

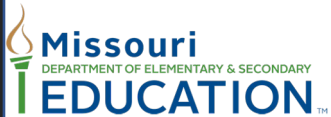
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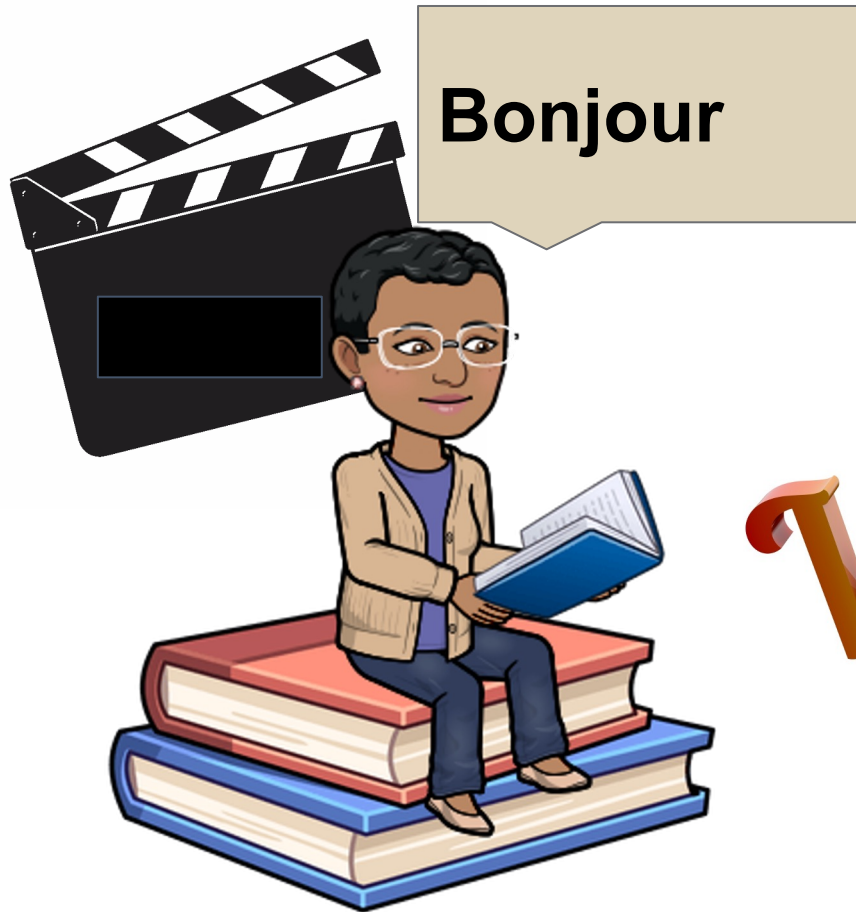
READY...SET...ACTION!

How Feedback Loops Interconnect the Components of an Effective District-Wide DCI System and Impact Student Learning



Link: <https://bit.ly/43sS3Y9>





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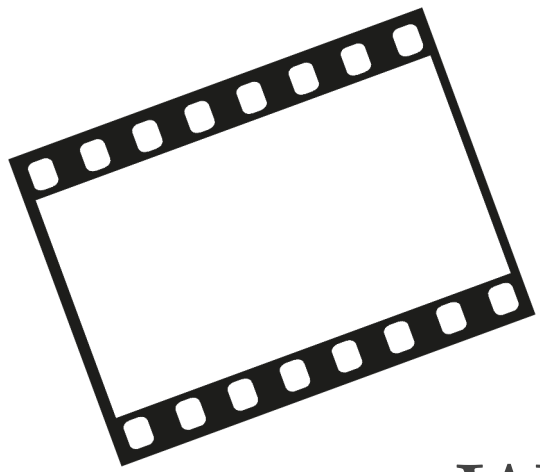
Welcome

**greetings &
salutations!**



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READY...SET...ACTION!

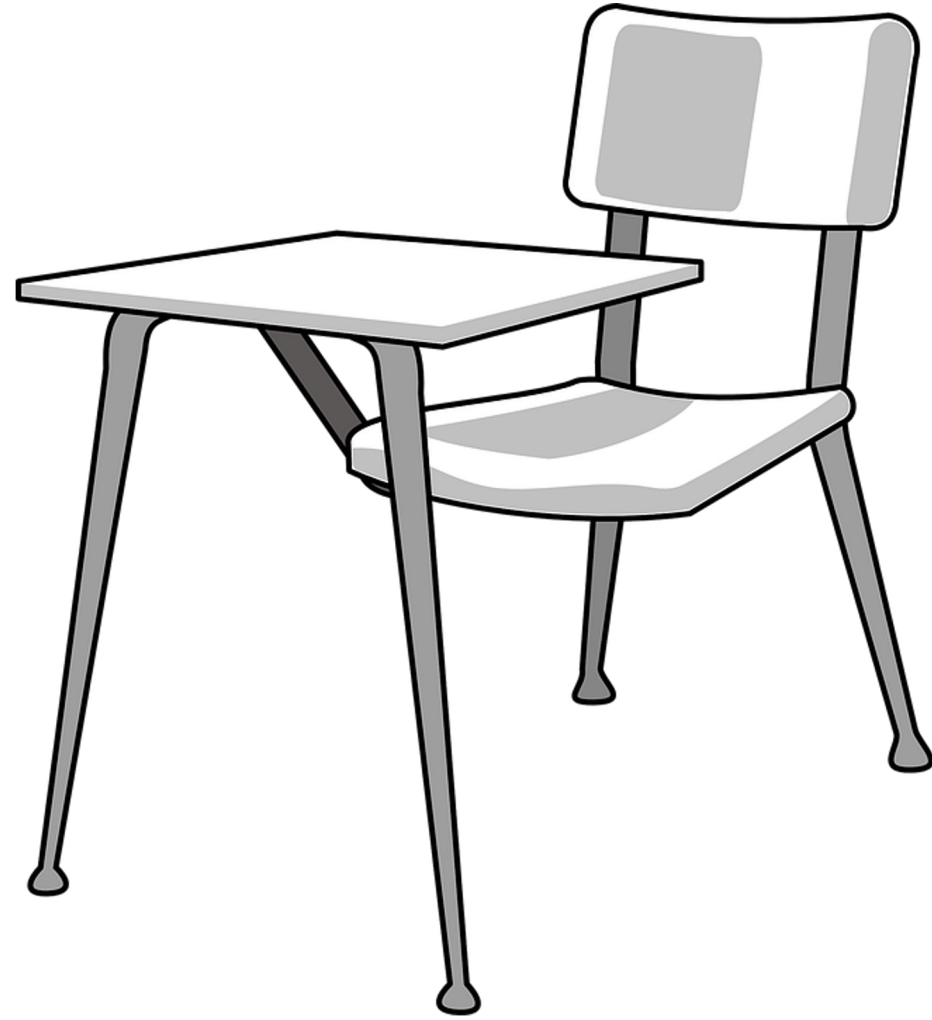


2023-2024 Hopes

What might be a symbol for your hopes for this school year related to education?



READY...SET...ACTION!



READY...SET...ACTION!



Janice

Empty Chair



Bertha

How a Mechanical Watch Works!



READY...SET...ACTION!

READY...SET...ACTION!

Red Ball



READY...SET...ACTION



READY...SET...ACTION!

Begin with the End in Mind

- Systems
- Interconnectedness
- Leadership



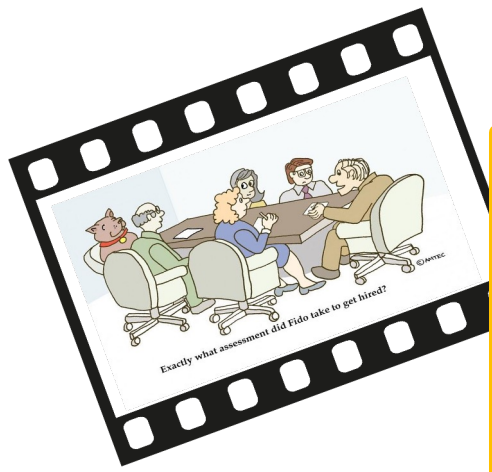
High Levels of Student Learning



Data from Rigorous Grade Level Standards



Why is the thing!



Don't forget:

- The reason we are doing this is to ensure high levels of learning for all kids!

The Learning Mission:
Simultaneous Loose–Tight Leadership

The Central Office-District Leadership Team should demand (tight) that each school will:

1. Make student learning the priority and align all practices and procedures to promote student learning.
1. Measure all major decisions against the probable impact on learning.



Central Office Leaders/District Leadership Team Must Be Tight



“We must be tight on the fundamental purpose of the organization (learning) and a few big ideas—insisting that those within the organization act in ways consistent with those concepts and demanding that the district align all of its practices and programs with them.”

—Richard DuFour

Jerry Brooks Explains Collaborative Teams



Professional Learning Communities

Professional Learning Communities

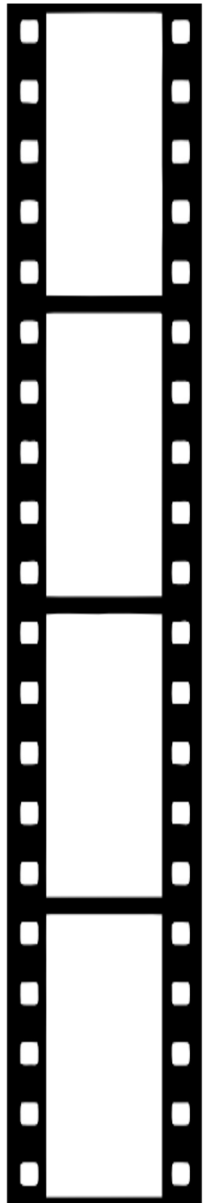
What is a PLC?

We ARE a
Professional
Learning
Community.

PLC

We DO data in
Collaborative
Learning Teams.
CLT



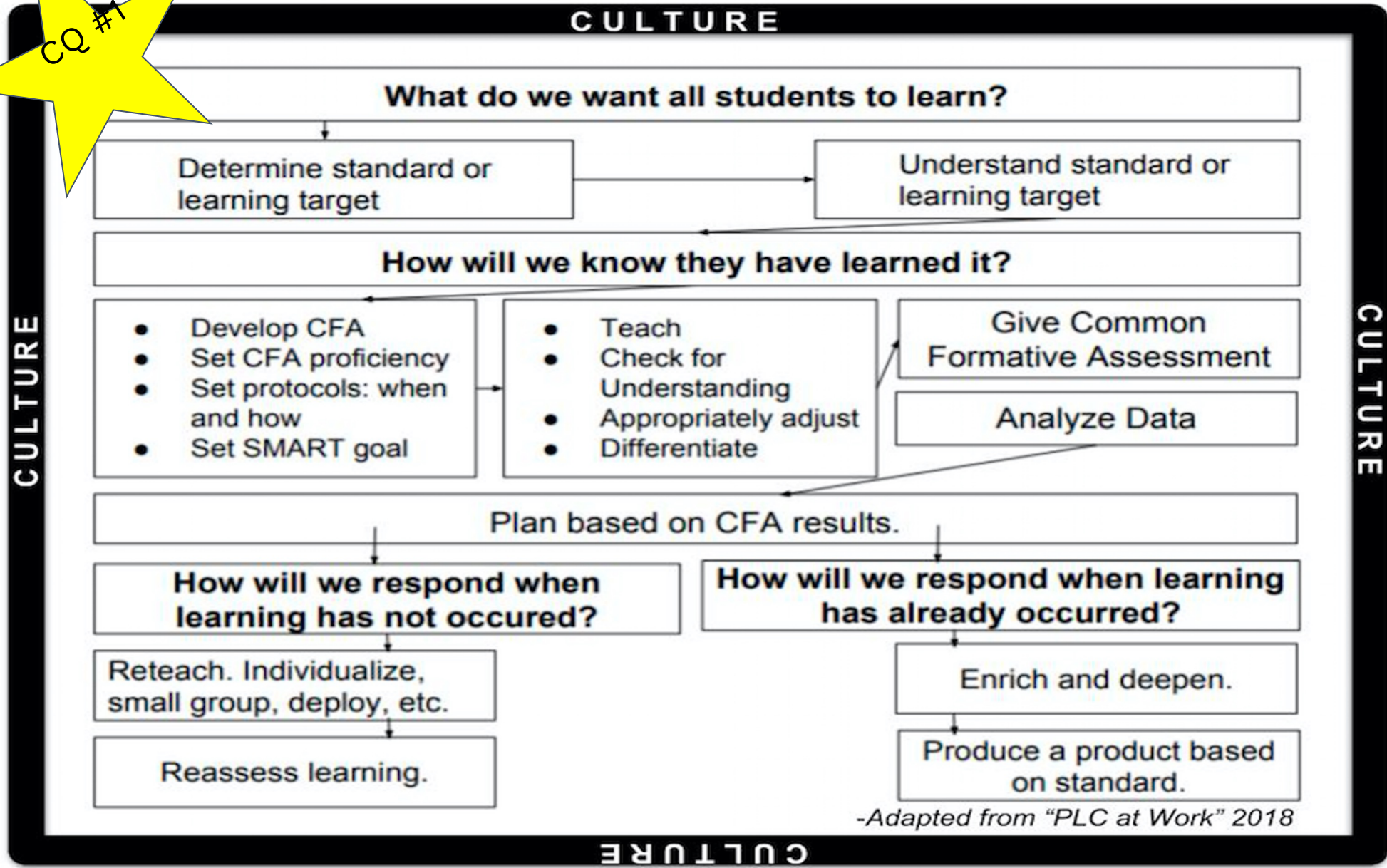
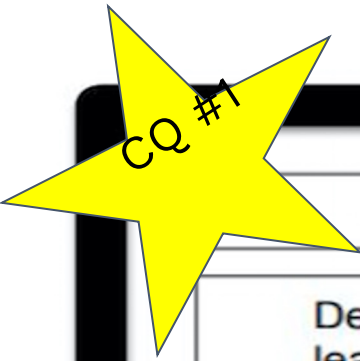


Tight- Work of the Grade Level Collaborative Teams

Four Corollary Questions + 2

1. What do we expect students to learn?
2. How will we know if students have learned it?
3. What will we do for students who haven't learned it?
4. What will we do for students who have already learned it?
- 5. How will we increase our instructional competence as a team?**
- 6. How will we coordinate our efforts across the school?**

Or even across the District



-Adapted from "PLC at Work" 2018

Staying In Your Own Lane:

Strategic, Tactical and Operational Roles





Understanding the Cascade Effect

A single **strategic** decision...

...results in multiple **tactical** moves....

....leading to even more **operational** moves.



What are some cascading effects that you have experienced?

Examples:

- Cascading effects can occur in conventional power grids, for example when lines are overloaded and a line trip causes other lines tripping.
- Cascading effects can occur if I put rollers in my hair so it cascades down my back.
- Cascading effects can occur if I knock one domino down then the whole line will fall.

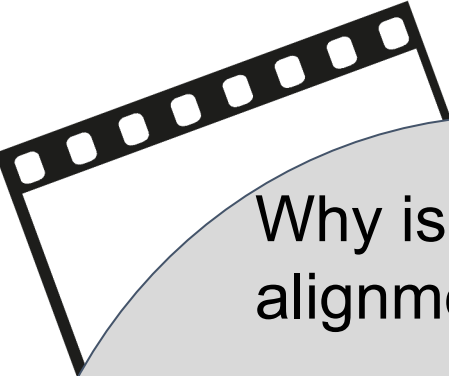


Talk amongst yourselves...

- *A failure to recognize the operational impact of a strategic decision due to the cascading effect is a major reason strategists and tacticians frequently get “My plate is too full” feedback from teachers, regardless of the merits of the change being proposed. (14)*
- *...strategists should stick to a few strategic goals and stay with them for several years. (14)*
- *...any overload of the district’s capacity for change becomes the responsibility of tacticians, who best understand the capacity of the district as a whole but don’t feel the stress of being overloaded with strategic initiatives as keenly as do teachers. (14)*

Aligning School Districts

The Case for District Alignment



Why is district alignment vital?

If the goal is to ensure that all students learn at high levels...

...then the optimal way to achieve equity and excellence and sustain best practices is through alignment.

What are the components of district alignment of practices?

- distinct roles & responsibilities
- communication through data
- loose & tight leadership
- determining non-negotiables

How do districts achieve and sustain alignment?

- build shared understanding of mission, vision, roles, and responsibilities
- focus on internal communications
- establish systems to monitor non-negotiables

READY...SET...ACTION!



Reflection

Without reflection, we go blindly on our way, creating more unintended consequences, and failing to achieve anything useful.

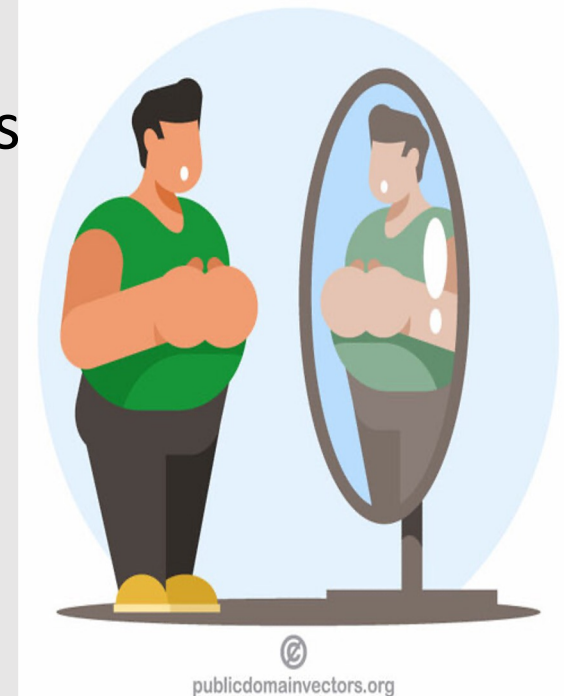
Margaret J. Wheatley



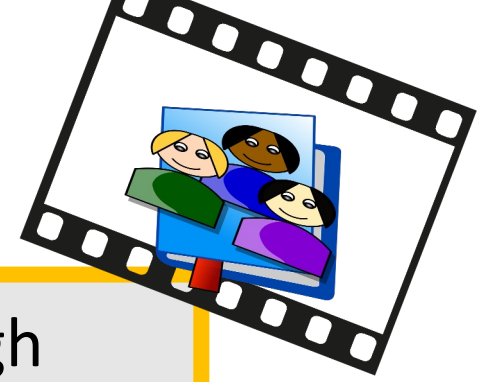
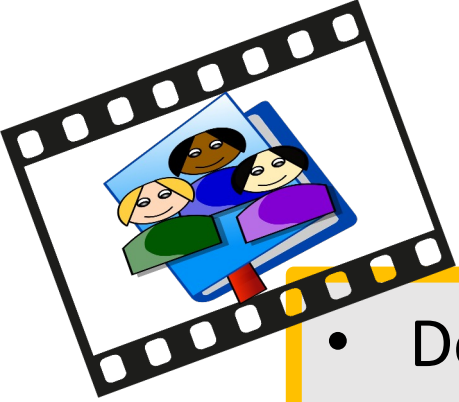
Reflections:

Effective systems include:

- Shared Leadership - Teacher leaders and Administrators
- Effective Teams that are focused on formative assessments
- Formative Assessment data based on the learning progression of the rigorous priority standard
- Continual, timely feedback throughout the system



Discussion Questions:



- Do you have a district-wide system that focuses on high levels of achievement for all students? If not, what steps could you take to begin to build a system?
- Compare and contrast your system with the one on the slide.
- Determine strengths and opportunities for growth.
- Do all of the certified staff in your school understand the focus of the system?
- What type of data are you inputting into your system?

Focus- Schmoker



“In the last few years, I have found that educators yearn to be told something like this:

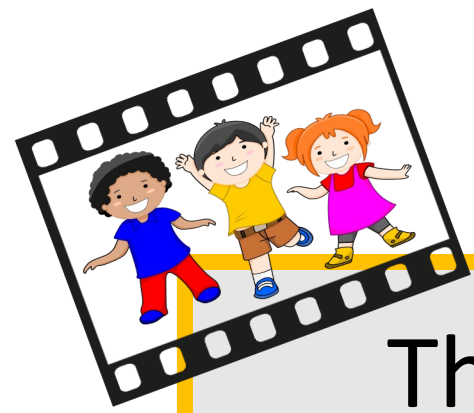
“There will be no more initiatives--- at least for a time. Instead, we will **focus** only on what will have an immediate and dramatic **impact on learning** in our classroom.”

Have you heard this remark in your buildings?

How is this concern currently addressed in your buildings?

How might it impact learning?

Is it Good Enough for My Child in the Chair?



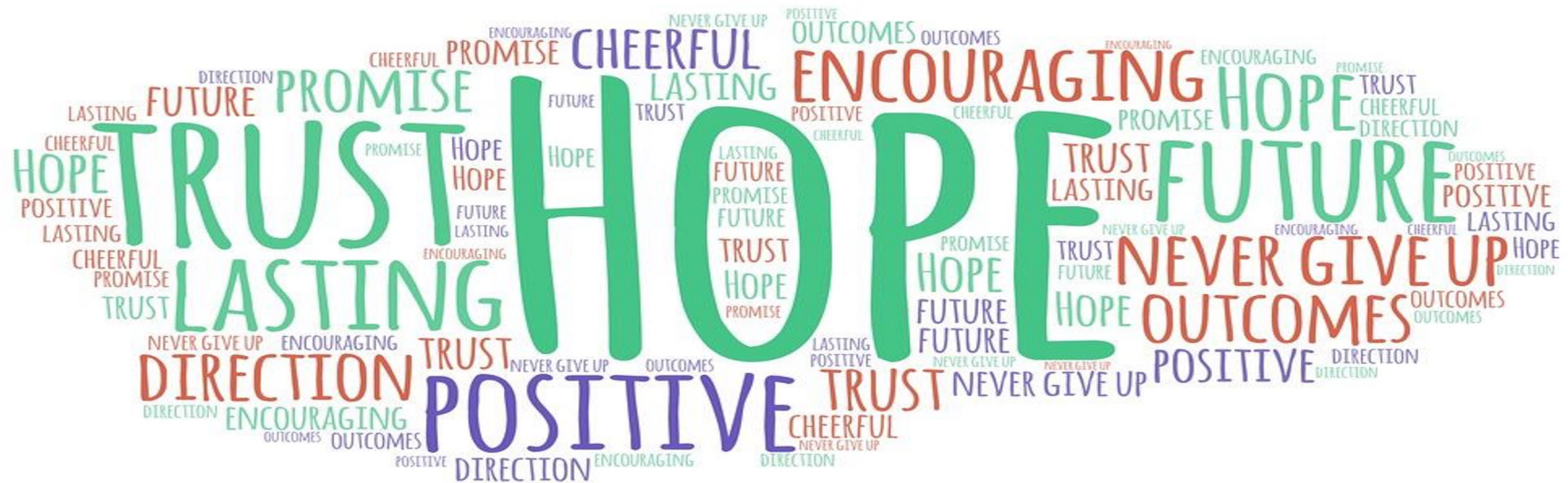
The standard for “If we really meant it” should be this: ***“Is it good enough for my own child?”***

- Every school
- Every classroom
- Every teacher
- Every lesson



2023-2024 Hopes

How might the feedback loop help you to have your hope realized for this school year?



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Thank You

