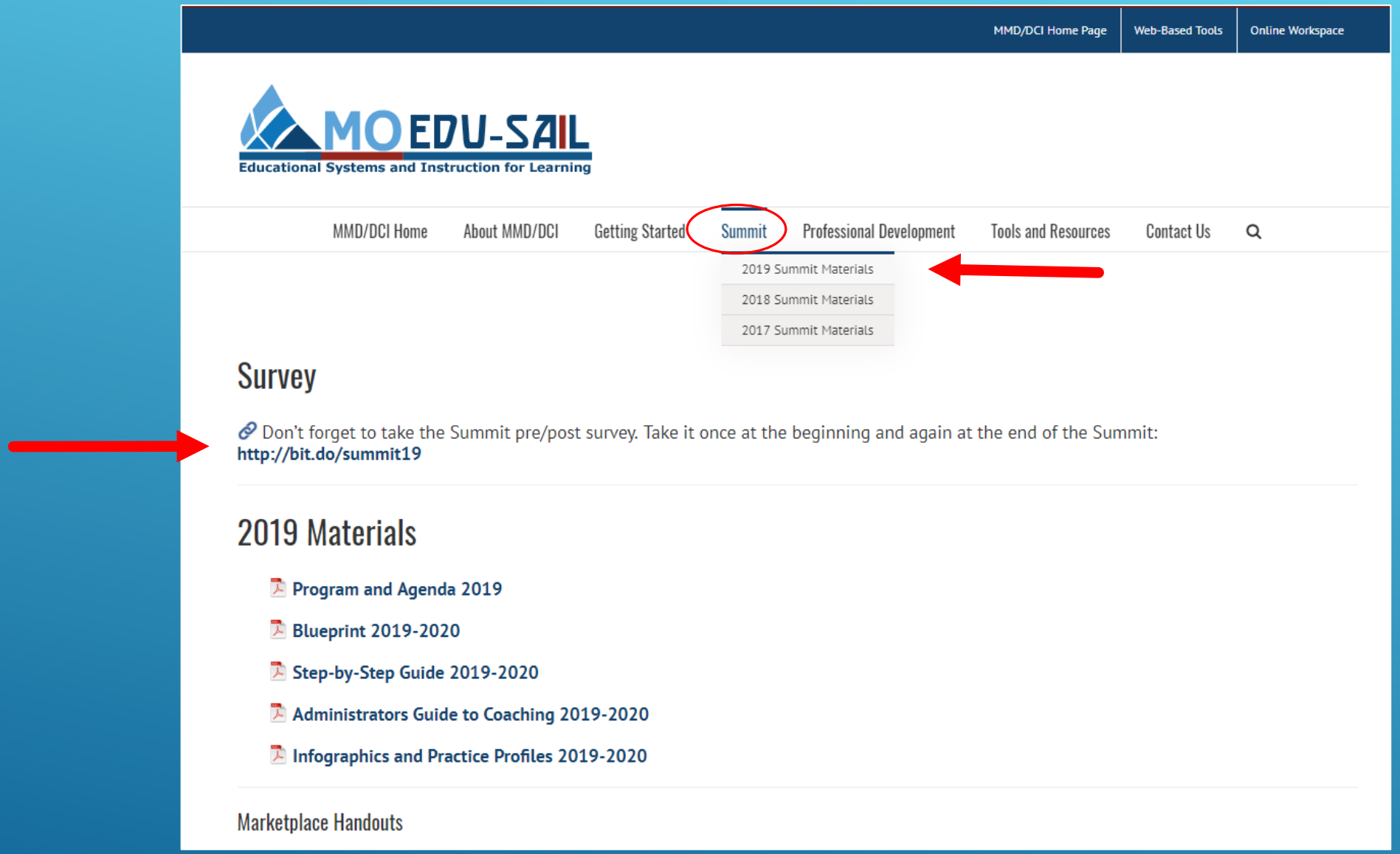

SUMMIT 2019 PRE/POST SURVEY

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District Approach

Terri Parks

Highlighting a District with an Exemplary Entire District Approach

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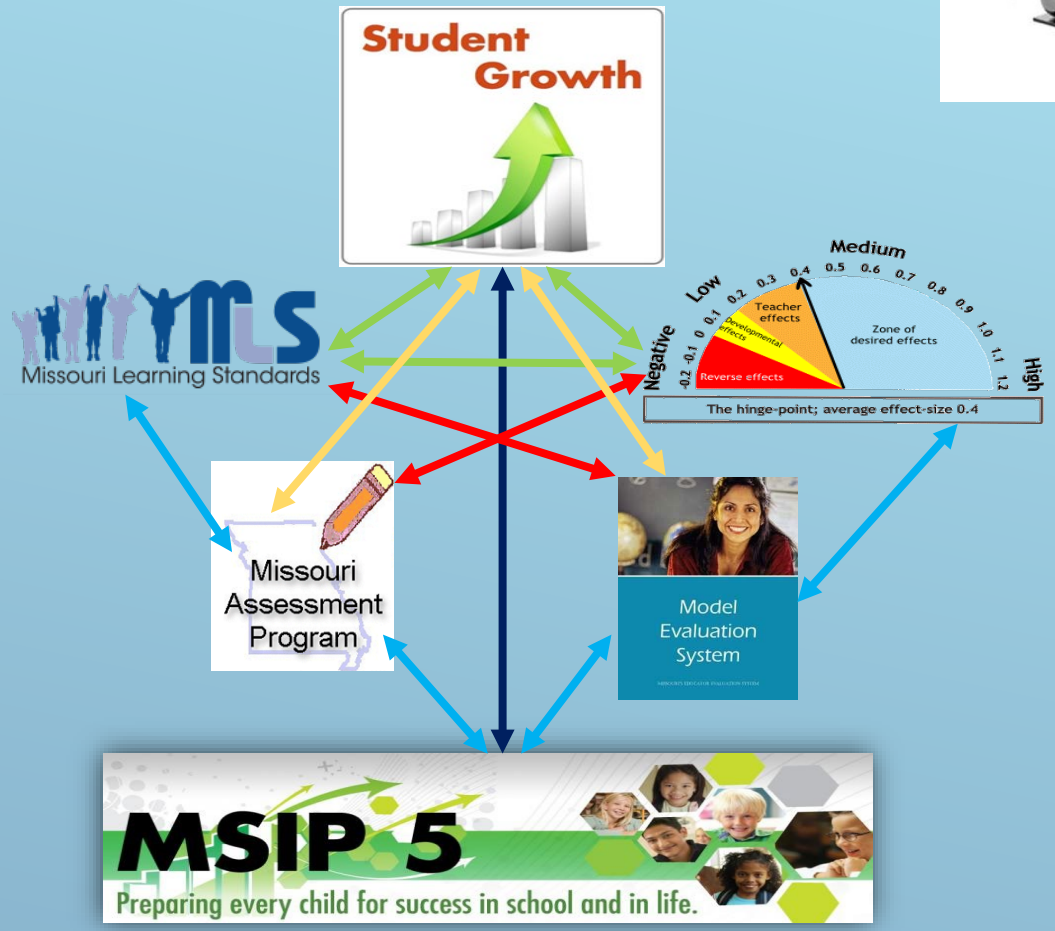
MVR-III

Meramec Valley R-III School District

Together We Make a Difference in Doing What's Best for Kids

District Highlight

Interdependent System



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EMBEDDING THE WORK… MVR3 CSIP PLAN

STRATEGY 1: Teaching and Learning processes engage students in 21st Century Learning Skills.	**Site/Department Program Eval.**
ACTION 1: Align all PreK-12 curricula, instruction, assessment, and resources to the Missouri Learning Standards and the Missouri Model District Essential Components.	**PreK-12**
ACTION 2: All math instruction will follow a differentiated model to ensure all students' learning goals are met.	**Elementary Buildings CC**
ACTION 3: All classrooms will implement student goal setting and Assessment Capable Learner practices and strategies aimed at learning standards.	**PreK-12 MMD Leadership Team**
ACTION 4: Problem-solving, engineering practices, and inquiry will be embedded into the learning process daily across the curriculum.	**K-12**
ACTION 5: All classrooms will integrate and implement instructional technology strategies to improve student learning.	**Technology/All Buildings**
ACTION 6: Common Formative Assessements will guide teaching and learning decisions.	**Asst. Supt. Curriculum/Principals**
ACTION 7: Review all K-12 Health Education instruction to support "healthy" students.	Student Health Program Eval.

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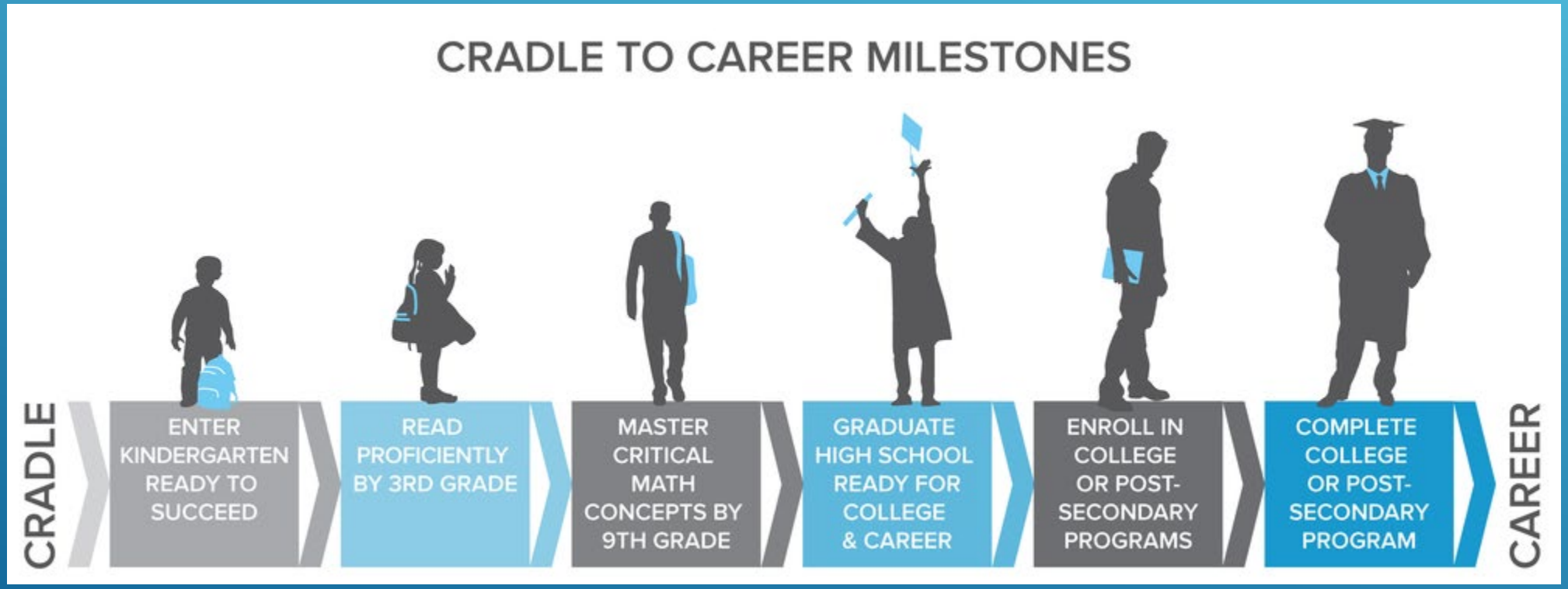
District Highlight

EMBEDDING THE WORK…
MVR3 ROBERTSVILLE ELEMENTARY BSIP PLAN

CSIP Goal Alignment	Goal 1: All MVR-III students will graduate college and/or career ready yearly. Objective 1: By June 2022, student achievement will rank among the top districts in the state of Missouri.
Building SMART Goal #1	**All Robertsville Elementary students will increase achievement in Math based on local assessment data for the 2018-2019 school year.**

Action to be taken	Person Responsible	Timeline	Results/Method of Evaluation	Professional Development/ Needed Support
Classroom will do daily fact fluency – 10 min / Goal Setting	Teachers	All Year/daily	Fact Fluency master Growth	
Closing Achievement Gap by using interventions with fidelity	All Staff RTI/SpEd	All Year/daily	Progress Monitor / Benchmark Data	
Goal Setting	Student/Teacher	All Year/weekly	Growth of achievement	N/A
Peer Coaching on Math teaching strategies	Teacher/Coach	All Year	Growth of achievement on assessments	
Growth Board	Teacher	All Year	Reflect & change to increase achievement	Time for growth boards
RTI Data Teams	Teacher/Teams	All Year/every 6 weeks	Growth of achievement of local assessments	
Monthly meeting with Nike grade level team member to review math.	Teacher/Principal	Monthly	Review Blue sheets from Evaluate	Follow up Evaluate training

EMBEDDING THE WORK…
MVR3 MILESTONES



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STANDARDS FOR PROFESSIONAL LEARNING			
Professional learning that increases educator effectiveness and results for all students ...	**LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	**LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	**RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	**LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	**IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	**OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

PDC Goal 1: Instructional decisions will be based on formative and summative student assessment data.
(Teacher Standards 2, 3, and 7)

PDC Goal 2: Consistent, effective instruction will be evidenced in every district classroom through district standardized expectations for all students, collaborative planning, and training/support in best practices.
(Teacher Standards 2, 3, 4, 6, & 7)

PDC Goal 3: Effective instructional programs will be implemented to meet the needs of all Meramec Valley R-III students.
(Teacher Standards 1-7)

PDC Goal 4: PDC will support district and building efforts to consistently partner with district parents and community.
(Teacher Standard 9)

MVR-III PD Plan-BOE Approved August (2018)

EMBEDDING THE WORK...MVR3 PD PLAN

EMBEDDING THE WORK…
MVR3 PD CYCLES

Cycle 2-Assessment for Learning---Mandatory for all 2nd year & 3rd Year Teachers AND New-to-the-District Teachers with Experience

(Cycle 2 PD Chart Visual)

Cycle 2 2nd-year Teacher & Experienced New-to-the-District Teacher

August	September - December	January - May
Overview on New Teacher Induction days (August 7, 8, 9) The Teaching and Learning Cycle Beginning with the End in Mind Universal Assessment Training Complete ACL Webinar through MMD	Instructional Coaching Weekly Visits • Common Formative Assessments • Grading for Learning vs. Reporting • RtI Training---The RtI Guy Videos ACL Training 10/25/18 - AM	Instructional Coaching Weekly Visits 15 Fixes to Broken Grades Book Study continues • Student Feedback Training ACL Training 01/24/19 - AM ACL Training 03/04/19 - AM

Cycle 2 3rd-year Teacher

August	September - December	January - May
Goal conversations with Instructional Coach Complete DBDM Webinar through MMD	Instructional Coaching Weekly Visits DBDM Training 10/25/18 - PM	Instructional Coaching Weekly Visits DBDM Training 01/24/19 - PM DBDM Training 03/04/19 - PM

PD Cycle 2-Assessment for Learning

Second and third-year teachers and experienced teachers new to MVR-III are required to have training in *Developing Assessment Capable Learner* (2nd-year teachers & experienced teachers new to the district-year 1) and *Data-Based Decision Making* (3rd-year teachers & experienced teachers new to the district-year 2). This cycle is known as PD Cycle 2 and aligns to many teaching standards but in particular Teacher Standards 2-Student Growth, Development, and Learning & Standard 7-Student Assessment and Data Analysis.

This cycle will be supported by the MVR-III Instructional Coaching Staff. 2nd-year, 3rd-year, and experienced new-to-the-district teachers (years 1 & 2) can expect to have weekly visits/collaborations with their Instructional Coach.

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Foundations

John Lewis

Foundations

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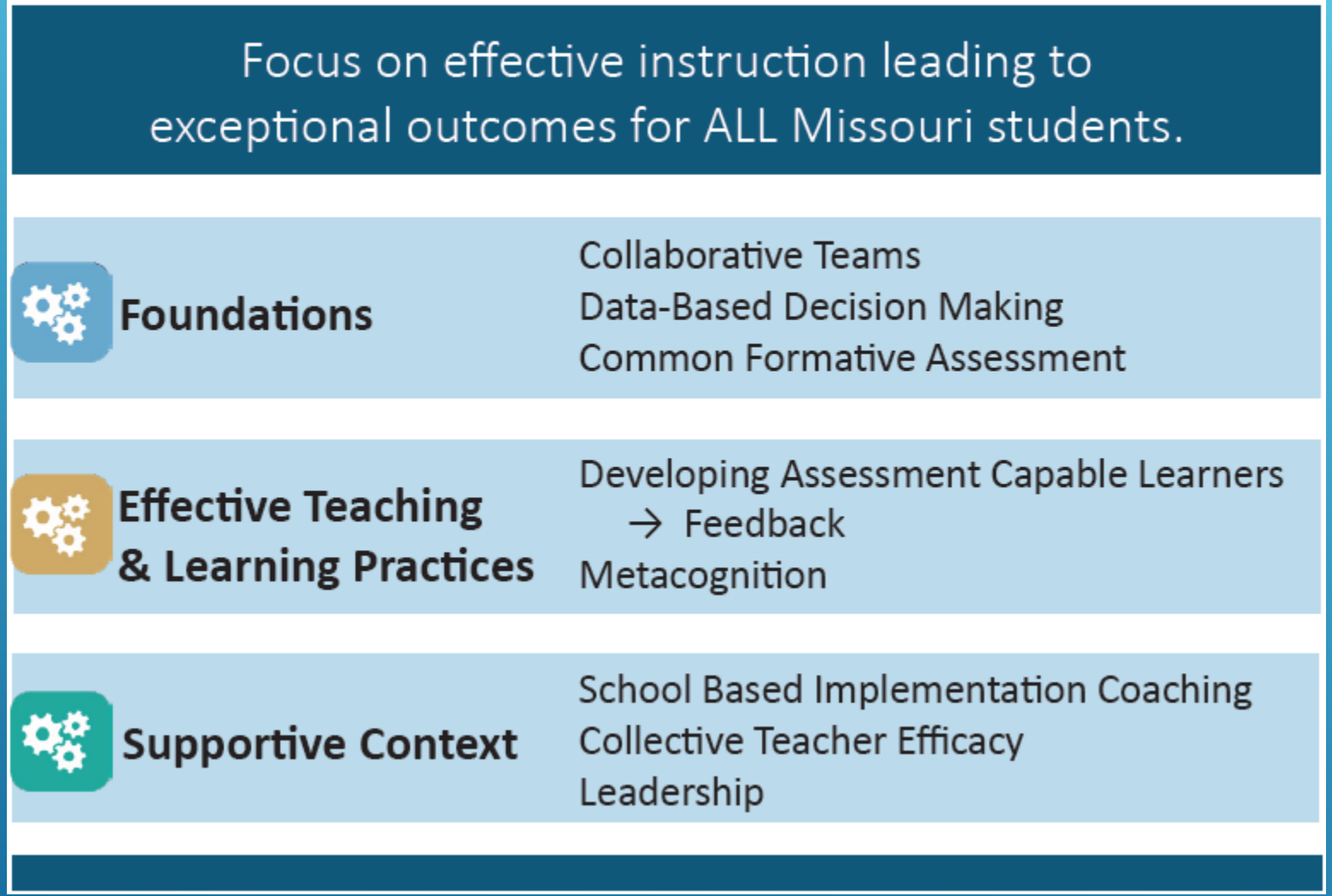
Figure 1. MMD/DCI Framework



Blueprint p. 8

Foundations

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Foundations: Collaborative Teams (CT)

Essential functions of Collaborative Teams:

- Educators collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement.
- Educators effectively implement group processes in collaborative team meetings.
- Educators intentionally use collaborative skills in collaborative team meetings.

Practice Profile
p. 48-49

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Reflective Questions (CT)

How often and how well does your team discuss:

- Data and how to monitor student progress?
- Instructional practices that are connected to student learning?
- Data to identify students needing re-teaching?
- Alignment of instructional practices to academic standards?

What group processes does your team use?

What collaborative behaviors does your team use?

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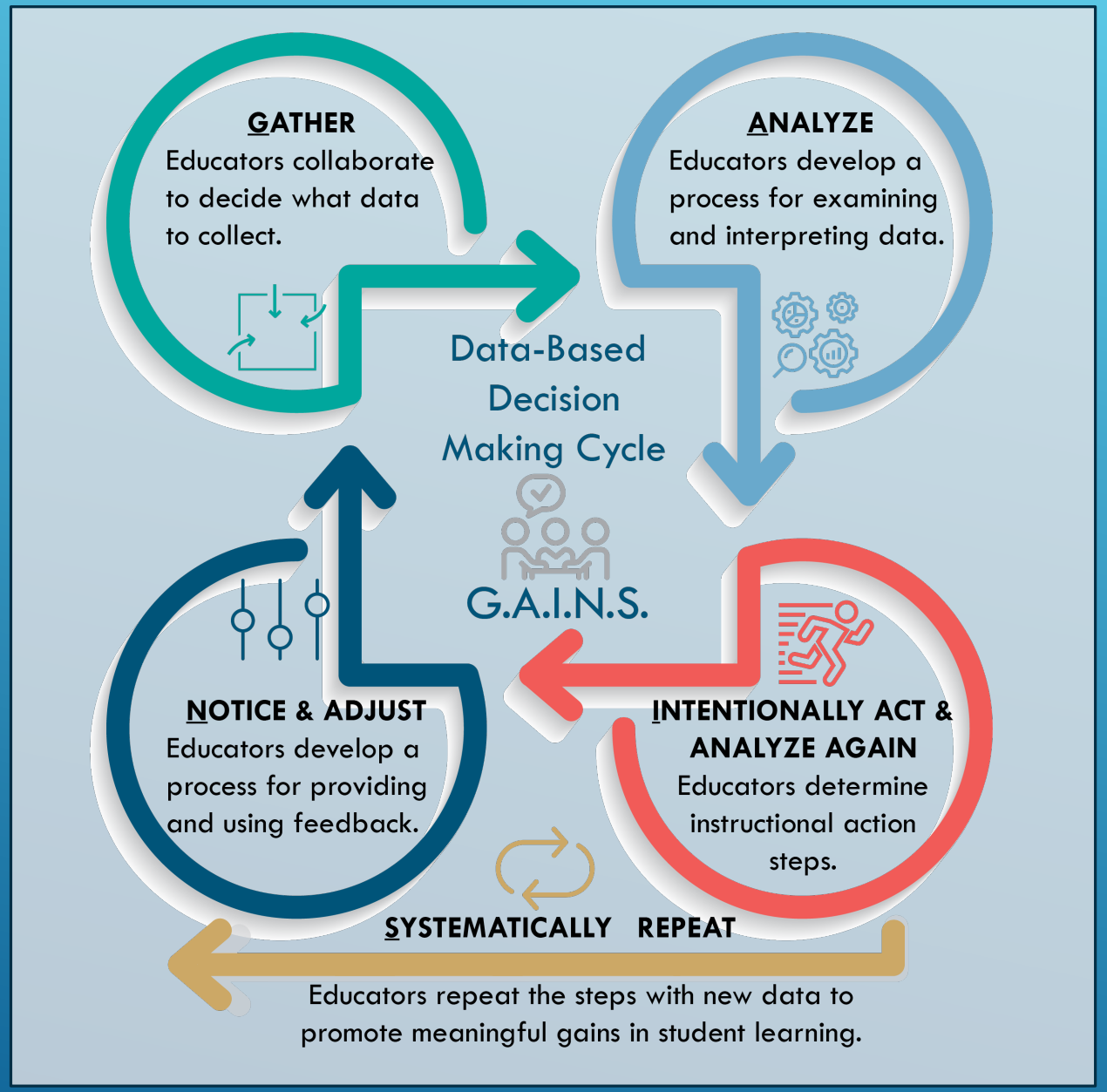

Blueprint p. 10

Visit the Marketplace for more on DBDM and the GAINS cycle

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Foundations: Data-Based Decision Making (DBDM)

Essential functions of Data-Based Decision Making:

- Educators establish a collaborative process for collecting data = Gather
- Educators implement a process for examining and interpreting data = Analyze
- Educators determine instructional action steps = Intentionally Act & Analyze Again
- Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly = Notice & Adjust

Practice Profile, p. 50-51

Educators repeat the steps with new data to promote meaningful gains in student learning.

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Reflective Questions (DBDM)

How systematic is your team's approach to student data analysis?

When a common misunderstanding is discovered in the student data, how does your team address it?

How does your team assess impact when implementing an instructional change or new practice?

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Foundations: Common Formative Assessments

Essential functions of Common Formative Assessment:

- Educators develop clear and meaningful learning targets to guide instruction and student learning.
- Educators establish clear and measurable student success criteria in a rubric, scoring guide, or checklist.
- Educators construct and/or use quality assessment instruments of sound design and that measure the learning targets.
- Educators use assessment data to improve student learning.

Practice Profile, p. 53-53

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Reflective Questions (CFA)

What are ways in which you make sure the learning goals in your classroom are clear and meaningful?

Are your success criteria clearly aligned to learning goals? How do you make sure that your success criteria clearly relate to what students say and do?

How do you ensure that the assessments you use are high quality and provide opportunities to clearly show where students are in relation to mastery of the learning target?

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Collaborative Teams
Collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement.
Effectively implement group processes in collaborative meetings.
Intentionally use collaborative skills in team meetings.
Data-Based Decision Making
Establish a collaborative process for collecting data.
Implement a process for examining and interpreting data.
Determine instructional action steps.
Use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.
Common Formative Assessment
Develop clear and meaningful learning targets to guide instruction and student learning.
Establish clear and measurable student success criteria in a rubric, scoring guide, or checklist.
Construct and/or use quality assessment instruments which are of sound design and measure the learning targets, which are aligned to the Missouri Learning Standards.
Use assessment data to improve student learning.

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Effect Size

Heidi Newlon

Effect Size

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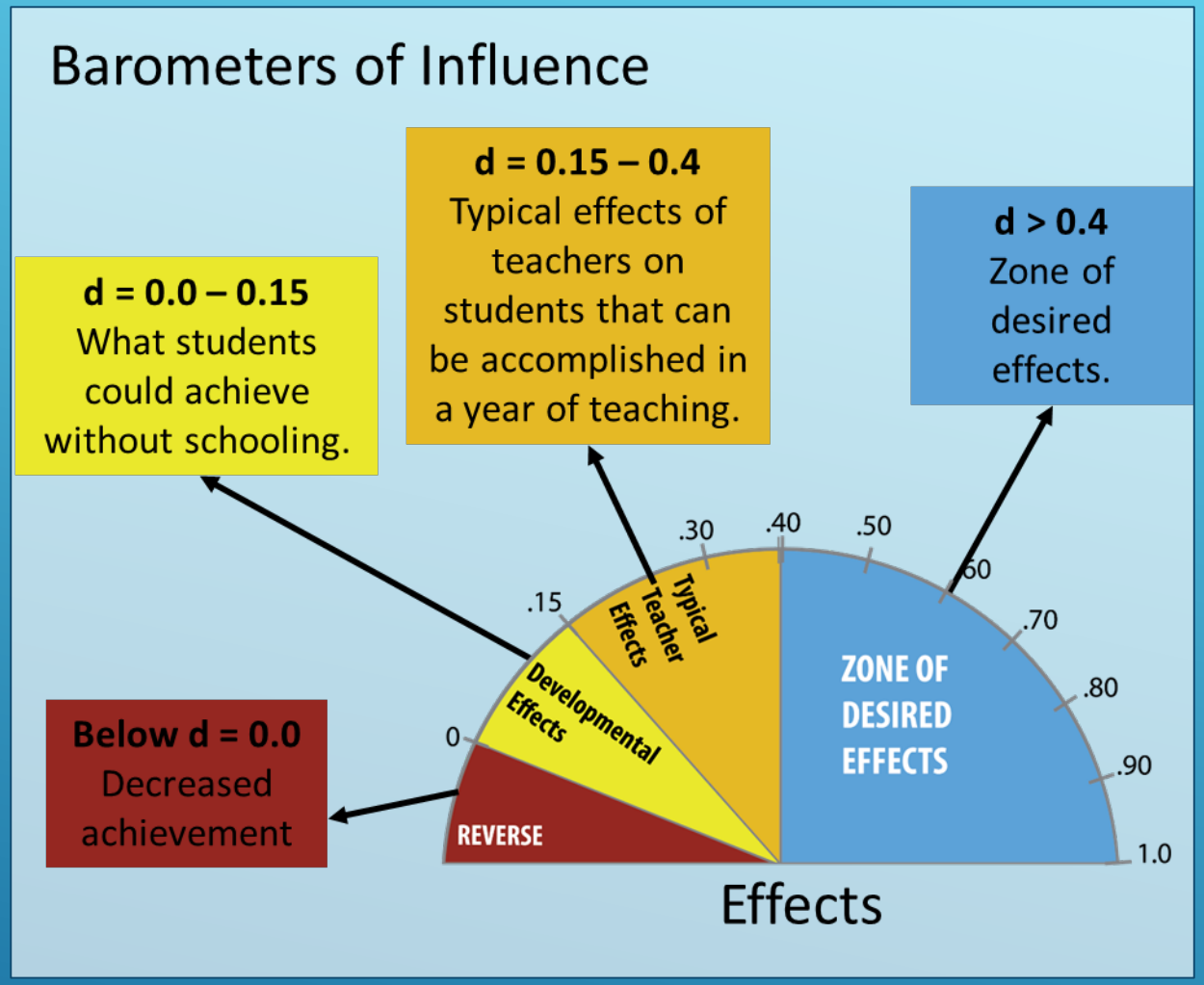

Adapted from Hattie, J. (2011). *Visible learning for teachers: Maximizing impact on learning.* London and New York: Routledge.

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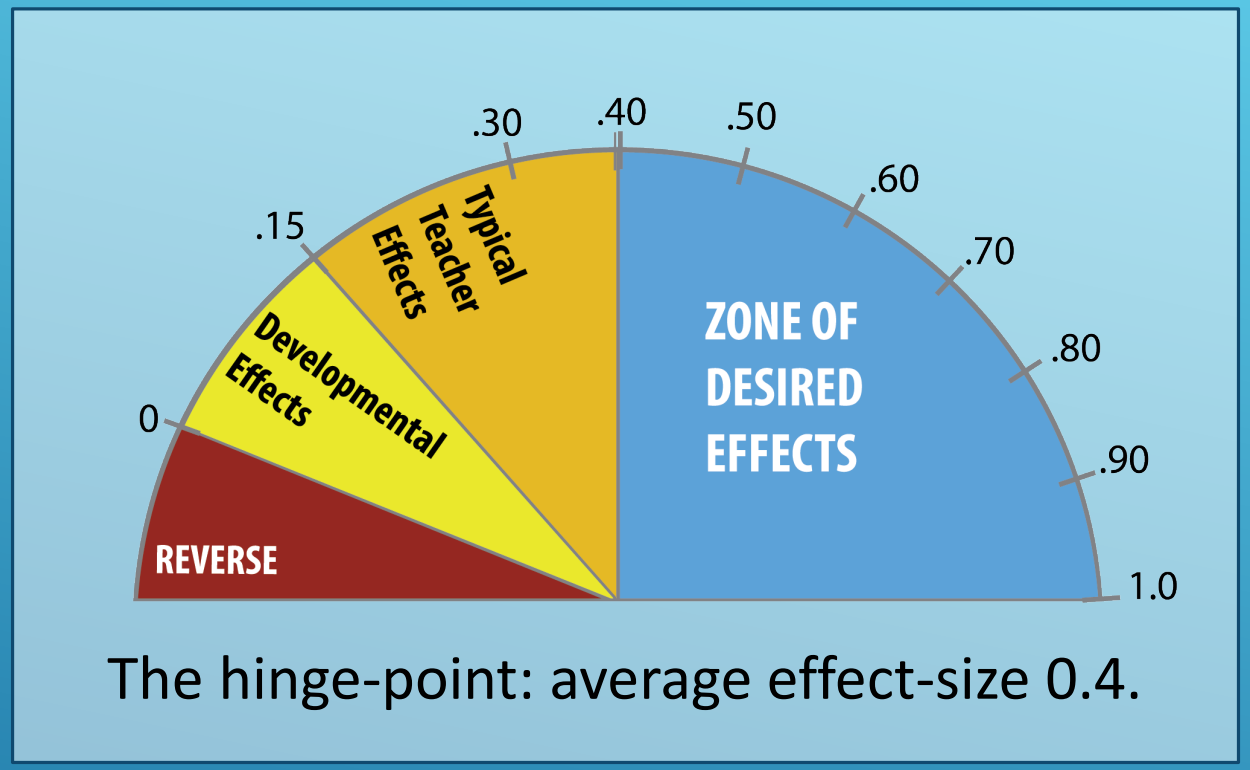

The hinge-point: average effect-size 0.4.

Adapted from Hattie, J. (2011). *Visible learning for teachers: Maximizing impact on learning.* London and New York: Routledge.

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Effect Size Examples

Right around the hinge point

Goal commitment = .4

After school programs = .4

Social skills programs = .39

With Negative Effects

Summer vacation = -.02

Lack of sleep = -.05

Boredom = -.49

Hattie, J. (December 2017). Visible-Larning.org

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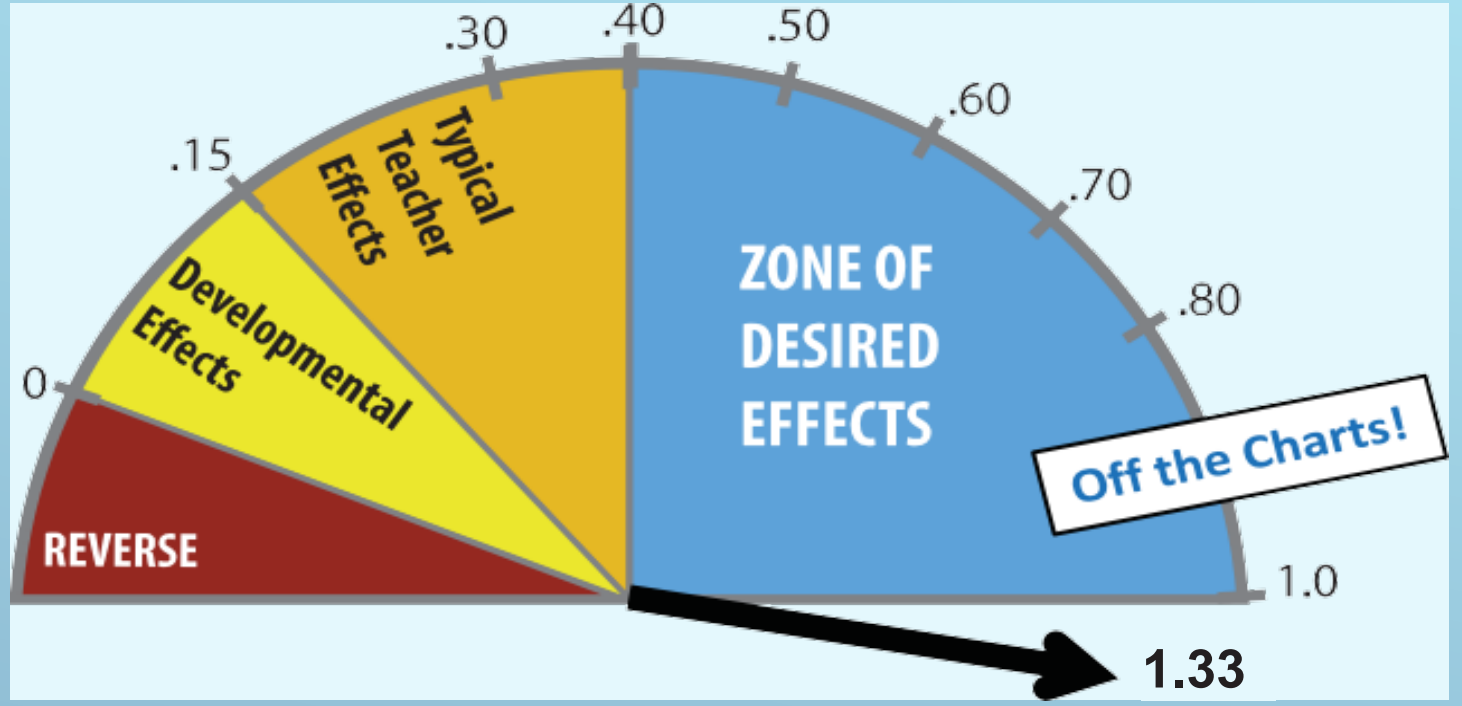
Assess Capable Learners Effect Size = 1.33



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Effective Teaching & Learning Practices

Cheryl Wrinkle & Andrea Rockney

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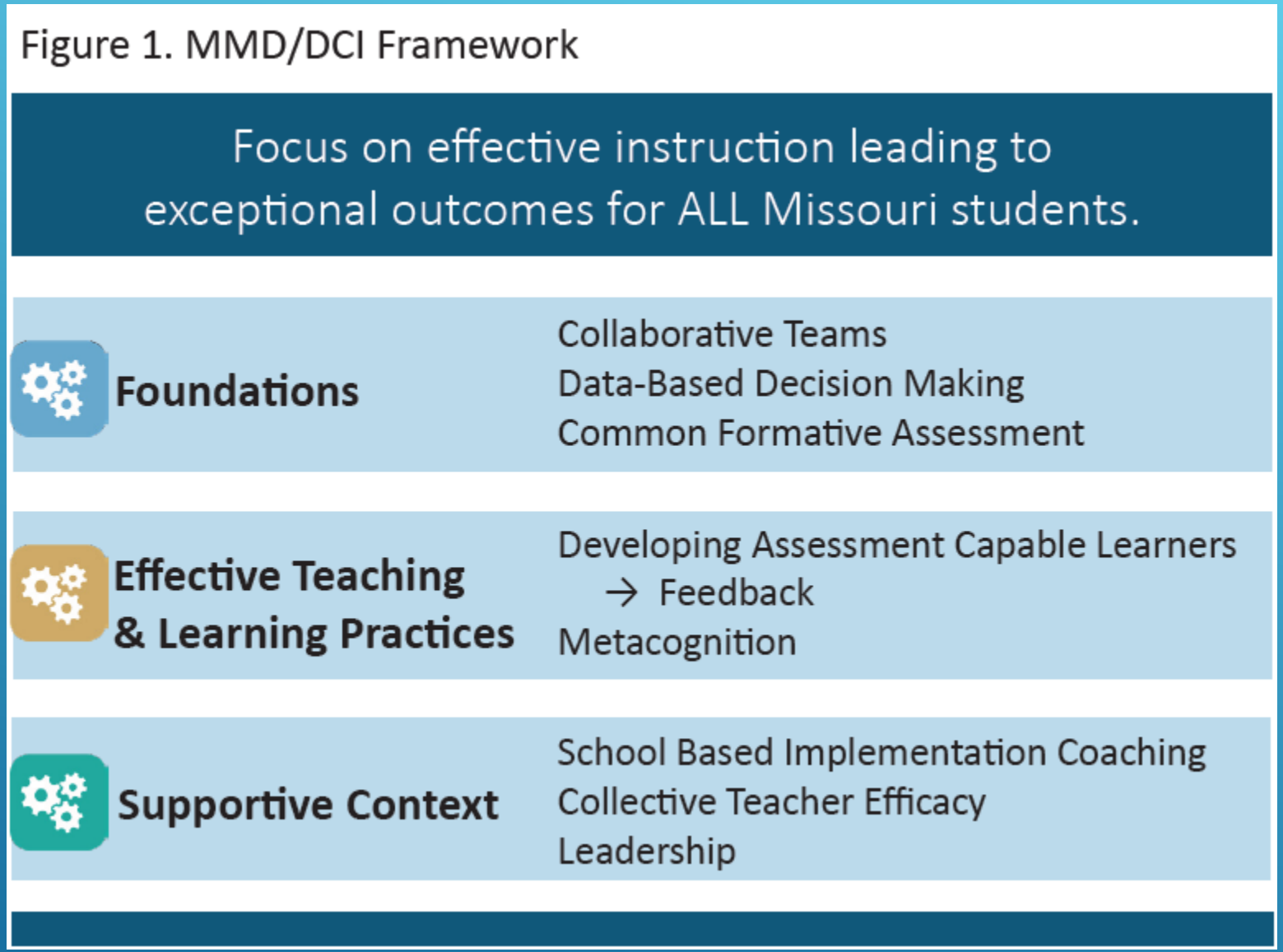
Figure 1. MMD/DCI Framework



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ETLP: Developing Assessment Capable Learners (with Feedback)

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ETLP: Developing Assessment Capable Learners

Students who are assessment capable learners are accountable for their own progress and become motivated, effective, self-regulated learners. They

- understand what they are supposed to learn through established learning targets set daily by the teacher.
- monitor their own progress.
- set goals in relation to the learning targets.
- reflect on their learning.

Blueprint p. 14

Assessment Capable Learners Effect Size = 1.33

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ETLP: Developing Assessment Capable Learners

Essential Functions of Developing Assessment Capable Learners

Educators

- teach students to determine “Where am I Going?”
- teach student to determine “Where am I Now?”
- teach students to determine “How do I Close the Gap?”

Blueprint, page 14

Practice Profile in Blueprint, pages 54-55

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Putting DACL Into Place!

Questions for Team Reflections and Collaboration

- When coaching students to develop learning goals, do you use rubrics or scoring guides and sample work?
- Do you provide ongoing and meaningful feedback to students?
- Do you provide opportunity for students to self-reflect and document their learning?

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Feedback

- When educators teach students to determine “Where am I now?,” they do so through effective feedback.
- Feedback is defined as “information provided by an agent regarding aspects of one’s performance or understanding.”

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Feedback

The practice of feedback is essential in developing assessment capable learners

Essential functions of effective feedback

Educators

- provide descriptive task feedback to all students that clearly links to learning goal and success criteria
- provide feedback about strengths and offers information to guide improvement to all students multiple times throughout the learning process
- pace instructions to allow for frequent, descriptive feedback to all student and allows time for students to act on the feedback received

~ continued on next slide

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Feedback ~ Continued

The practice of feedback is essential in developing assessment capable learners

Essential functions of effective feedback

Educators

- ask students to self-regulate by assessing their own progress and justifying their assessment multiple times throughout the learning process
- instruct students to set personal goals based on feedback and self assessment

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Practice Profile in Blueprint, page 54-55

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Putting Feedback Into Place!

Questions for Team Reflections and Collaboration

- When providing student feedback, do you provide descriptive feedback to all students?
- Does your feedback recognize strengths?
- Do you instruct students to set personal goals based on feedback and self-assessment?
- Do you pace instruction to allow students to act on feedback received?

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ETLP: Metacognition

- Metacognition occurs when a student is conscious of her/her thinking and level of cognition while in the process of learning.
- Metacognitive learner develop mental maps or pictures as a way of connecting ideas and concepts.
- They pose internal questions to guide their inquiry.
- They consciously review their learning steps/tasks and self-evaluate their own outcomes

Metacognition Effect Size = 0.60

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ETLP: Metacognition

Essential Functions of Metacognition

Educators

- model metacognitive practices by talking about his/her thinking and learning general.
- provide opportunities for students to think about the best way to approach or accomplish the learning target and connect to prior experiences.

- continued on next slide

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ETLP: Metacognition

Essential Functions of Metacognition, continued

Educators

- provide opportunities for students to monitor progress in relation to learning target and success criteria.
- provide opportunities to determine if learning target was met and reflect on what went well, what did not go well, and what to do differently next time.

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Practice Profile in Blueprint, page 56

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Putting Metacognition in Place!

Questions for Team Reflections and Collaboration:

- Do you talk about your thinking and learning when providing or demonstrating a skill?
- Do you provide opportunities for students to share their thinking and problem-solving?
- Do you provide opportunities for students to assess their learning and share ways of improving their learning?

Blueprint, page 17

Visit the Marketplace for a mini-session on Effective Teaching and Learning Practices

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School-Based Implementation Coaching

Bev Kohzadi & Sheila Thurman

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A Snapshot of SBIC

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Effective Educational Practices

Foundations

- Collaborative Teams
- Common Formative Assessment
- Data-Based Decision Making

Effective Teaching and Learning Practices

- Developing Assessment Capable Learners
- Metacognition

Effective Context / Capacity Building

- Leadership
- School-Based Implementation Coaching
- Collective Teacher Efficacy

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The Big Picture

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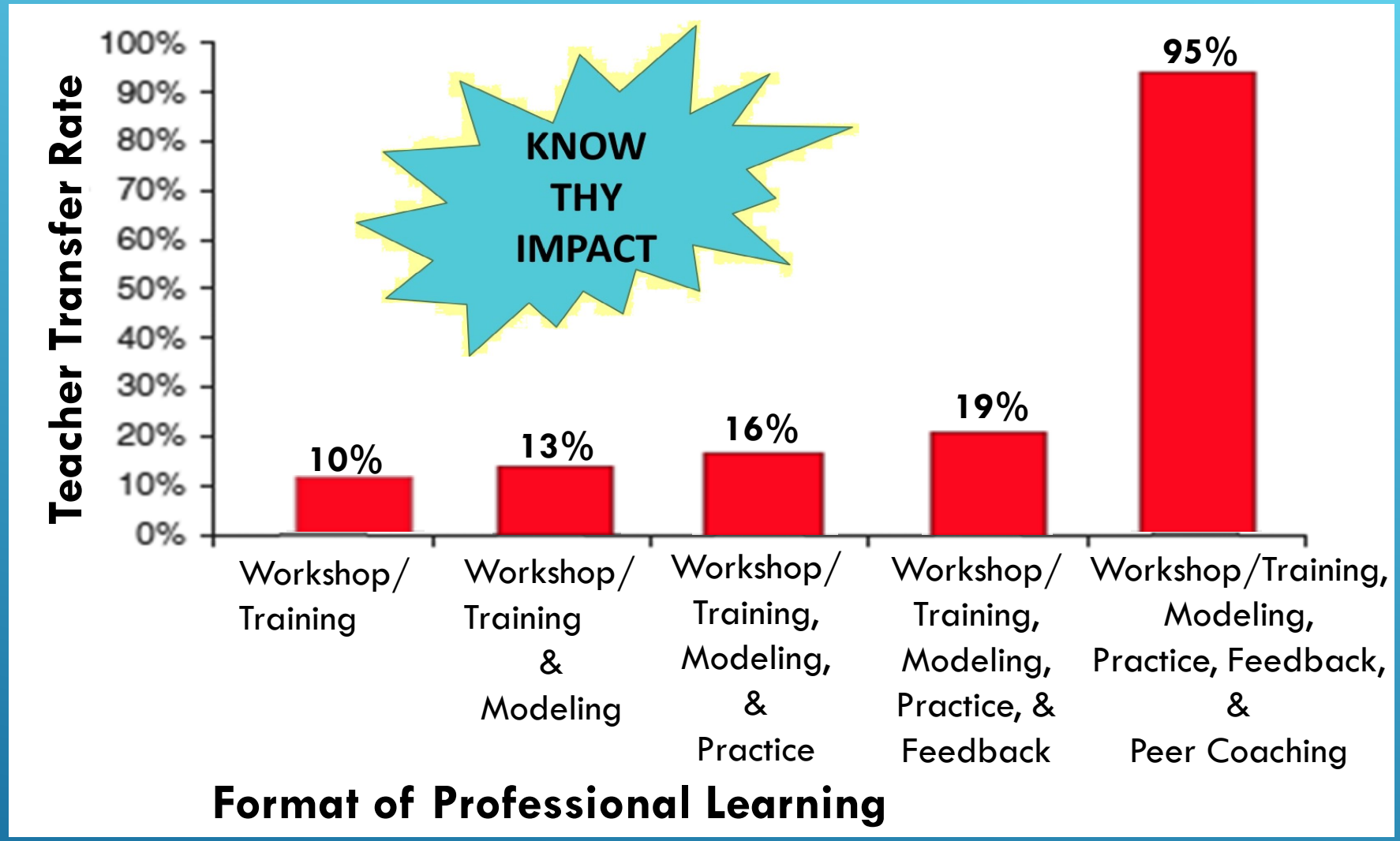

(Adapted from: Joyce & Showers, 2002)

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The Why??? of SBIC

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Process to improve instructional practice

- Non-evaluative
- Collaborative
- Solution-oriented
- Learner-centered

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What is School-Based Implementation Coaching (SBIC)?

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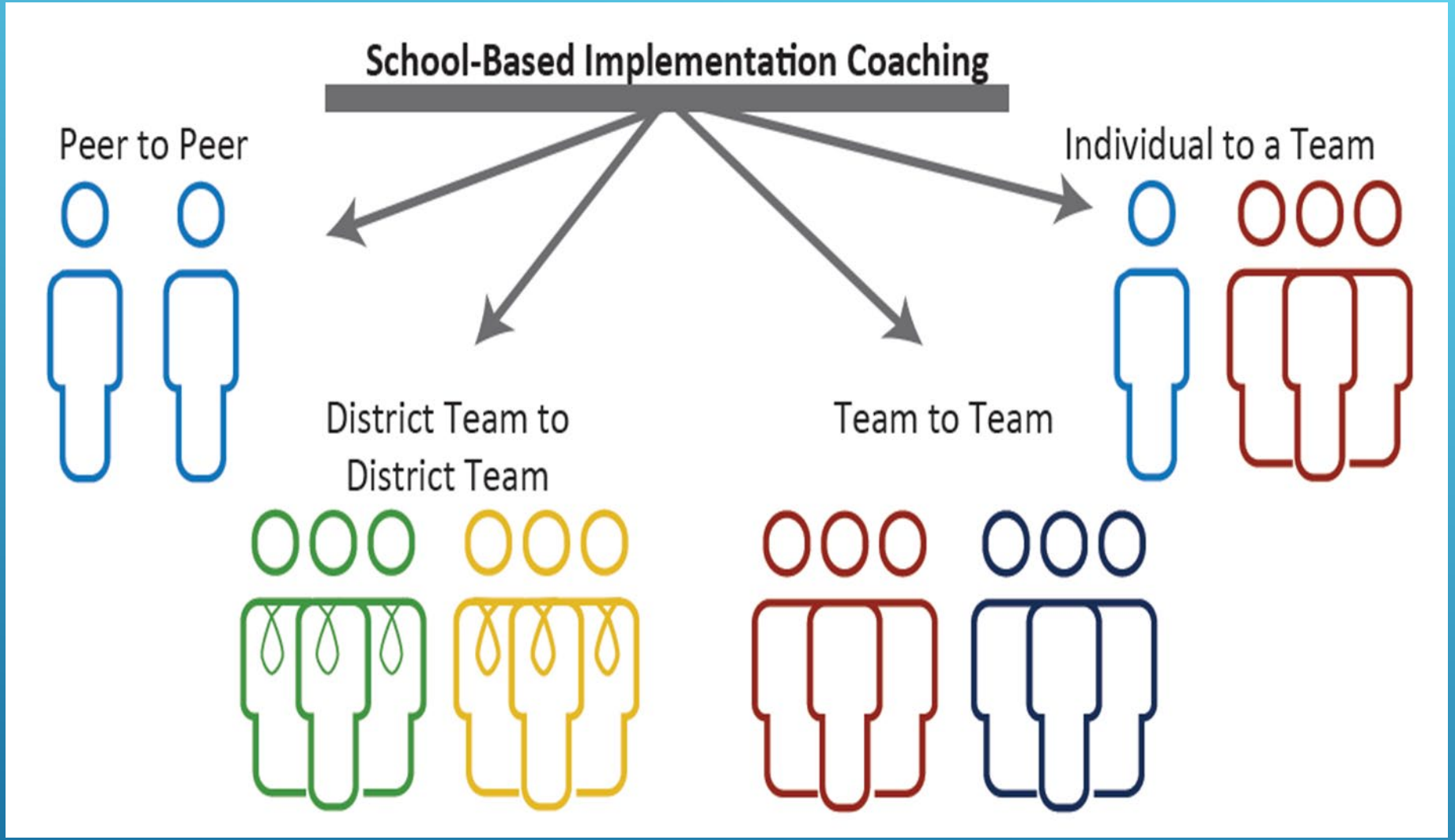

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The How of SBIC

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Learning Targets

I am learning to:

1. Understand the purpose and benefits of School-Based Implementation Coaching
2. Develop and maintain coaching relationships
3. Provide effective feedback
4. Develop a strategic and differentiated coaching plan
5. Use solution dialogue
6. Progress monitor implementation of effective educational practices

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Implementing SBIC

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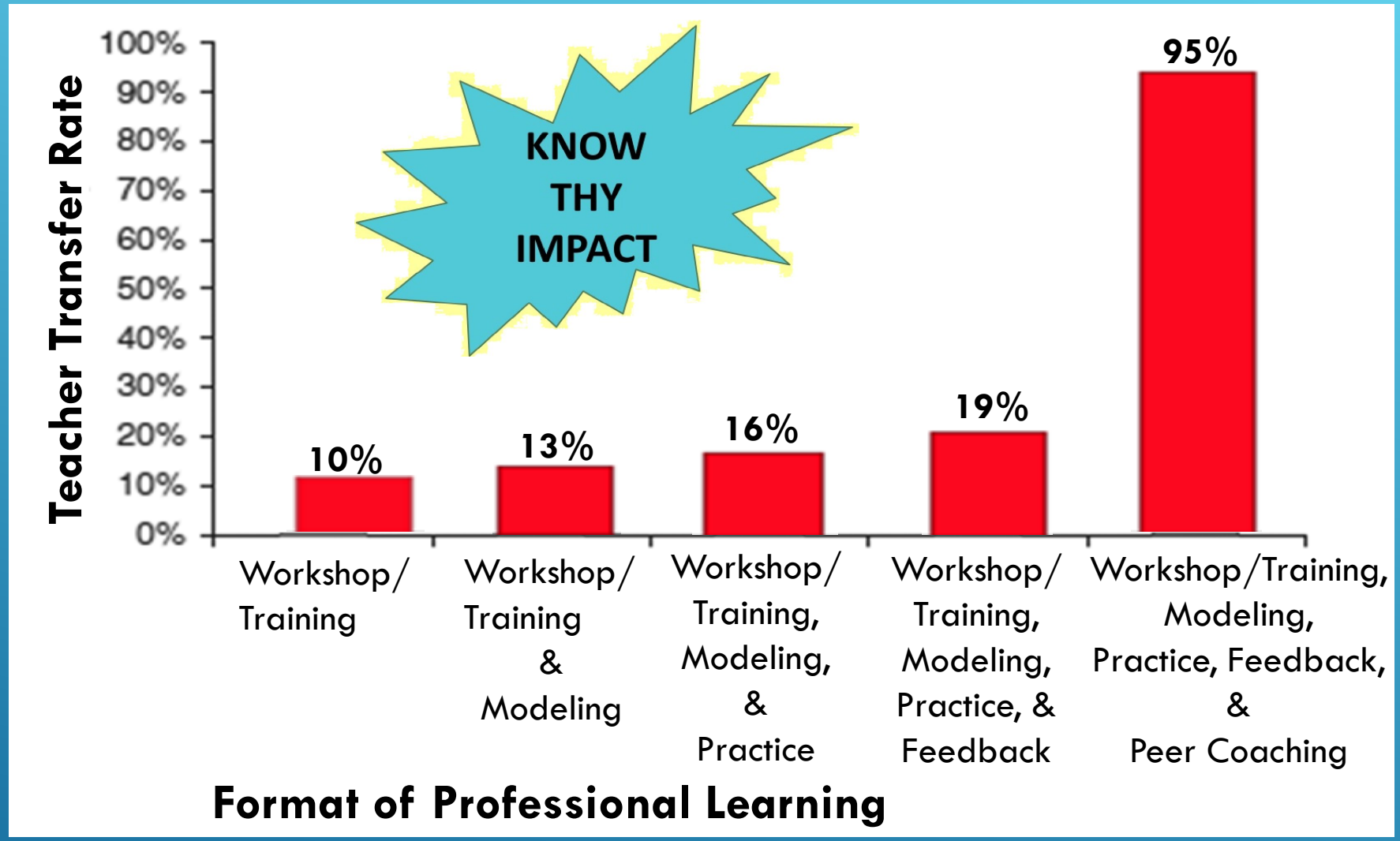

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Becoming an Instructional Leader

John Schuler

"If one does not know to which port one is sailing, no wind is favorable."

-Seneca-

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Becoming an Instructional Leader of Your Building

Areas of Instructional Focus

Collaborative Culture and Climate
How can we work in an environment that promotes collaboration to improve performance for all students?

Effective Teaching/Learning Practices
What are the teaching/learning practices that are known to be highly effective and have a high impact on student learning?

Assessments
How is student learning monitored?

Data-Based Decision Making
How are students performing? What are the current gaps in student learning?

Key Actions

1. Ensure Effective Collaborative Teams

Building Leadership Team	Collaborative Teams
• Represents educators across grades and content areas • Focus on common goals • Analyze building and classroom level student data	• Analyze and prioritize strengths and weaknesses related to instruction

2. Facilitate Effective Use of Time

Teachers need time during the school day set aside for collaboration that includes

- training/professional development,
- data collection,
- data analysis, and
- team planning.

3. Establish Expectations for All Educators

- Accept responsibility for all students in all grade levels.
- Focus on learning and implementing effective teaching/learning practices and analyzes common formative assessments to evaluate the teaching/learning.
- Encourage and support each other to be successful learners and implementers of effective practices.

4. Ensure Wise and Focused Use of Resources

The building leader needs to ensure that resources are available to allow staff to carry out activities essential to learning including

- people (internal/external),
- time (job-embedded),
- professional development,
- materials, and
- money.

5. Monitor for Implementation & Collaboration

Ensure effective teaching/learning practices are implemented with fidelity, assessments are administered, data is used to inform instruction, and teachers are working together to help one another.

Infographics can be found in the "Mini-Mag"

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Essential Functions of Becoming an Instructional Leader

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Becoming an Instructional Leader

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Essential Function #1

A collaborative culture and climate is visible through the students, teachers, and administrators.

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Essential Function #2

Leadership supports and ensures teaching and learning practices engage all students in meaningful learning.

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Essential Function #3

Leaders develop teacher capacity to use formative assessment through supportive data climate facilitating the use of formative data.

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Essential Function #4

Leaders initiate evidence-based decisions and processes that focus on outcomes.

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"Culture eats strategy for breakfast."

-Peter Drucker-

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Reflection Questions:

What are your norms or expectations regarding reviewing data at meetings?

How do you use evidence of learning to determine effective practices?

How are common formative assessments used to plan next steps?

In what ways have you developed leadership team capacity for evidence-driven decision making?

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