

DCI 2023 SUMMIT

READY...SET...ACTION!



Saddling Up the APR Elephant with DCI and Instructional Leadership Practice - An Overview





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I can connect the gap between APR, CSIP, and the DCI process.

I can state how I can use instructional leadership practice to embed a culture of District Continuous Improvement (DCI) within my district or building.

I can develop a plan for my district to align our APR, CSIP, and instructional growth of teachers through the DCI process.



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Leadership

Effective teaching and learning

Collaborative climate and culture

Data-Based Decision Making

Alignment of standards, curriculum, and assessment

Equity and access

WELCOME TO VIRTUAL LEARNING PLATFORM



DCI Components



“Anyone who is too busy to
REFLECT is too busy to
improve”



Bob Garmston
Cognitive Coaching



READY...SET...ACTION!

Mind

Framework for

the day

Be honest where you are at as a district or building and in your role as an instructional leader.



Work from the mindset: Where are we going; if what we are doing isn't working, then why do we keep doing it?

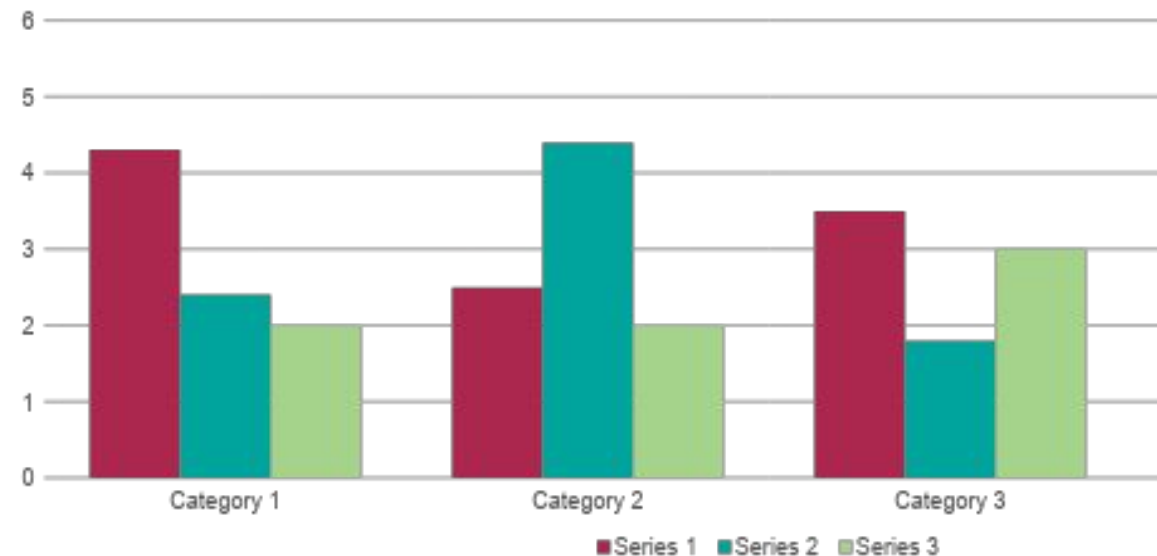
Asking “the what” and “the how” do we get there?



READY...SET...ACTION!



APR



Where am I at?

READY...SET...ACTION!



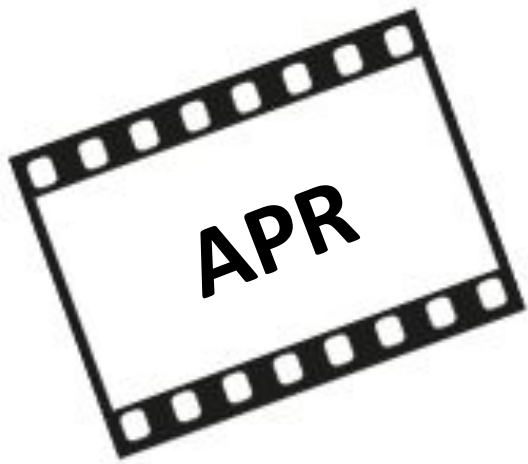
Achievement Status
Achievement Growth
Attendance
College and Career Readiness
CSIP
Self-Study
Climate Survey
Success-Ready Students
Graduation rate
180 Day follow-up

Knowing we have a
new system, new
assessments, new
benchmarks, first
real APR since 2018,
however your APR
scores tell us:

Where you are

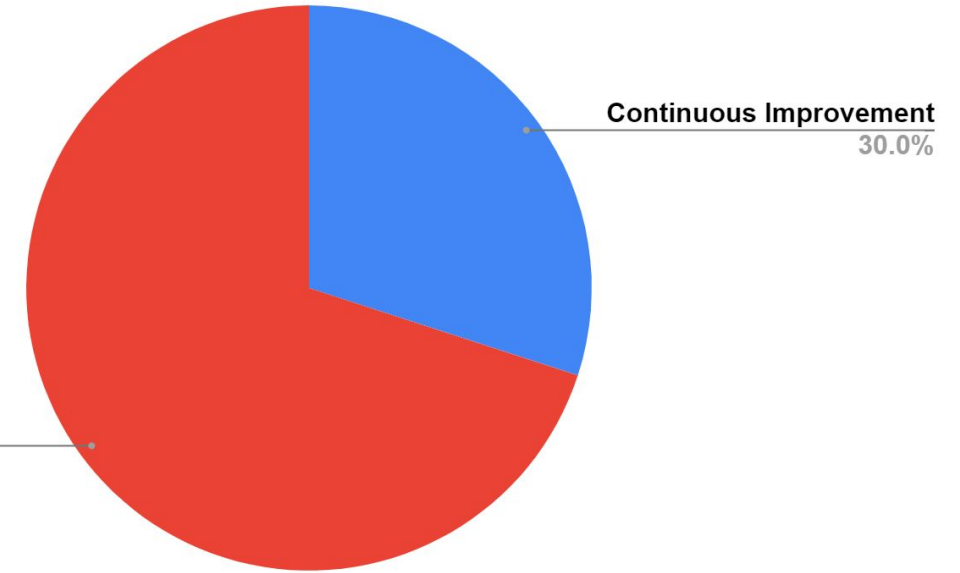


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Annual Performance Report (APR)

Academic Performance
70.0%



The APR consists of two parts under MSIP 6: **The Performance score and the Continuous Improvement score.**

MSIP 6 Accreditation will incorporate these two components with the following weight in the 2023-24 APR: $APR = \text{Performance Score} + \text{Continuous Improvement Score}$

Accreditation Levels

Accredited with Distinction: The LEA earned 95.0% or more of the points possible;

Accredited: The LEA earned 70.0% - 94.9% of the points possible;

Provisionally Accredited: The LEA earned 50.0% - 69.9% of the points possible; or

Unaccredited: The LEA earned less than 50.0% of the points possible.



LEAs are only scored on those metrics for which they can earn points. This is for District APR.

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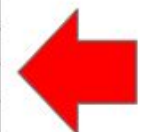
ick

2022 MSIP 6 Annual Performance Report (APR) Year 1 Pilot			
State law prohibits the State Board of Education from lowering the classification of an LEA when implementing new standards for purposes of accreditation. The 2022 APR includes points for both performance and continuous improvement standards.			
	Points Possible	Points Earned	% Points Earned
Performance:	128.0	94.9	74.1%
Continuous Improvement:	52.0	49.0	94.2%
Totals:	180.0	143.9	79.9%

ere

?

Performance Totals						
Performance		Points Possible	Points Earned	% Points Earned	MPI	Designation
Academic Achievement Status - English Language Arts	All Students	12.0	12.0	100.0%	407.3	Target
	Student Group	6.0	4.5	75.0%	363.6	On Track
Academic Achievement Status - Mathematics	All Students	12.0	9.0	75.0%	381.2	On Track
	Student Group	6.0	3.0	50.0%	328.1	Approaching
Academic Achievement Status - Science	All Students	4.0	3.0	75.0%	387.9	On Track
	Student Group	2.0	1.0	50.0%	342.3	Approaching
Academic Achievement Status - Social Studies	All Students	4.0	4.0	100.0%	403.4	Target
	Student Group	2.0	1.5	75.0%	368.8	On Track
Academic Achievement Growth - Eng. Language Arts	All Students	12.0	7.8	65.0%		Average
	Student Group	6.0	3.6	60.0%		Average
Academic Achievement Growth -	All Students	12.0	4.8	40.0%		Below Average



1. Where am I?

Order of Designation

- Target
- On-Track
- Approaching
- Floor

Table 10

Growth Designation

- Below Average
- Average
- Above Average

Table 19



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Using your APR data - Ask the right questions

What are the areas of needs improvement?

What is/are the problem(s) to be addressed?

What are the outcomes or goals?

What strategies are we going to use to get there?

How are we going to measure our progress?

How does CSIP impact Instructional Leadership practice?

Where are
we going?



READY...SET...ACTION!

CSIP



Leadership
Effective Teaching and Learning
Collaborative Climate and Culture
Data-Based Decision Making
Alignment of Standards, Curriculum, and
Assessment
Equity and Access



READY...SET...ACTION!

How do I get there? How do we close the gap?

How do we connect district/building goals to instructional staff?

How do we relay the urgency?

How do we close the instructional gap?



How do we support the idea of District Continuous Improvement?

Today's discussion: Instructional Leadership and the DCI process - Strategies to close the gap



How do we get there?

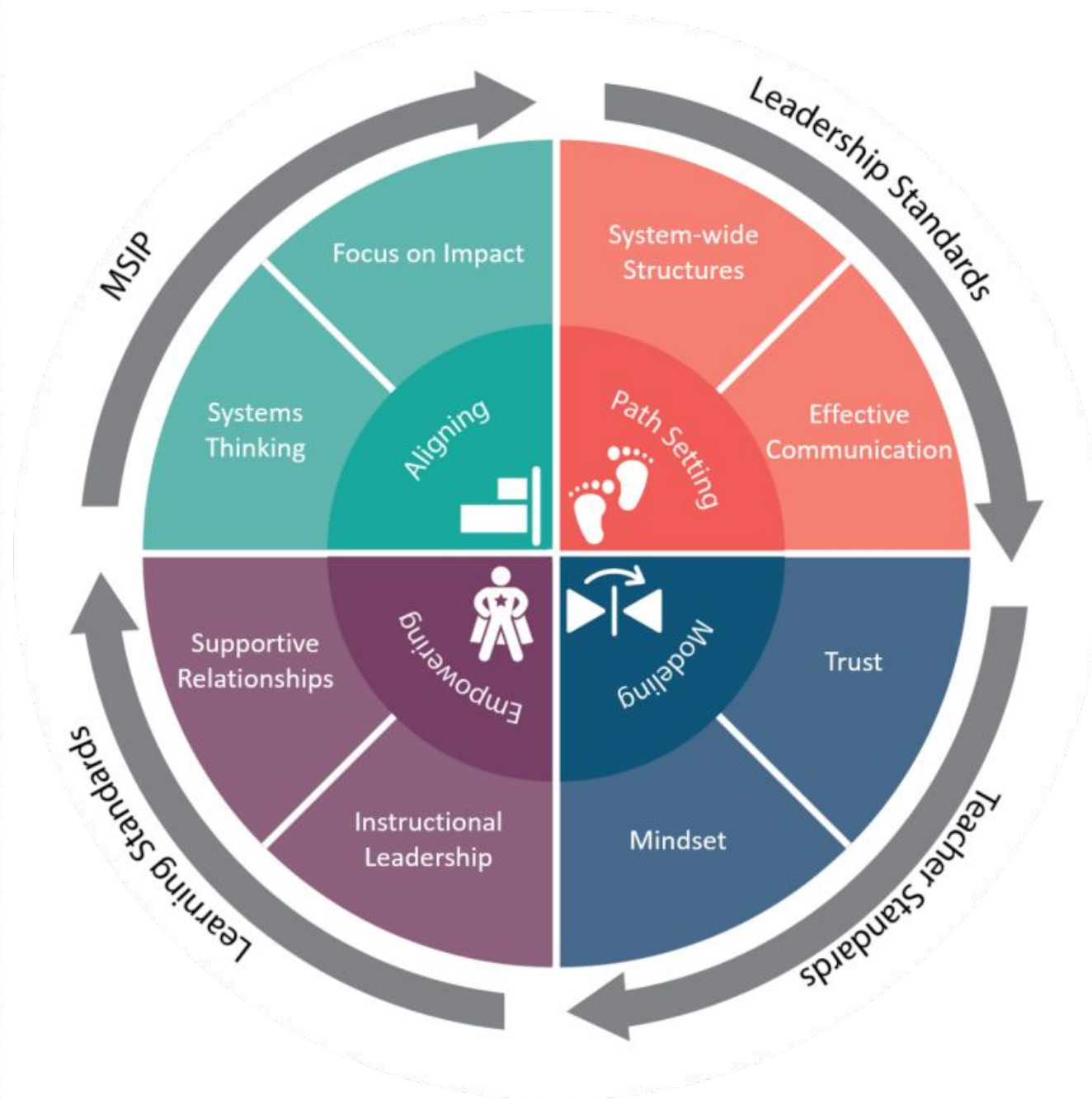
1. **Ask the right questions on the data** (Breaking down the APR and identify CSIP Goals using DBDM and the GAINS model).
2. **Change thinking and reflecting on practice, because if we do not transform belief and values, people will revert back as soon as we walk away** (DCI to include PD with Walkthroughs and Coaching, use instructional strategies with fidelity).
3. **Separate support and evaluate** (Instructional leadership practice by district and building leaders).
4. **Identify what success criteria really looks like by Developing Assessment Capable Learners** (DACL PD and walkthroughs)



is a



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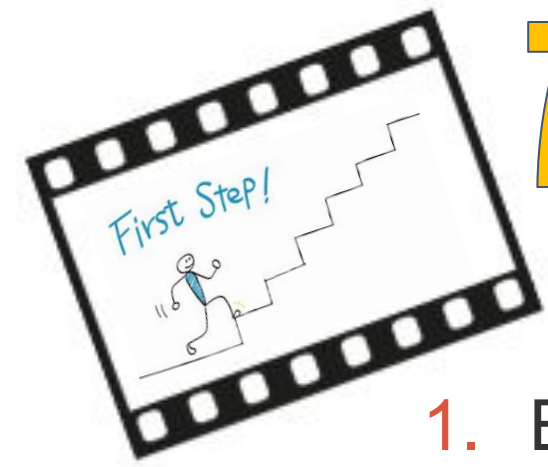


Leadership for effective implementation of District Continuous Improvement

- Aligning
- Path Setting
- Modeling
- Empowering



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7 Steps to Becoming an Instructional Leader

1. Establish, implement, and achieve academic standards
2. Be an instructional resource for your staff
3. Create a learning-oriented school culture and climate
4. Communicate your school's vision and mission to staff and students
5. Set high expectations for your staff and yourself
6. Develop teacher leaders
7. Develop and maintain positive relationships with students, staff, and parents (McEwan, 2003)

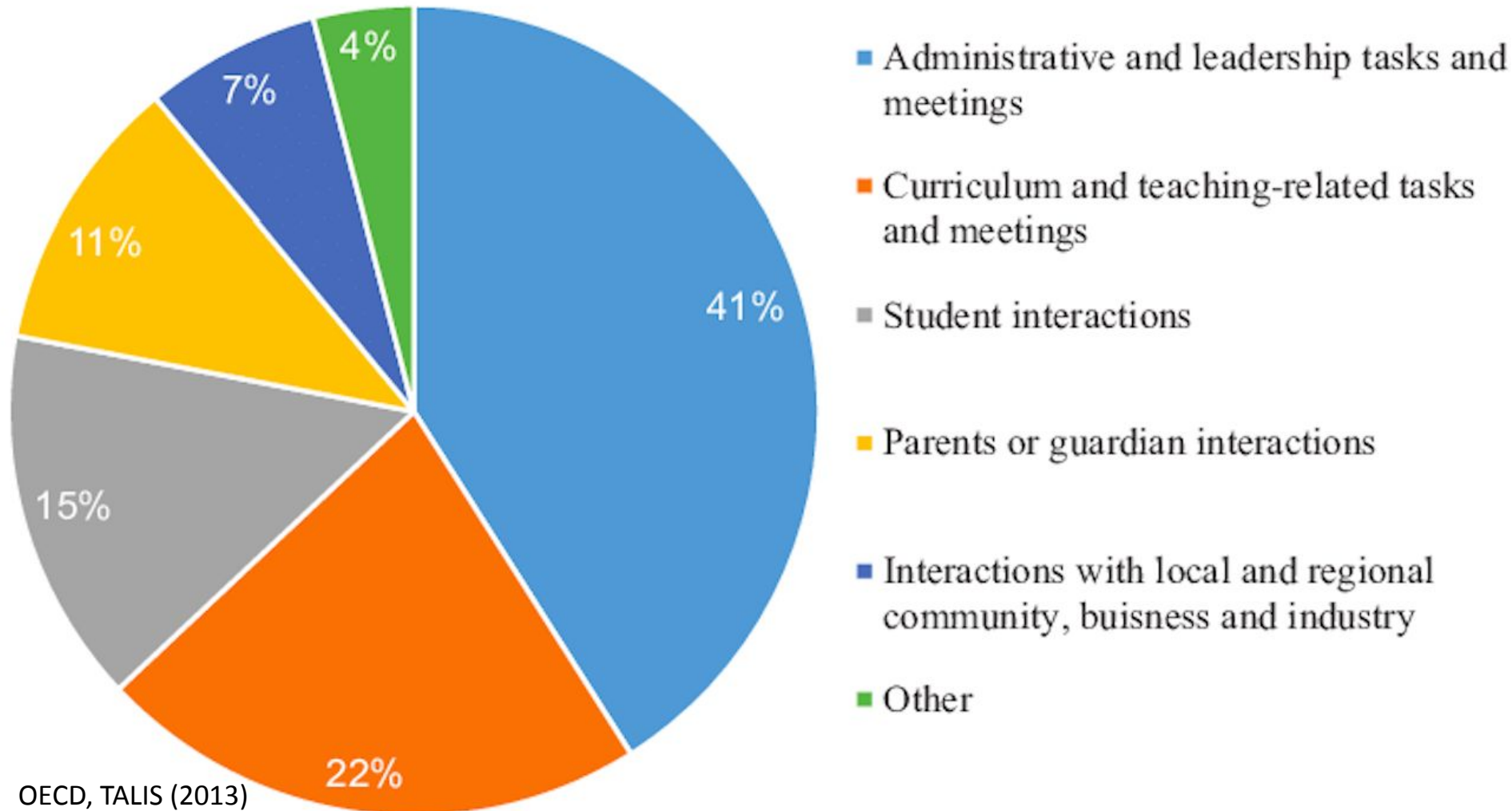


READY...SET...ACTION!

Management

VS.

Leadership



READY...SET...ACTION!



CSIP

APR

MSIP

Tying It All Together



**Administration:
Managing the day to
day**

DCI

Instructional Leadership

READY...SET...ACTION!

Four Corners

Pick a picture on the next slide then relate it to Instructional Leadership in your district or building?

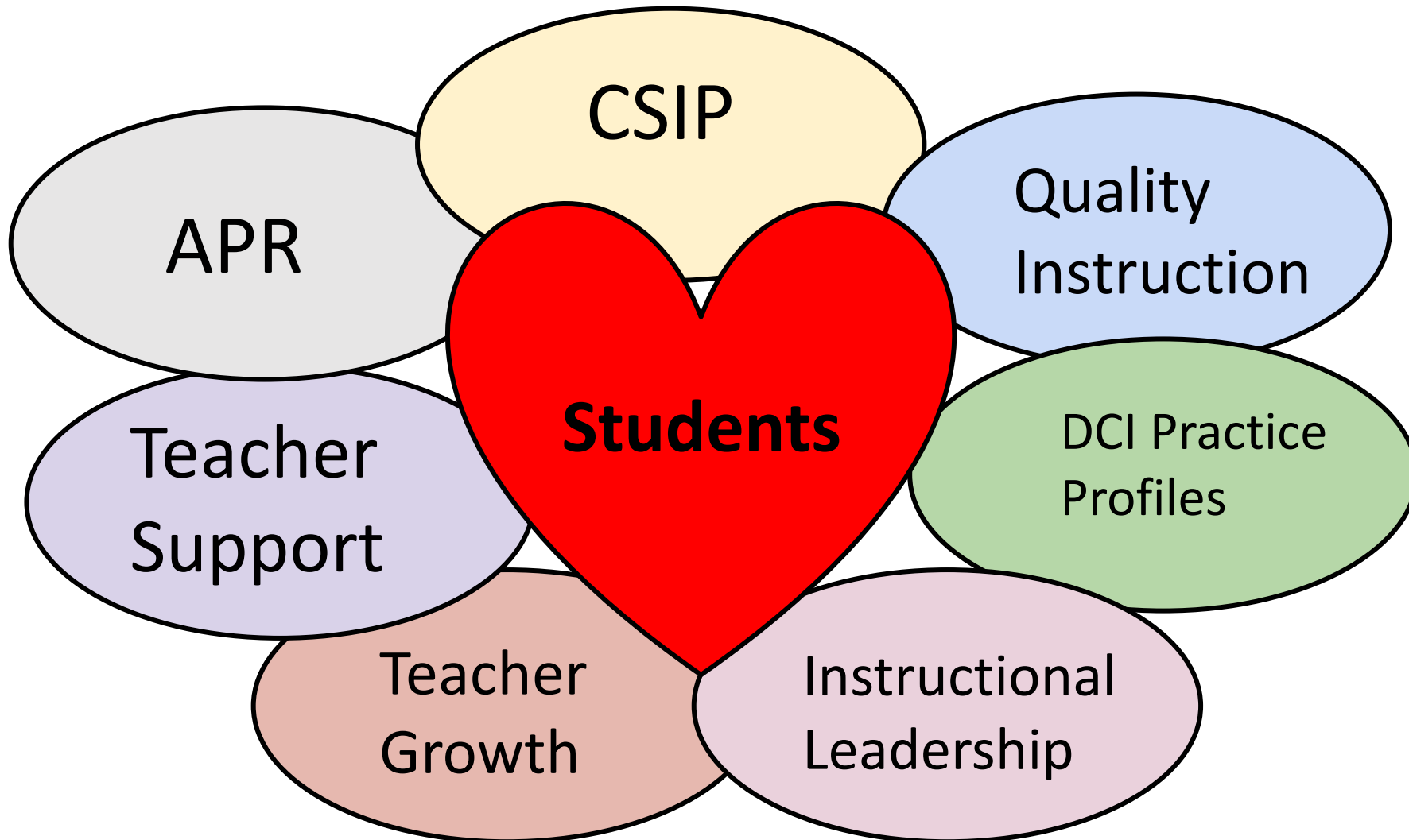
Be ready to share out!



READY...SET...ACTION!



Linking it All Together



READY...SET...ACTION!



**They have something
in COMMON!**

Crosswalk Activity



Table Discussion

Making Connections Activity				
APR/MSIP 6		DCI		Instructional Leadership
Achievement Status		Collaborative Teams (CT)		Establish, implement, and achieve academic standards
Achievement Growth		Data-Based Decision Making (DBDM)		Be an instructional resource for your staff
Attendance		Common Formative Assessments (CFA)		Create a learning-oriented school culture and climate
College and Career Readiness		Developing Assessment Capable Learners		Communicate your school's vision and mission to staff and students
CSIP		Feedback		Set high expectations for your staff and yourself
Self-Study		Metacognition		Develop teacher leaders
Climate Survey		School-Based Implementation Coaching		Develop and maintain positive relationships with students.
Success-Ready Students		Collective Teacher Efficacy		Develop and maintain positive relationships with staff.
Graduation rate		System Leadership		Develop and maintain positive relationships with parents.
180 Day follow-up		Instructional Leadership		



GUIDING QUESTIONS FOR **Instructional Leadership Practice on** DISTRICT PROFESSIONAL LEARNING PROGRAMS

From the “**Making Connections Activity**” what connections were made?

As an instructional leader how can you ensure **professional learning** is valuable in meeting your CSIP goals?





GUIDING QUESTIONS FOR **Instructional Leadership Practice on** DISTRICT PROFESSIONAL LEARNING PROGRAMS

How can your **instructional leadership practice** lead to professional learning experiences?

How can you as an **instructional leader support** professional learning experiences, which lead to improvement in teaching practice, improved student performance and ultimately the APR?



READY...SET...**ACTION!**

Events

**What we can
see**

If MSIP 6 and APR were the iceberg, what can be seen and what are the underlying pieces to eventually transform the changes needed?

How does instructional leadership practice support transformation?

How can DCI support transformation?

What patterns and beliefs exist?

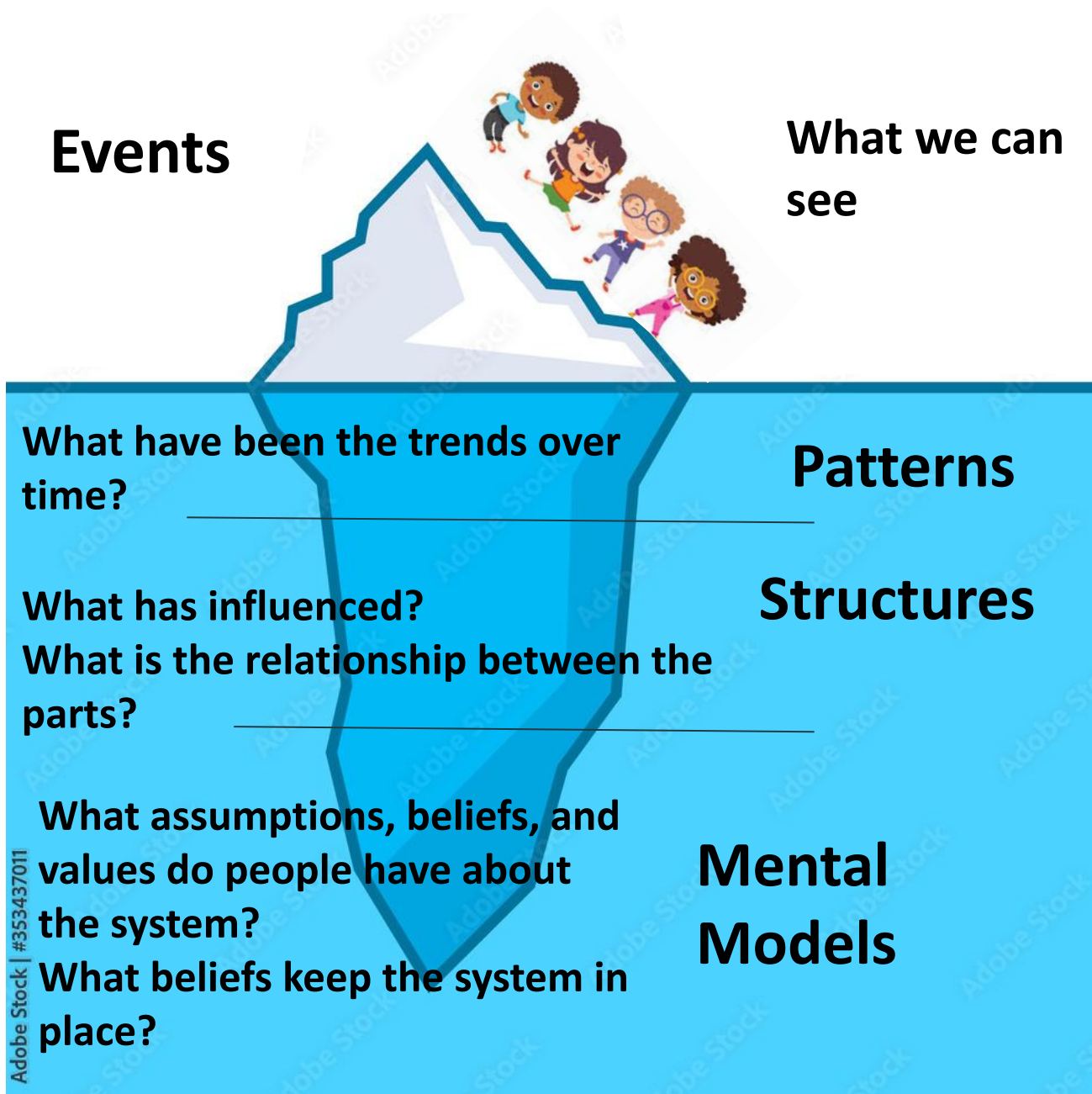
MSIP 6 - APR Scores

Instructional Leadership Practice

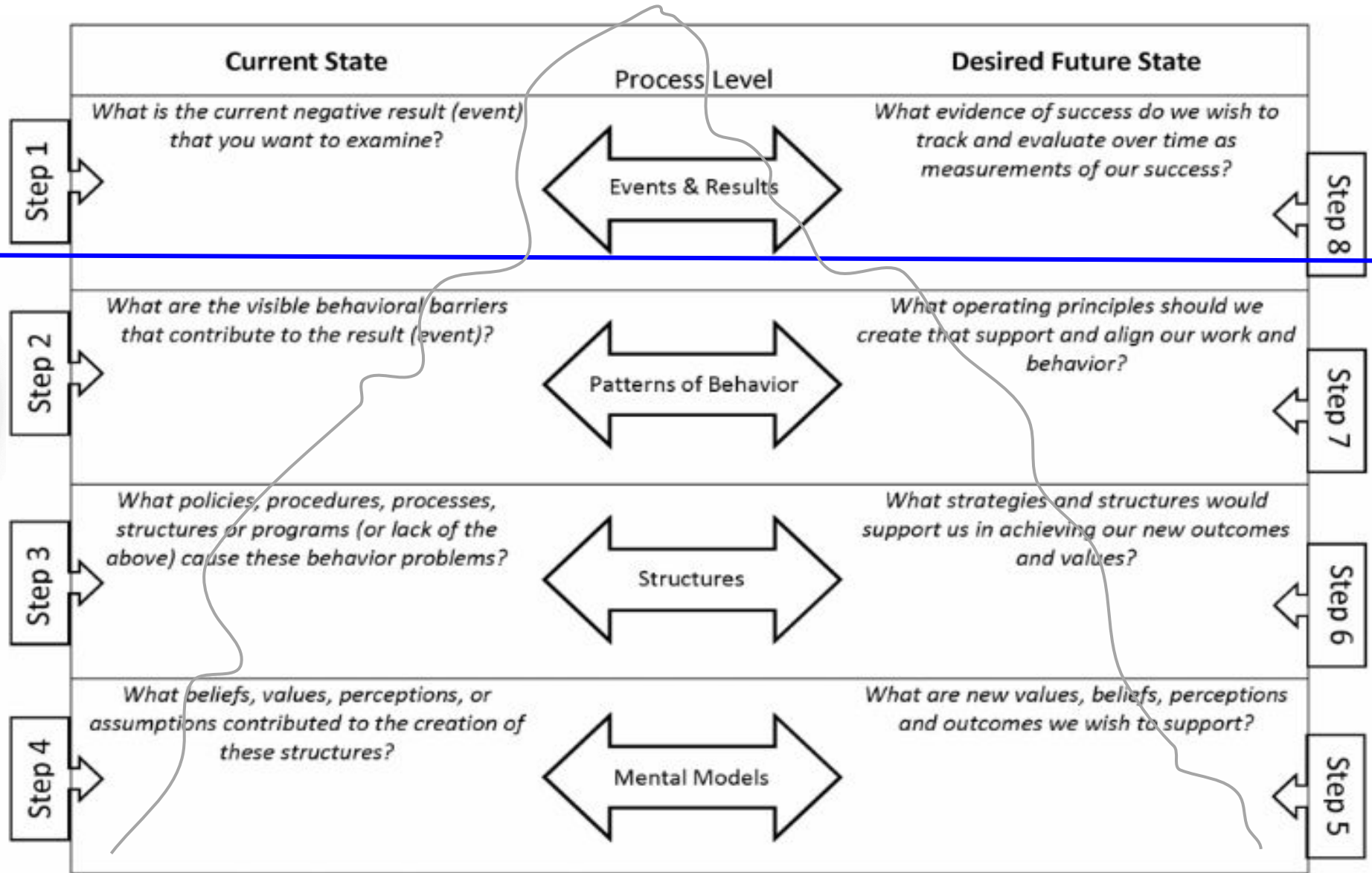
Teacher instruction

The Iceberg Model

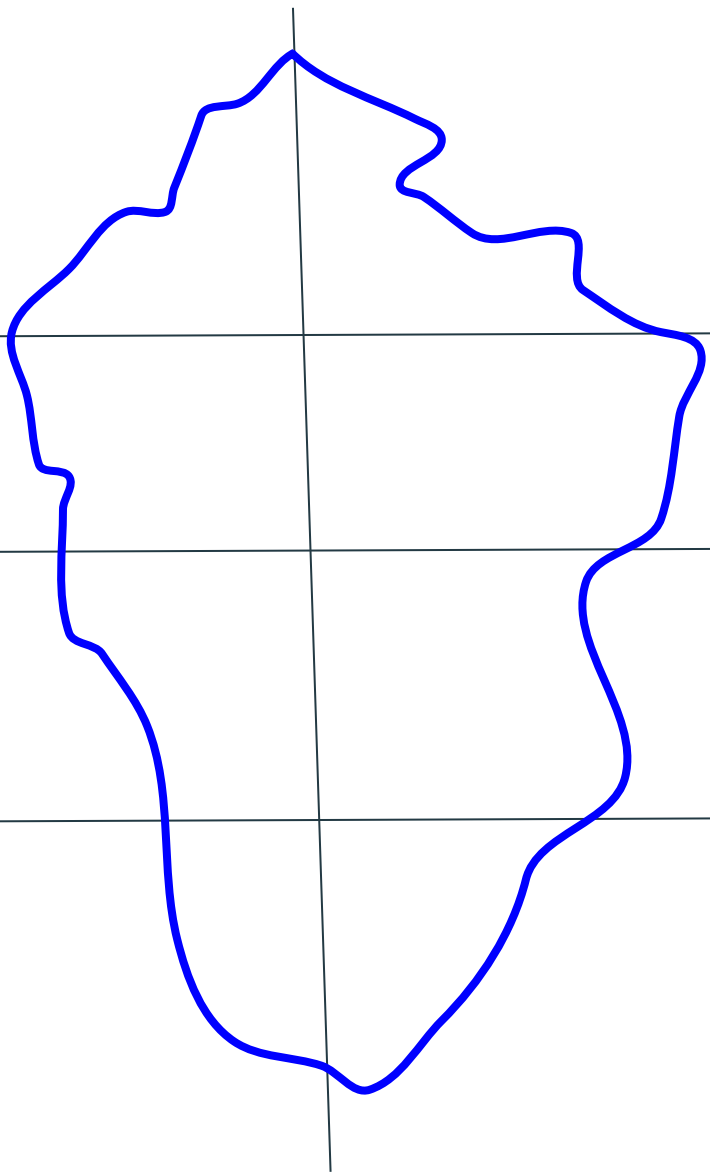
What can we see and what lies beneath



Mental Models Process – adapted from Zuieback (Zuieback, (n.d.)).



APR



Events

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MSIP 6 - APR Scores

Instructional Leadership Practice

Teacher instruction

The Iceberg Model

What can we see and what lies beneath

What have been the trends over time?

Patterns

What has influenced?

What is the relationship between the parts?

Structures

What assumptions, beliefs, and values do people have about the system?

What beliefs keep the system in place?

Mental Models

Beliefs

Create

Reality

Belief Quotes

**You can do a
thing only if
you have the
belief that it
can be done.**

~ Anonymous

www.self-help-and-self-development.com

The Results Pyramid*



What do we have to do to
make changes in belief
systems?



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Instructional Leadership Alignment with MO Leader Standards

Standard #2 Teaching and Learning

Quality Indicators

1. Promote Positive School Culture
2. Provide and Effective Instructional Program
3. Ensure Continuous Professional Learning

Standard # 3 Management of Organizational Systems

Quality Indicators

1. Manage the Organizational Structure
2. Lead Personnel
3. Manage Resources

Standard #6 Professional Development

Quality Indicator

1. Increase knowledge and skills based on best practices

(DESE, 2013)

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Instructional Leadership

BECOMING AN INSTRUCTIONAL LEADER IN YOUR BUILDING



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

(Petrak, 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

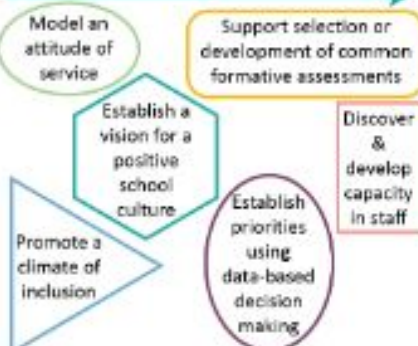
How is student learning monitored?



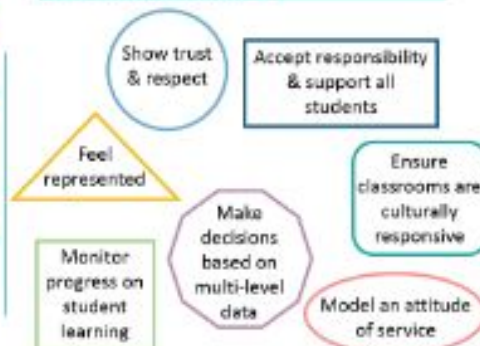
Data-Based Decision Making

How are students performing? What are the current gaps in student learning?

Leaders



As a Result, Educators





Average Survey Responses within Leadership

Building	Leaders Manage	Teacher to Teacher Feedback	Leader Committed	Leader Active
	3.5	2.8	3.7	3.7
	5.0	4.8	5.0	4.9
	4.6	4.2	4.8	4.7
	4.3	4.7	4.3	4.3
	4.3	4.6	4.5	4.5
District Avg	4.3	4.2	4.5	4.4
State Avg	4.2	4.1	4.2	4.1

☒ vs District

☐ vs State

Above Average

Below Average

[View CWIS Questions](#)

[View CWIS Questions](#)

1. (Leaders Manage) Building leader(s) effectively manage initiatives and expectations placing a focus on improving educational practices.
2. (Teacher to Teacher Feedback) Building leadership supports the opportunity for teacher-to-teacher observation and feedback.
3. (Leader Committed) My building administrator(s) show(s) they are committed to implementing a core set of effective instructional practices in building classrooms.
4. (Leader Active) The building leader(s) actively problem-solve(s) with my team.

What were your CWIS results?

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Teacher Standards and Indicators (DESE)

DCI Practice (DCI Program Books)

Instructional Leadership Support (Seven Steps, DCI, or DESE)

Standard #1 Content knowledge aligned with appropriate instruction

Standard #2 Student Learning, Growth and Development



Standard #3 Curriculum Implementation

Standard #4 Critical Thinking

Standard #5 Positive Classroom Environment

Standard #6 Effective Communication

Standard #7 Student Assessment and Data Analysis

Standard #8 Professionalism

Standard #9 Professional Collaboration



For Immediate Release! CSIP ACTION STEPS!

Improve CWIS Scores (Leadership, Collaborative Climate and Culture, Effective Teaching and Learning, etc)

Improve CWIS Scores in instructional leadership (Leadership, Collaborative Climate and Culture, etc)

Professional development in DCI/DACL (Effective Teaching and Learning, Collaborative Climate and Culture, Data-based decision-making, etc.)

Walkthroughs and coaching sessions provided by DCI Consultants (Effective Teaching and Learning, Collaborative Culture and Climate, etc.)

Professional Development on DACL (Collaborative Culture and Climate, Effective Teaching and Learning, etc,)

Common Formative Assessment Training and collaborative work (Alignment of standards, curriculum, and assessment, Collaborative culture and climate, Data-based decision-making etc)

Instructional Leadership Training (Equity and Access, Effective Teaching and Learning, etc.)

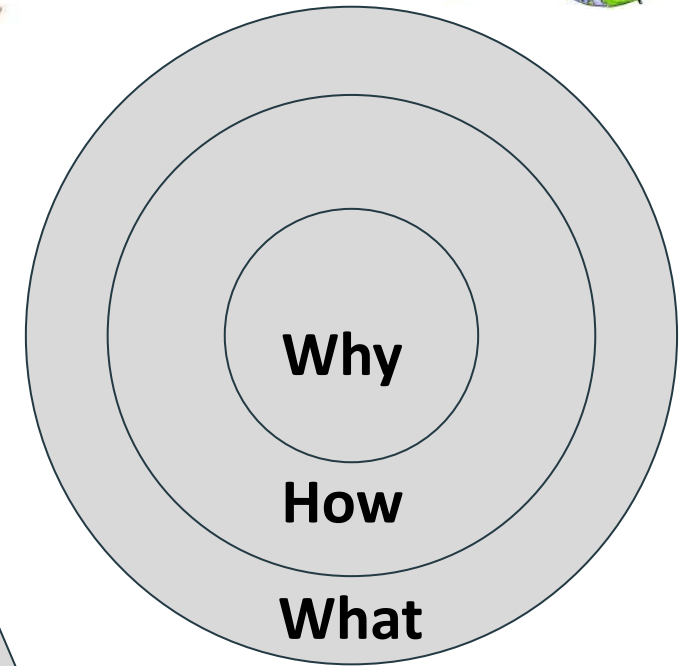
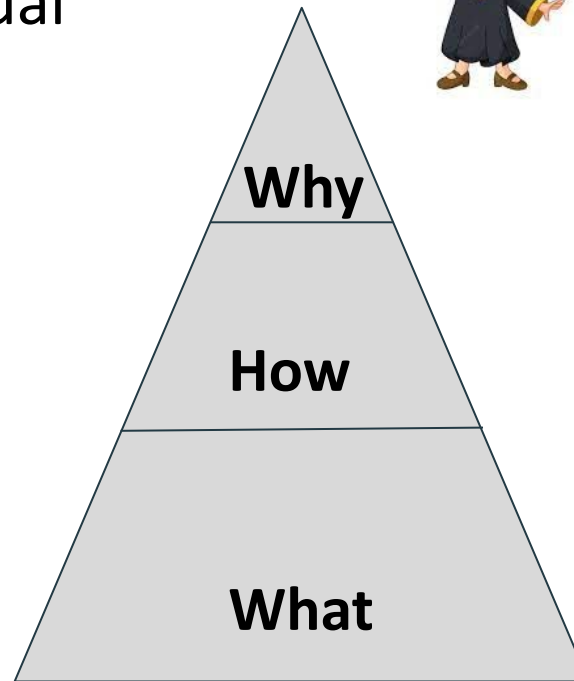
The what, the how and why DCI

The what: Foundations in place, tangible things, where the rubber meets the road, criteria evaluated as administration, classroom management, instruction, priority standards, etc.

- Each teacher is at different stages in their careers we must recognize individual needs

The how: We start to bring things to life, DCI Practice, consistently and intententinally closing gaps, DACL

The why: The ***beliefs*** is what makes things tangible. What is the ***purpose***?



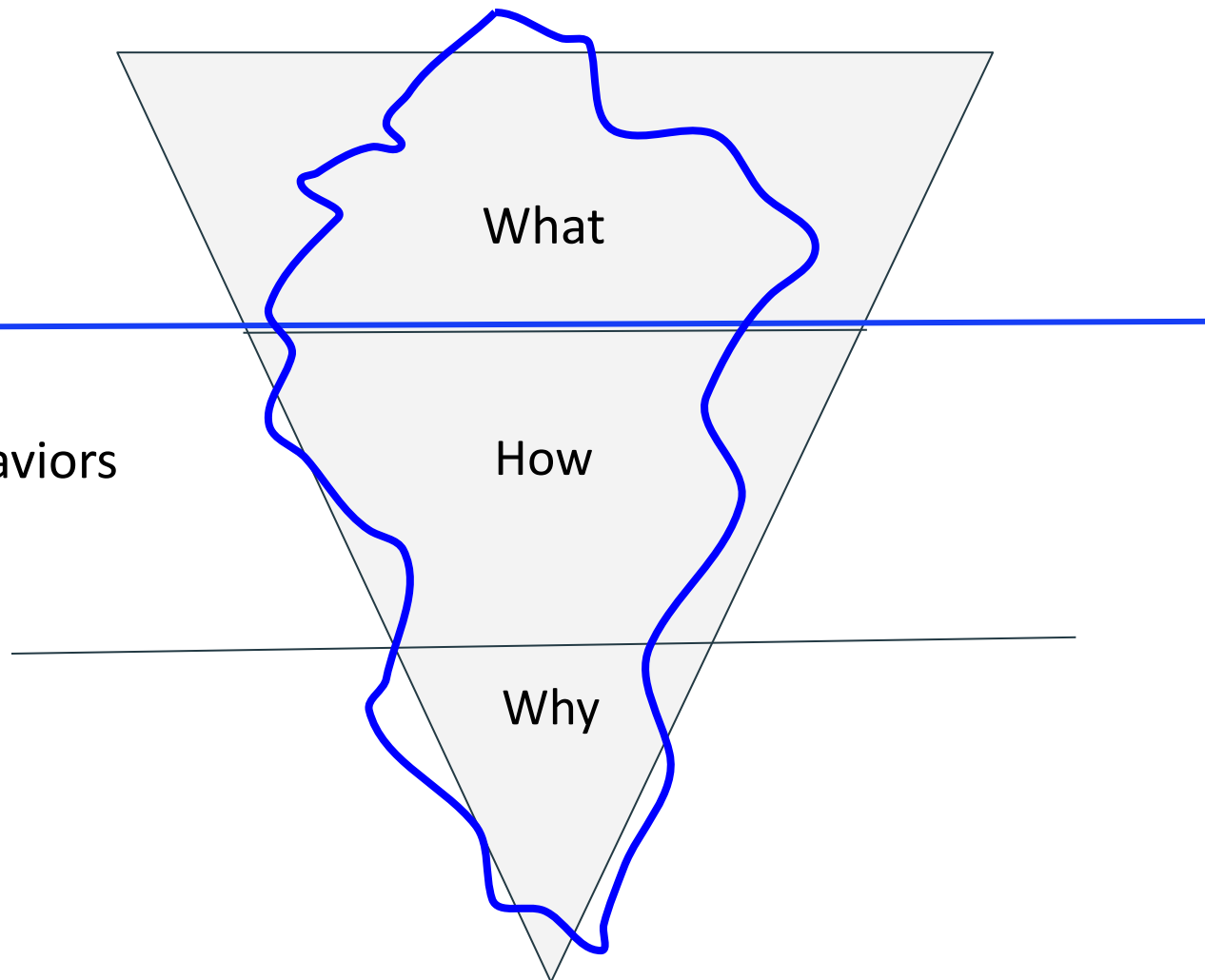


Events/Results

Patterns and behaviors

Structures

Mental
Models/Beliefs



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Every Teacher is Different

Teachers are at different places in their lives and career. Beginning, experienced, different personalities, career goals, etc.

We know revolving staff, lack of qualified staff, and hiring staff in general is a concern, all impacting instruction.

How can we support teachers through professional development?

How can we support our staff through Instructional leadership practice?

How can we change the belief systems in place?

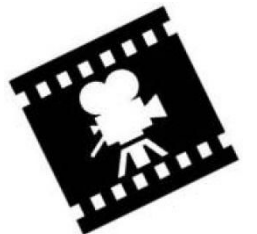
What does local (South-Central Missouri) research say about teachers in years 1-5 on leadership?

Of 120 Beginning teachers surveyed (n=120) the following leadership characteristics were determined as having the highest level of influence on a beginning teacher's **intent to stay**.



The highest correlation between beginning teachers and their level of **job satisfaction** was having a **visionary leader**.

Caffey (2012)



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Fearless **Soul**

and you're absolutely right.

**The way to get started is
to quit talking and begin
doing.** Walt Disney





Think About?

What is one thing you can start doing right now?

You will receive a postcard, think about one thing you would like to start working on with fidelity in preparation of the new school year, please put your name and mailing address on the postcard, but not your one thing, yet!



Pair Share Discussion: How does this all work together?



Leadership Growth Plan

What is your next steps?

How will you get there?

GROWTH PLAN					
CSIP/BSIP/PGP Goal - MSIP Standards APR					
Instructional Leadership Support of teachers and DCI practice					
Professional Learning Connection to DCI Practices DACL DBDM CFA CT					
DCI to provide instructional growth					
How do you support staff in setting and monitoring PD Goals?					
DCI Supports					



READY...SET...ACTION!

Leadership Growth Plan

What is your next steps?

How will you get there?

GROWTH PLAN					
CSIP/BSIP/PGP Goal - MSIP Standards APR	APR Academic Performance				
Instructional Leadership Support of teachers and DCI practice	Classroom visits verbally supporting DCI practice recognizing the focus				
Professional Learning Connection to DCI Practices DACL DBDM CFA CT	DACL LT aligned to Missouri Learning Priority Standards (another conversation)				
DCI to provide instructional growth	PD on LT, Feedback, S&W work, Rubrics (2023-24) Observation and coaching				
How do you support staff in setting and monitoring PD Goals?	As the instructional leader, I will				
DCI Supports	Consultant professional development on DACL and classroom observations with coaching and immediate feedback.				



READY...SET...ACTION!

What are you going to do?



Postcard

Starting as soon as I get back I will?

My goal is to?

We can make great progress if we will?

We can close our gap if we?



READY...SET...ACTION!



Takeaways!

I can connect the gap between APR, CSIP, and the DCI process.

I can state how I can use instructional leadership practice to embed a culture of District Continuous Improvement (DCI) within my district or building.



I can develop a plan for my district to align our APR, CSIP, and instructional growth of teachers through the DCI process.



READY...SET...ACTION!



Connecting DCI Practices & Resources to MSIP-6/APR.

Takeaways!

Ask:
Where am I at?
Where am I going?
How do I get there?

How can we support
you?

- DCI Leadership trainings
- DCI Practice Professional Development/Coaching
- Other DCI professional development opportunities



READY...SET...ACTION!

Questions?

Contact us for your
DCI training needs!

Thank you!

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