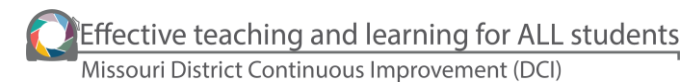


MISSION POSSIBLE: LEADING & LEARNING

What's My DCI Content?

SUSAN FEEBACK
LORI LADWIG



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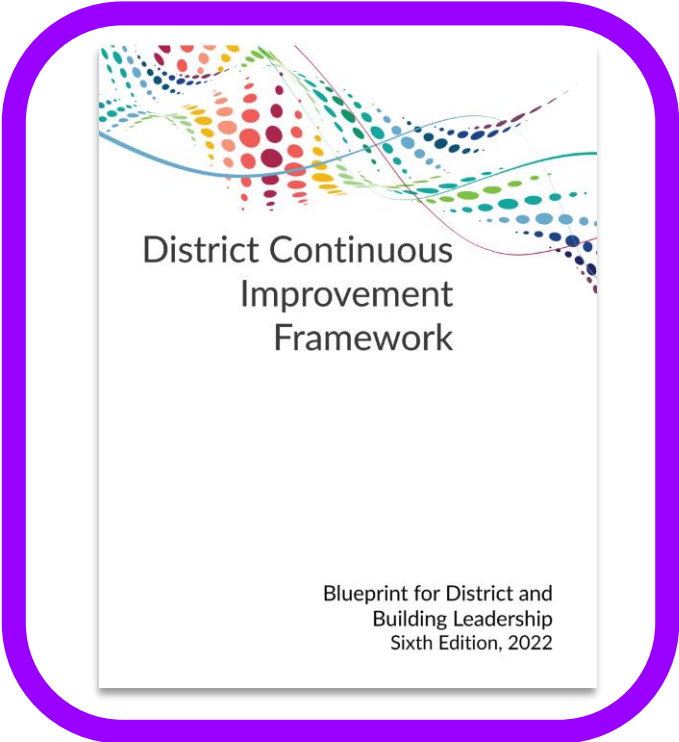
*What's my DCI
Content?*

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- ★ **SUSAN FEEBACK**
D-W FACILITATOR
- ★ **LORI LADWIG**
E-E FACILITATOR

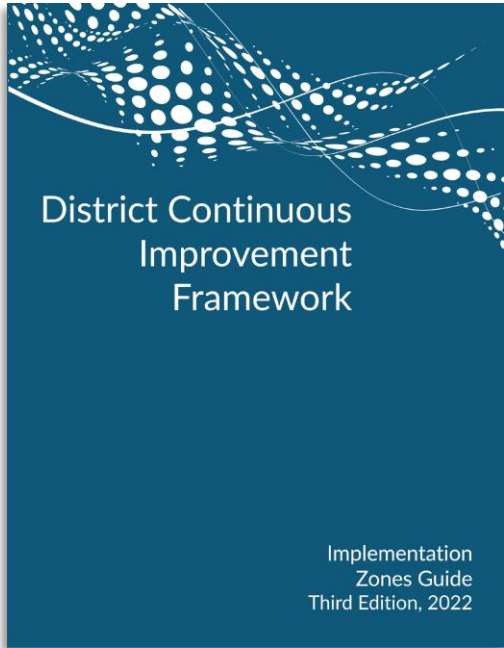
Products

Blueprint for District Leadership



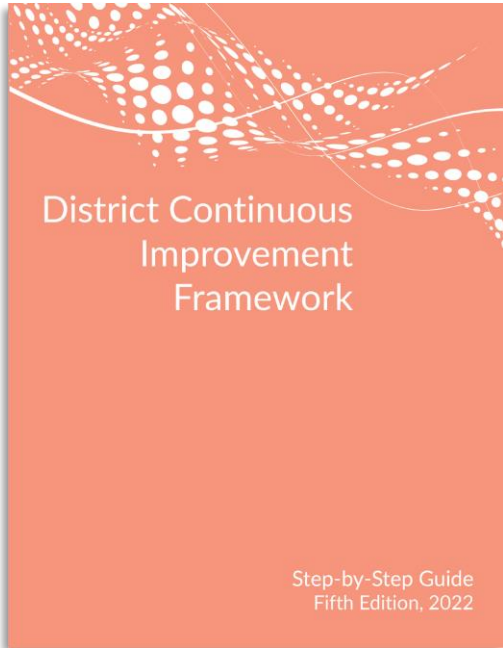
6/8/2022

Implementation Zones Guide



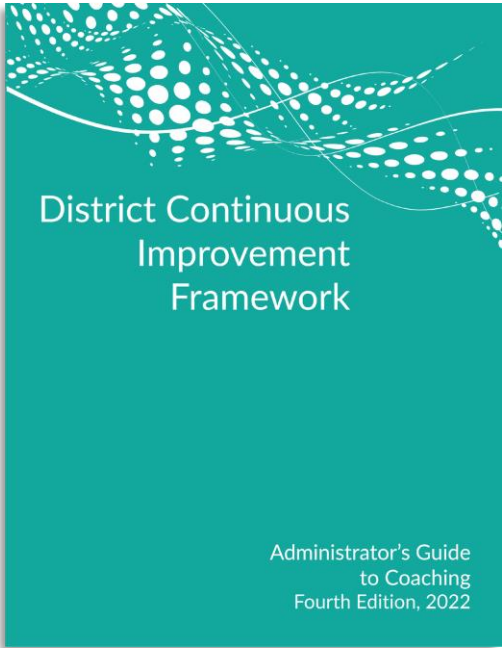
What's my DCI Content?

Step-by-Step



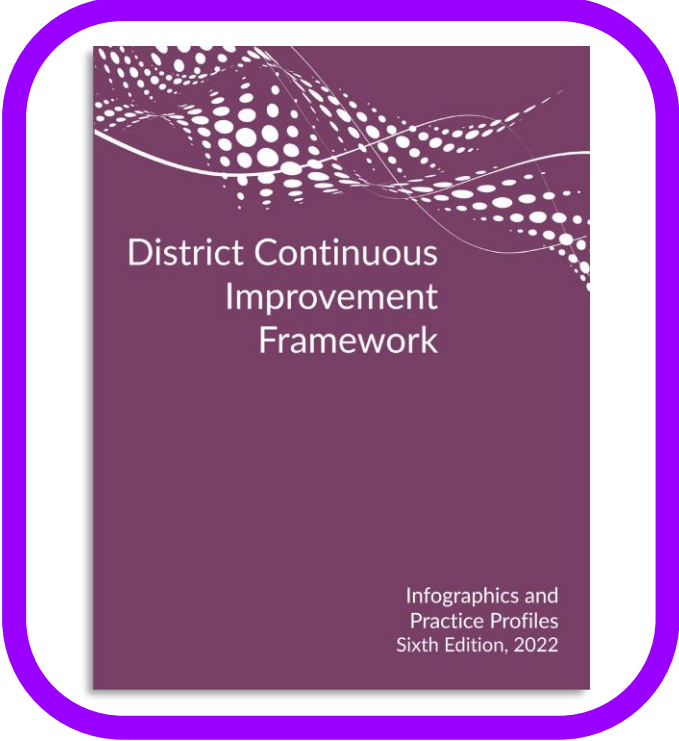
Products

Administrator's Guide to Coaching



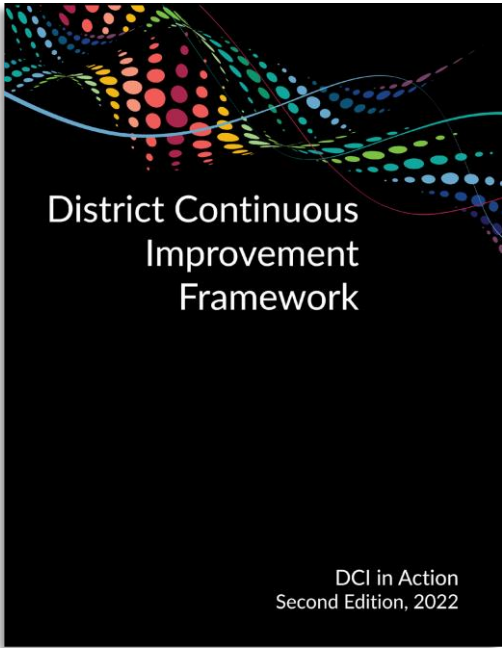
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Infographics and Practice Profiles



What's my DCI Content?

DCI in Action



DCI Practices

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



Foundations

Collaborative Teams
Data-Based Decision Making
Common Formative Assessment



Effective Teaching & Learning Practices

Developing Assessment Capable Learners
→ Feedback
Metacognition



Supportive Context

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

Collaborative Teams



Overview

Collaborative teams allow educators to work interdependently to study and communicate the impact of their teaching, using evidence of student progress to improve outcomes for all students. These teams set the stage for data inquiry, during which the focus shifts from how students work to how students think.

Making a Difference

Educators and schools that engage in quality collaboration have the following.

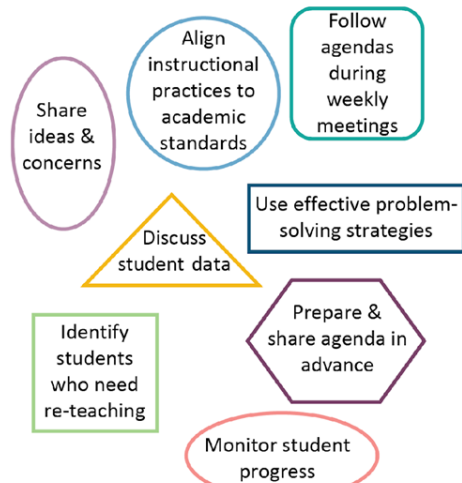


Better achievement gains in math and reading



Teachers who improve their practices at greater rates

Teams



Collaborative Team Structures



Agenda & Minutes

- Purpose of the meeting
- Time bound
- Specific issues to be discussed
- Outcomes to be achieved



Norms

- Meeting expectations/commitments
- Agreed upon collectively
- Focus on respecting all participants
- Focus on only a few critical norms



Roles

- Establish the roles needed
- Clear role responsibilities
- Post/review roles on agendas
- Rotate roles to build capacity



Collaborative Skills

- Pausing
- Paraphrasing
- Posing questions
- Putting ideas on the table
- Providing data
- Paying attention
- Presuming positive intentions



Consensus

- A clear option agreed on by majority
- Those opposed given opportunity to influence that choice
- All team members agree to support the decision



Protocols

- Agreed upon guidelines for conversation
- Structure that permits very focused conversations
- Should be a facilitated structure

“Collaboration is based on cooperativeness, learning from errors, seeking feedback about progress, and enjoying venturing into the ‘pit of not knowing’ together with expert help that provides safety nets and, ultimately, ways out of the pit.”

(Hattie, 2015)

Foundations



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

Foundations

Collaborative Teams (CT) Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
2 (continued) Educators effectively implement group processes in collaborative meetings.	<p>Teams use minutes and communication that address 8/9 of the following recommendations.</p> <ul style="list-style-type: none"> • Purpose for the meeting • Where and when held • List of the attendees • Tasks achieved during the meeting • Decisions made at the meeting • List of actions agreed upon including to whom it was assigned and the completion date • Notes are centrally stored with easy access for all participants to provide updates and comments • Agendas that use a consistent template for easy reference • Agendas distributed to all stakeholders 	Teams use minutes and communication that address 7/9 of the recommendations.	Teams use minutes and communication that address at least 4/9 of the recommendations.	Teams use minutes and communication that address fewer than 4/9 of the recommendations or are not developed.
3 Educators intentionally use collaborative skills in collaborative team meetings.	<p>During team meetings, problem-solving and sharing involves at least 6/7 of the following collaborative behaviors.</p> <ul style="list-style-type: none"> • Pausing • Paraphrasing • Posing questions • Putting ideas on the table • Providing data • Paying attention to self and others • Presuming positive intentions 	During team meetings, problem-solving and sharing involves at least 5/7 collaborative behaviors.	During team meetings, problem-solving and sharing involves fewer than 5/7 of the recommended collaborative behaviors.	The collaborative behaviors do not occur during team meetings.

Data-Based Decision Making



Overview

Data-Based Decision Making (DBDM) is a way of collecting, organizing, and analyzing data for the purposes of problem-solving and making instructional decisions.

Educators

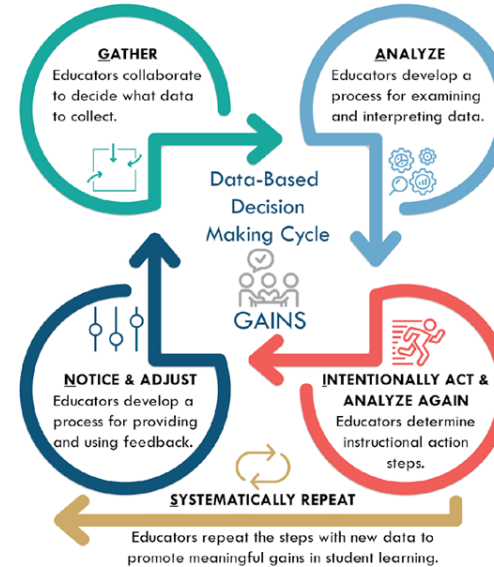
Collect student data in relation to learning targets	Collect student data describing instructional processes
Schedule and deliver instructional change	Know data protocols used by the data team
Gather student feedback about effectiveness of instructional practices	Understand how instructional change advances student learning
Adjust instructional action plan to reflect findings of student data review	

Data Teams

Use team roles to improve meeting effectiveness & efficiency	Reflect on & discuss what worked, what did not work, and why
Can predict a link to teacher practice	Members share a common interest (content, grade level, etc.)
Design a lesson or set of lessons addressing the learning goal	Organize and track data-informed decisions made by the team
Determine new or revised instructional strategies to address learning problem(s)	

Making a Difference

When data is collected, analyzed, prioritized, and synthesized it becomes "actionable knowledge" for making decisions.



Reflective Questions

What is the difference between assessment OF learning and assessment FOR learning?

Who are the users of assessment results?

"When information about students is provided in a timely, useful manner, every adult working with a child is able to support that student's learning more effectively."

(Data Quality Campaign, 2016)



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

Foundations

Data-Based Decision Making Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1 Educators establish collaborative process for collecting data.	<p>Meet 9/9 criteria</p> <p><i>Collaborative data team process</i></p> <ul style="list-style-type: none"> Establish a data team with members sharing a common interest (content, grade level, etc.) Meet at regularly scheduled predetermined times to collaborate on student data Define and use roles to improve meeting effectiveness and efficiency Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction Use a system for sharing and storing team documents (i.e., agenda, minutes, etc.). Hold team accountable for individual and team review of data <p><i>Data collection process</i></p> <ul style="list-style-type: none"> Collect student data in relation to learning targets Collect data describing instructional processes Organize data in preparation for review and analysis 	<p>7/9 criteria are met</p> <p><i>Collaborative data team process</i></p> <ul style="list-style-type: none"> Establish a data team with members sharing a common interest (content, grade level, etc.) Meet at regularly scheduled predetermined times to collaborate on student data Define and use roles to improve meeting effectiveness and efficiency. Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction <p><i>Data collection process</i></p> <ul style="list-style-type: none"> Collect student data in relation to learning targets Collect data describing instructional processes Organize data in preparation for review and analysis 	<p>4/9 criteria are met</p> <p><i>Collaborative data team process</i></p> <ul style="list-style-type: none"> Establish a data team with members sharing a common interest (content, grade level, etc.) Meet at regularly scheduled predetermined times to collaborate on student data Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction <p><i>Data collection process</i></p> <ul style="list-style-type: none"> Collect student data in relation to learning targets 	<p>Fewer than 4/9 of any of the criteria occur</p>

Common Formative Assessment



Overview

Common Formative Assessment (CFA) at the classroom level is a systematic and cyclical process designed to provide timely teacher and student feedback on curricula and student learning to improve both instructional practices and academic achievement.

"Assessment is not something that is done to students separate and apart from instruction; assessment must be – must be seen to be – something that is done with students as an integral part of the learning process."

(O'Connor, 2002)

Benefits of Team-Developed CFA

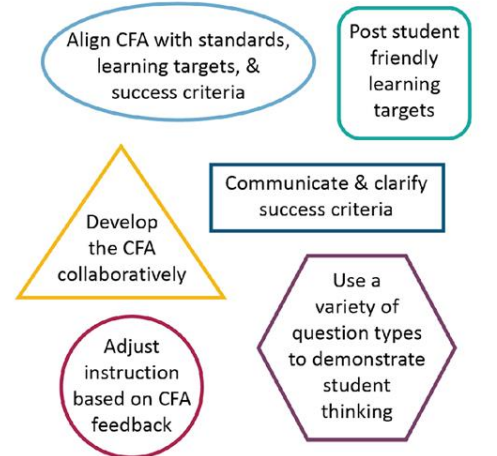
-  More efficient use of educators' time
-  More equitable for students
-  More effective in monitoring & improving student learning
-  Can inform & improve individual and teacher team practices
-  Helps build the capacity of the team to achieve at higher levels
-  Essential to systematic interventions when students struggle

(DuFour et al., 2007)

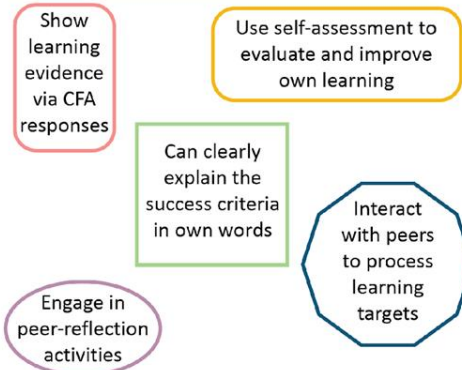
"No one assessment type provides a complete picture of student learning. We must always consider uses and users, therefore, we must balance assessments."

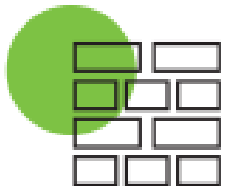
(DuFour et al., 2010)

Teachers



As a Result, Students





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
- Use assessment data to improve student learning

Foundations

Common Formative Assessment (CFA) Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1 Educators develop clear and meaningful learning targets to guide instruction and student learning.	<p>Learning targets are developed that meet 5/6 criteria.</p> <ul style="list-style-type: none"> • Learning target is clearly connected to essential learning in the domain • Learning target develops deep understanding of underlying concepts and/or acquisition of skills • Learning target clearly engages higher order thinking processes • Learning target is clearly manageable and can be accomplished in the course of a lesson or unit (may be several periods) • Learning target is clearly explained to students. • Connections between current learning target and prior learning are clearly made 	<p>4/6 criteria are met including the following.</p> <ul style="list-style-type: none"> • Learning target is clearly connected to essential learning in the domain 	<p>3/6 criteria are met including the following.</p> <ul style="list-style-type: none"> • Learning target is clearly connected to essential learning in the domain 	<p>Fewer than 3/6 criteria are met</p>
2 Educators establish clear and measurable student success criteria in a rubric, scoring guide, or checklist.	<p>Establish clear and measurable student success criteria that meet 4/5 criteria.</p> <ul style="list-style-type: none"> • Success criteria are clearly and effectively aligned to learning targets • Success criteria clearly and effectively relate to what students will say, do, make, or write to show evidence of learning • Success criteria clearly and effectively reflect ways for students to indicate their current status relative to the learning targets • Success criteria are communicated in language students can fully understand 	<p>3/5 criteria are met including the following.</p> <ul style="list-style-type: none"> • Success criteria are clearly and effectively aligned to learning targets • Success criteria clearly and effectively relate to what students will say, do, make, or write to show evidence of learning 	<p>The following criteria are met.</p> <ul style="list-style-type: none"> • Success criteria are clearly and effectively aligned to learning targets • Success criteria clearly and effectively relate to what students will say, do, make, or write to show evidence of learning 	<p>Fewer than 2/5 of the criteria are met</p>



DACL

DEVELOPING ASSESSMENT CAPABLE LEARNERS WITH FEEDBACK



MISSION POSSIBLE: LEADING & LEARNING

Overview

“Assessment capable” does not focus on how well students perform on tests. Rather, it means that students are able to gauge their own learning. It means that students understand whether they have met a learning target and in what areas they need extra help.

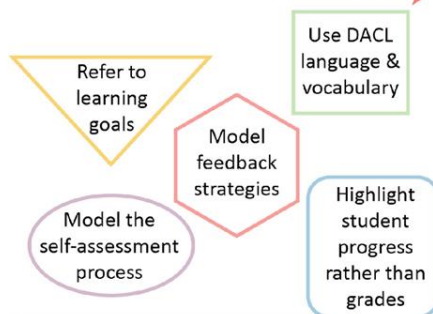
Benefits of DACL

When students self-assess, track, and share their progress, their confidence as learners grows. Their motivation to do well increases, as does their achievement.

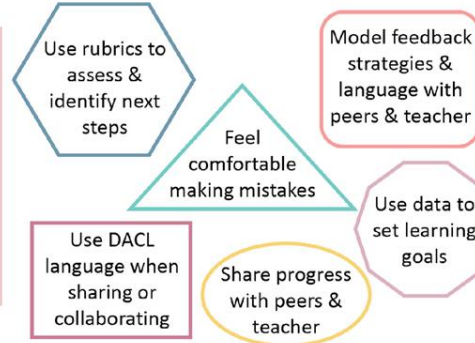
Effective Feedback is



Teachers



As a Result, Students



DACL Classroom Characteristics

- Activities aimed at helping students understand their progress in relation to learning targets
- Rubrics displayed
- Examples of students tracking their learning progress
- Room arranged for easy sharing
- Examples of ongoing assessment of student progress can be found
- Visible examples of student goals in relation to learning target
- Indications of student reflections
- Evidence of DACL language posted
- Daily learning targets displayed
- Notebooks, charts, checklists, folders, web-based portfolios of students tracking their learning progress are present



Effective Teaching and Learning Practices

Developing Assessment Capable Learners

- Teach students to determine “Where am I going?”
- Teach students to determine “Where am I now?”
- Teach students to determine “How do I close the gap?”

Feedback

- Provide descriptive feedback linking learning goals to success criteria
- Provide feedback about strengths and offer information to guide improvement
- Pace instruction to allow for frequent, descriptive feedback to all students and allow time for students to act on the feedback received
- Prompt students to assess their own progress
- Instruct students to set personal goals based on feedback and self-assessment

Effective Teaching and Learning Practices

Developing Assessment Capable Learners Practice Profile					
Essential Function		Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1	Educators teach students to determine "Where am I Going?"	<p>When teaching students to develop learning goals, 5/5 criteria occur.</p> <p>Educator</p> <ul style="list-style-type: none"> Writes daily targets using student-friendly language, using "I can _____" or "I know _____" statements Creates daily opportunities for students to use or interact with learning targets Develops rubric or scoring guide for appropriate assignments and provides multiple opportunities for students to use/interact with the rubric/scoring guide during the learning Analyzes sample work with the students using strong and weak examples and asking students to justify their analyses (an ongoing task throughout learning to clarify misconceptions) Asks students to set daily goals in relation to the learning targets 	<p>When teaching students to determine learning goals, 4/5 criteria occur and must include the following.</p> <p>Educator</p> <ul style="list-style-type: none"> Writes daily targets using student-friendly language, using "I can _____" or "I know _____" statements Creates daily opportunities for students to use or interact with learning targets Asks students to set daily goals in relation to the learning targets 	<p>When teaching students to determine learning goals, 3/5 criteria occur and must include the following.</p> <p>Educator</p> <ul style="list-style-type: none"> Writes daily targets using student-friendly language, using "I can _____" or "I know _____" statements Creates daily opportunities for students to use or interact with learning targets 	<p>When teaching students to determine learning goals, fewer than 3/5 criteria occur.</p>

Metacognition



Overview

Metacognition is thinking about thinking. Metacognitive practices, such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task, help students learn how to gain active control over the cognitive processes engaged in learning.

"When students are metacognitive, they understand themselves as learners, a given task, a variety of strategies, and how to use them in a variety of situations."

(Nokes & Dole, 2004)

Impact of Metacognition



Facilitates active rather than passive learning



Gives students a greater awareness of their learning



Promotes "deeper learning"



Makes students aware of their own thinking

(McElwee, 2009)

Teachers

When presenting students with a task, the teacher promotes a metacognitive environment.

Comprehension



What questions are you asking yourself about...?

Connection



How is this problem like one we have already solved?

Strategic



Why is this strategy the best way to solve the problem?

Reflection



*What worked well?
What didn't work?
What could I do differently next time?*

Students

Students presented with a task engage in metacognitive thinking.

Comprehension



What makes me wonder?

Connection



How does this connect to what I already know?

Strategic



What is the first step I should take to solve this problem?

Reflection



Which answers did I get correct? Which were incorrect? Is anything still confusing?



Metacognition

- Use metacognitive instruction to increase student knowledge
- Support students in using metacognitive processes or planning, monitoring and evaluating
- Promote a classroom culture of metacognitive thinking

Effective Teaching and Learning Practices

Metacognition Practice Profile					
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient	
1	Developing metacognition in learners	When developing metacognition in learners 5/5 criteria are met. <ul style="list-style-type: none"> • When presenting students with a task, the teacher promotes a metacognitive environment by talking about thinking and learning in general and specifically talking about one's own thinking and learning • When presenting students with a task, the teacher models metacognitive practices before, during, and after learning • When presenting students with a task, the teacher provides opportunity for students to think about the best way to approach the task or accomplish the learning target and connect to prior experiences • When presenting students with a task, the teacher provides opportunity for students to monitor progress in relation to learning target and success criteria • When presenting students with a task, the teacher provides students opportunity 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 	4/5 criteria are met	3/5 criteria are met	Fewer than 3/5 criteria are met

School-Based Implementation Coaching



Overview

School-Based Implementation Coaching (SBIC) is a non-evaluative method of professional learning that supports an educator in applying new learning to their unique context. SBIC can take many forms, but requires a collaborative relationship between at least two professionals; the coach and the person(s) being coached.

Benefits of Coaching

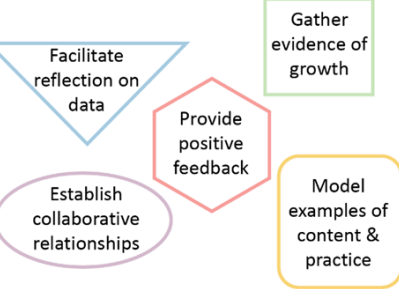
- Promotes the application of learning
- Provides motivation
- Promotes reflection
- Develops skills

(Aguilar, 2013)

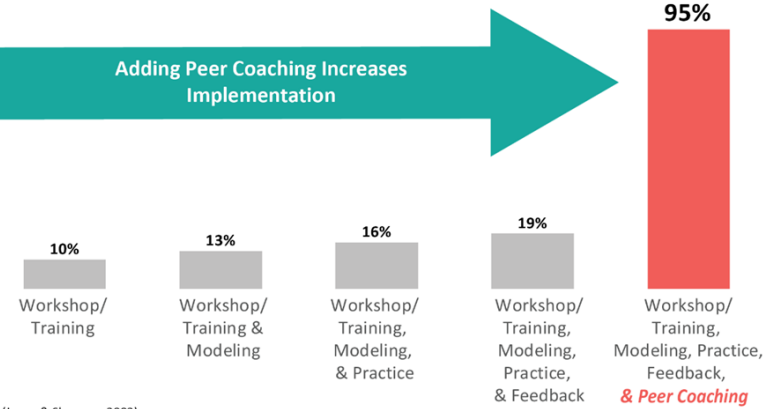
Coach-Teacher Conversations



Coaches



Effective implementation of new skills is more probable when training and coaching are combined



(Joyce & Showers, 2002)



Supportive Context

School-Based Implementation Coaching

- Develop and maintain coaching relationships
- Provide Effective Feedback
- Develop a strategic and differentiated coaching plan
- Use solution dialogue
- Progress monitor implementation of effective educational practices

School-Based Implementation Coaching Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)	Far from Proficient (Follow-up training and coaching are critical.)
1 Educators develop and maintain coaching relationships.	<p>Meet 5/5 criteria for developing and maintaining coaching relationships</p> <ul style="list-style-type: none"> • Create reciprocal partnerships • Communicate about coaching purpose and practices • Allow teachers to identify needs and to choose coaching support • Acknowledge and address differences • Build teacher leadership capacity 	Meet 4/5 criteria	Meet 3/5 criteria	<i>Fewer than 3/5 criteria</i>
2 Educators provide effective feedback.	<p>Effective feedback provided by educators meets 6/6 criteria</p> <ul style="list-style-type: none"> • Provide informal positive feedback immediately after the session • Use specific, descriptive, and actionable verbal feedback • Use specific, descriptive, and actionable written feedback • Start with positive feedback focusing on specific examples that indicate strengths of practice • Reaffirm the positive and then mutually address growth elements with specific language and examples. • Celebrate growth within the practices 	Meet 5/6 criteria	Meet 4/6 criteria	<i>Fewer than 4/6 criteria</i>



Collective Teacher Efficacy



Overview

Collective Teacher Efficacy is the perception of a group of educators about their ability to positively affect student learning.

When CTE is high in schools, educators

- find new ways to tackle difficult challenges,
- have high expectations for improving instruction and student learning,
- are open to new ideas,
- are willing to experiment,
- are resilient,
- work collaboratively, and
- welcome parent participation.

When CTE is low in schools, educators

- extend less effort,
- give up more easily,
- perform at lower levels,
- experience burnout more often,
- feel isolated, and
- experience more uncertainty.

[Brinson & Steiner, 2007]

Why is CTE Important?



Improves student performance



Builds educator confidence for addressing the needs of all students



Enhances parent-teacher relationships



Fosters teacher commitment

[Brinson & Steiner, 2007]

“Educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, and set more challenging goals.” [Dorotheo, 2017]

Leaders



As a Result, Educators



Collective Teacher Efficacy

- Provide opportunities for teachers to experience the four sources of efficacy, and teachers have a combined belief that they have a major impact on student learning
- Provide opportunities for teacher collaboration that encourages the development of social networks focused on improving instructional practice
- Design school structures, promote professional development, and allot time in ways that support the development of teacher leadership
- Establish a climate that values teacher voice in decision making
- Design intentional supports that promote collaborative teacher inquiry

Supportive Content

Collective Teacher Efficacy (CTE) Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1 District/Building leaders provide opportunities for teachers to experience the four sources of efficacy , and teachers have a combined belief that they have a major impact on student learning.	<p>When considering the last 12 month, educators strongly agree the following five criteria are true of their experience.</p> <ul style="list-style-type: none"> • They have successfully implemented a new instructional strategy or practice learned in training (<i>affective state</i>). • They have received feedback and encouragement regarding the implementation of an instructional strategy or practice learned in training (<i>social persuasion</i>). • They have seen others in their building implement a new instructional strategy or practice learned in training (<i>vicarious experience</i>). • They have collected informal or formal data to indicate they have successfully implemented a new instructional strategy or practice learned in training (<i>mastery experience</i>). • They report they have the resources and support needed to make a major impact on student learning. 	When considering the last 12 months, educators mostly agree the five criteria are true of their experience.	When considering the last 12 months, educators agree some of the five criteria are true of their experience.	When considering the last 12 months, educators disagree any of five criteria have been true of their experience.
2 District/Building leaders provide opportunities for teacher collaboration that encourages the development of social networks focused on improving instructional practice.	<p>When considering the last 12 month, educators strongly agree the following four criteria are true of their experience.</p> <ul style="list-style-type: none"> • They participate in conversations with other teachers about ways to improve instruction 3 or more times per week. • Their collaborative conversations with other teachers are helpful for improving instructional practice. • They are part of formal and informal collaborative social networks. • They experience shared leadership within teams. 	When considering the last 12 months, educators mostly agree the four criteria are true of their experience.	When considering the last 12 months, educators agree some of the four criteria are true of their experience.	When considering the last 12 months, educators disagree any of four criteria have been true of their experience.

Systems Leadership

LEADERSHIP FOR EFFECTIVE IMPLEMENTATION OF DISTRICT-WIDE EVIDENCE-BASED PRACTICES



Overview

Effective educational leaders are systems thinkers who implement a cycle of continuous improvement and support the implementation of effective practices.

Thought Processes



Importance

Educational leaders directly impact teachers and their ability to provide effective instruction. Systems leadership is essential to helping districts adapt to changing needs and become more innovative and effective.

- Student achievement
- Teacher well-being
- Effective school systems
- Effective instructional practices

Leaders



Leadership Framework

- Aligning** - performance goals and district-wide initiatives
- Path Setting** - structures and processes to support collaboration and communication
- Modeling** - leading within a context of a growth-centered, trust-based culture
- Empowering** - supporting and monitoring active use of effective practices



As a Result, Educators



MISSION POSSIBLE:
LEADING & LEARNING



Systems Leadership

- Develop, align, and monitor a system-wide plan for implementation focusing on impact within a cycle of continuous improvement
- Set a path for continuous improvement that is data informed and occurs within a collaborative school culture
- Model and facilitate qualities of trust and growth mindset as key to a culture of continuous improvement
- Empower educators at all levels to active engagement in continuous improvement and collective responsibility for student growth

Supportive Content

Leadership for Effective Implementation of District-Wide Evidence-Based Practices (Systems Leadership) Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1 Leadership develops, aligns, and monitors a system-wide plan for implementation focusing on impact within a cycle of continuous improvement.	<p>There is a system-wide plan for continuous improvement that includes all of the criteria below.</p> <ul style="list-style-type: none"> • Alignment with district-wide initiatives • A district-wide common focus with specific and attainable goals • Building goals aligned with the district-wide common focus • A mechanism for feedback from all levels • A year-long district-wide professional learning structure that is practice specific • A process for the collection of multiple sources of data to inform progress toward district and building performance goals • A schedule for the analysis of key performance indicators at all administrative/educator levels for the purpose of monitoring impact • Specific practice-based strategies focused on increasing the impact that teachers are having on students collectively across the district <p>Leadership Teams regularly engage in formal problem-solving using district/building level data.</p>	<p>Meet 5/8 of the criteria for a system-wide plan for continuous improvement</p> <p>and</p> <p>Leadership Teams regularly engage in formal problem-solving using district/building level data.</p>	<p>Meet 4/8 of the criteria for a system-wide plan for continuous improvement</p> <p>and/or</p> <p>do not have Leadership Teams regularly engage in formal problem-solving using district/building level data.</p>	<p>Fewer than 4/8 criteria for a system-wide plan for continuous improvement are met</p> <p>and/or</p> <p>do not have Leadership Teams regularly engage in formal problem-solving using district/building level data.</p>

Instructional Leadership

BECOMING AN INSTRUCTIONAL LEADER IN YOUR BUILDING



MISSION POSSIBLE:
LEADING & LEARNING

Overview

Effective educational leaders are systems thinkers, who implement a cycle of continuous improvement and support the implementation of effective practices.

Making a Difference

Leaders make the greatest difference by accomplishing the following.



Creating safe & collaborative environments for learning



Emphasizing, modeling, monitoring, & evaluating the impact of the building's focus work



Striving continually for improvement

(Hattie, 2015)

Areas of Instructional Focus



Collaborative Culture & Climate

What strategies can we use to promote collaboration to improve performance for all students?



Effective Teaching & Learning Practices

Which teaching & learning practices 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?

Leaders

Model an attitude of service

Promote a climate of inclusion

Establish a vision for a positive school culture

Support selection or development of common formative assessments

Establish priorities using data-based decision making

Discover & develop capacity in staff

As a Result, Educators

Show trust & respect

Accept responsibility & support all students

Feel represented

Ensure classrooms are culturally responsive

Monitor progress on student learning

Make decisions based on multi-level data

Model an attitude of service



Instructional Leadership

- A collaborative culture and climate is visible through the students, teachers, and administrators
- Support and ensure that teaching and learning practices engage all students in meaningful learning
- Develop teacher capacity to use formative assessment through supportive data climates facilitating the use of formative data
- Initiate evidence-based decisions and processes that focus on outcomes

Supportive Content

Becoming an Instructional Leader in Your Building Practice (Instructional Leadership) Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1	A collaborative culture and climate is visible through the students, teachers, and administrators.	<p>The school leadership provides a supportive environment that includes all of the proficient criteria, plus meets 3/4 of the following criteria.</p> <ul style="list-style-type: none"> Discovering and developing the capacity in staff Creating a new paradigm/vision for school culture Promoting inclusion for all Modeling an attitude of serving 	<p>The school leadership provides a supportive environment that includes 4/5 of the following criteria.</p> <ul style="list-style-type: none"> Safe environment for all as evidenced by feelings of trust, respect, and communication Teachers help each other, including ongoing training Teachers support all students in every classroom The school is culturally responsive in a way that is multidimensional, empowering, and transformative A building leadership team is established and of high quality as evidenced through member roles, team function and norms, and records of meetings 	<p>The school leadership has a school environment that includes at least 3/5 of the proficient criteria.</p>
2	Leadership supports and ensures that teaching and learning practices engage all students in meaningful learning.	<p>School leaders select and implement evidence-based effective methods that include all of the following.</p> <ul style="list-style-type: none"> Are not content related Are tied to teacher standards, Are implemented with fidelity Inform decisions of progress through regularly scheduled formative assessments selected by 	<p>School leaders select and implement evidence-based effective methods that include all of the following.</p> <ul style="list-style-type: none"> Are not content related Are tied to teacher standards Are implemented with fidelity Inform decisions of progress through assessment methods selected by the <i>instructor</i> 	<p>School leaders select and implement evidence-based effective methods that include all of the following.</p> <ul style="list-style-type: none"> Are not content related Are implemented with fidelity





Summary

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



Foundations

Collaborative Teams
Data-Based Decision Making
Common Formative Assessment



Effective Teaching & Learning Practices

Developing Assessment Capable Learners
→ Feedback
Metacognition



Supportive Context

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

Thank you!

Susan Feedback - D-W Facilitator
feedback@ucmo.edu

Lori Ladwig - E-E Facilitator
lladwig@truman.edu

