DCI 2023 SUMMIT

READY...SET...ACTION!

What's my DCI Content?

★ **SUSAN FEEBACK**

LOWER WEST FACILITATOR

★ **LORI LADWIG**

UPPER EAST FACILITATOR

DIRECTOR

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION.

Effective teaching and learning for ALL students
Missouri District Continuous Improvement (DCI)

MO EDU-SAIL
Educational Systems and Instruction for Learning

NAU NORTHERN ARIZONA UNIVERSITY
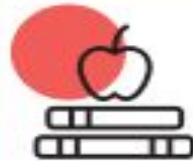Institute for Human Development

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
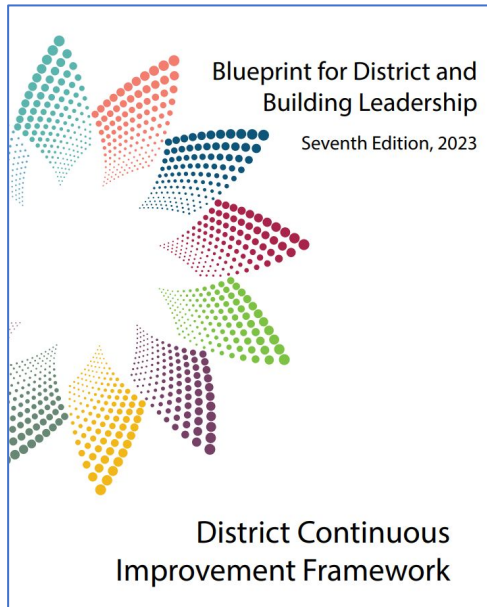→ Feedback
Metacognition

Supportive Context

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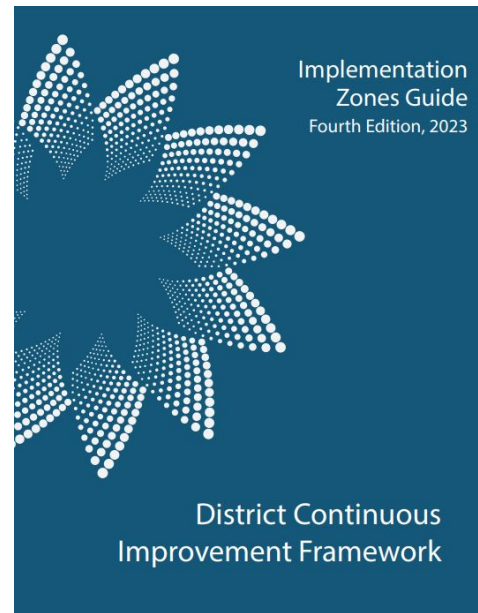Systems Leadership
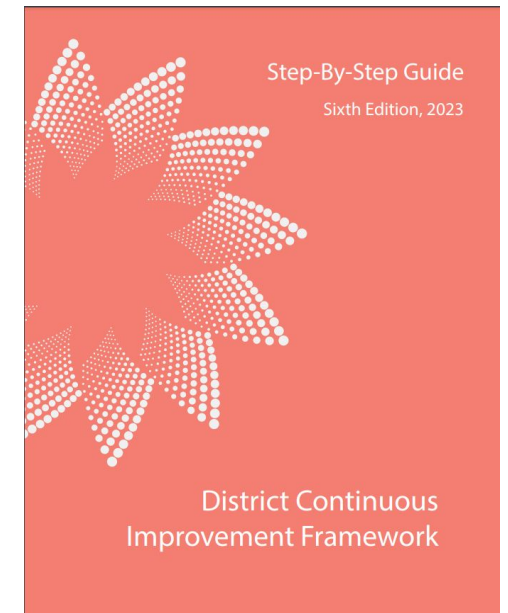Instructional Leadership

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Products

Blueprint for District Leadership

Implementation Zones Guide

Step-by-Step

Blueprint for District and Building Leadership
Seventh Edition, 2023
District Continuous Improvement Framework

Implementation Zones Guide
Fourth Edition, 2023
District Continuous Improvement Framework

Step-By-Step Guide
Sixth Edition, 2023
District Continuous Improvement Framework
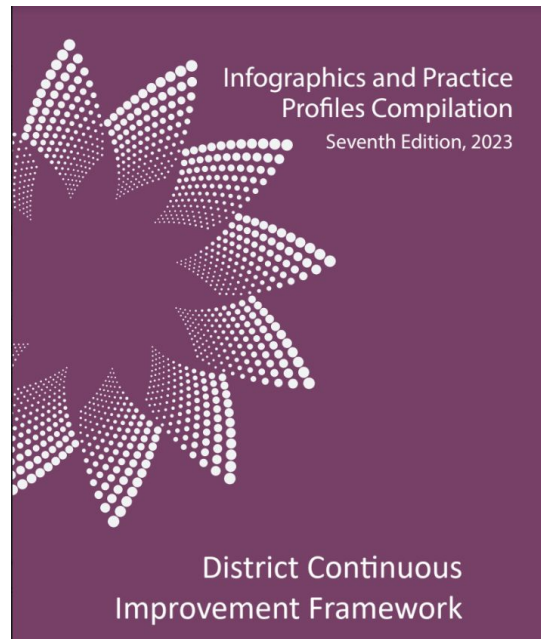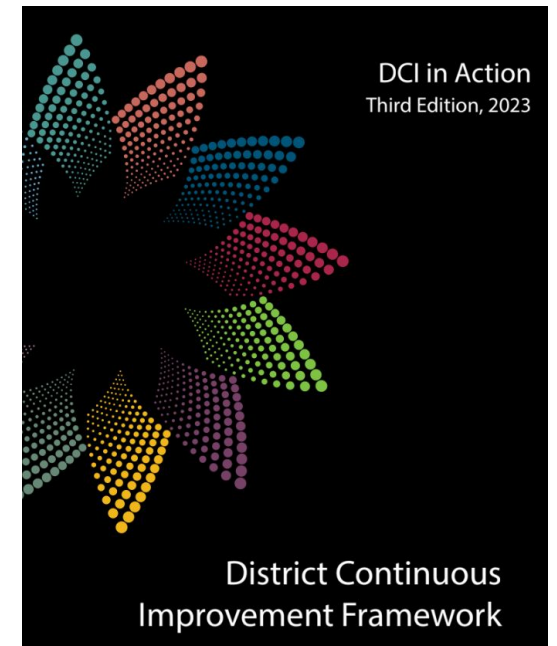
Products
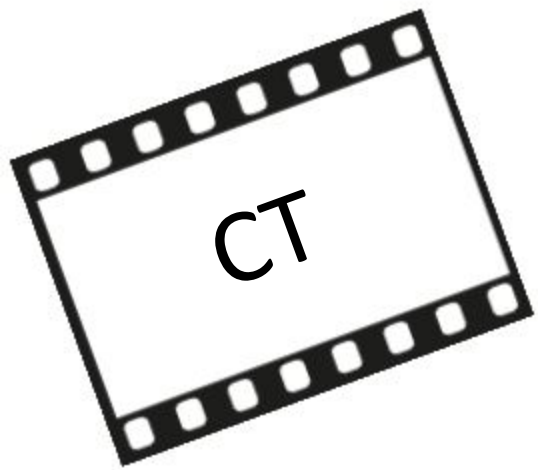
Administrator's Guide to Coaching
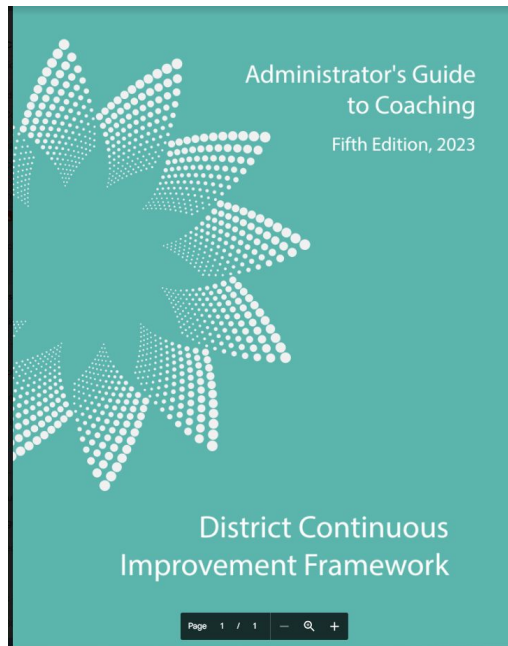
Infographics and Practice Profiles

DCI in Action

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.
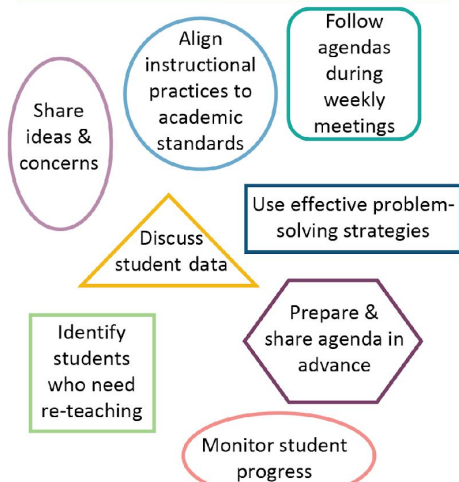
Better achievement gains in math and reading

Teachers who improve their practices at greater rates

Teams

- Share ideas & concerns
- Align instructional practices to academic standards
- Follow agendas during weekly meetings
- Discuss student data
- Use effective problem-solving strategies
- Identify students who need re-teaching
- Prepare & share agenda in advance
- Monitor student progress

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)

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## 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

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	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.	Teams use minutes and communication that address 8/9 of the following recommendations. • 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.	During team meetings, problem-solving and sharing involves at least 6/7 of the following collaborative behaviors. • 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.
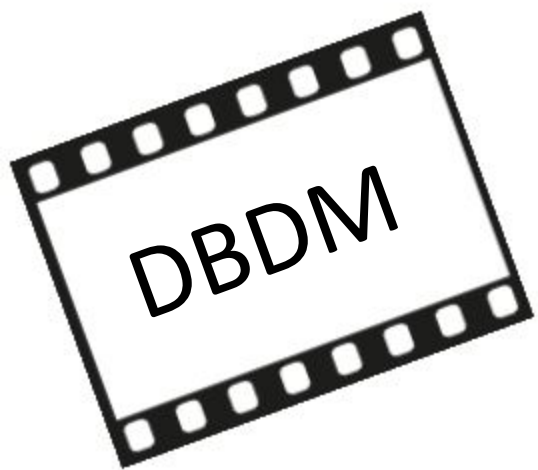
Data-Based Decision Making

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.
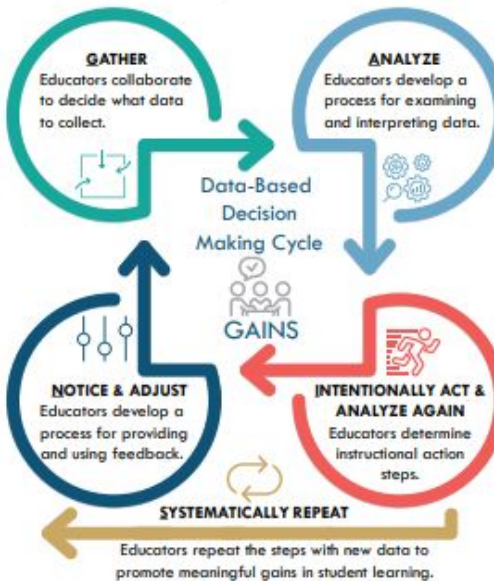
Educators

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.

GATHER
Educators collaborate to decide what data to collect.

ANALYZE
Educators develop a process for examining and interpreting data.

Data-Based Decision Making Cycle

GAINS

NOTICE & ADJUST
Educators develop a process for providing and using feedback.

INTENTIONALLY ACT & ANALYZE AGAIN
Educators determine instructional action steps.

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

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)
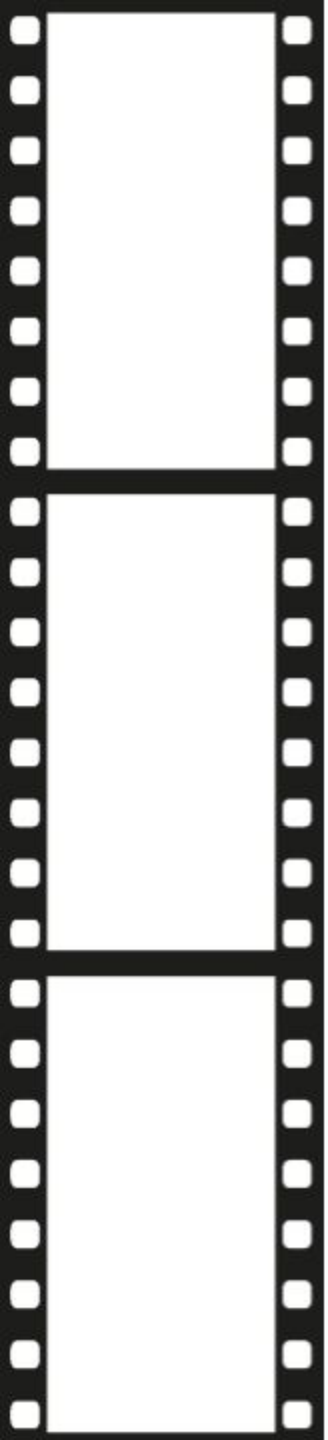
Data-Based Decision Making

- 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

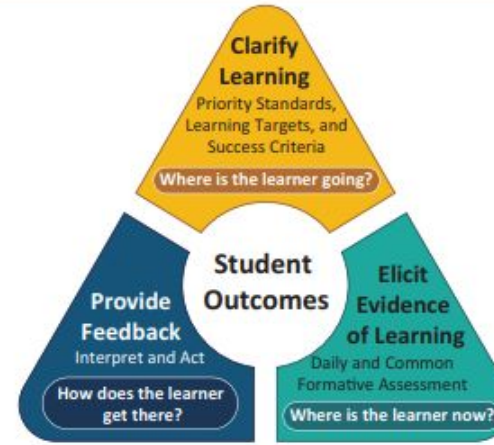|		Data-Based Decision Making Practice Profile			
	Essential Function	**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
1	Educators establish collaborative process for collecting data.	Meet 9/9 criteria *Collaborative data team process* • Establish a data team 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 *Data collection process* • Collect student data in relation to learning targets • Collect data describing instructional processes • Organize data in preparation for review and analysis	7/9 criteria are met *Collaborative data team process* • 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 *Data collection process* • Collect student data in relation to learning targets • Collect data describing instructional processes • Organize data in preparation for review and analysis	4/9 criteria are met *Collaborative data team process* • 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 *Data collection process* • Collect student data in relation to learning targets	*Fewer* than 4/9 of any of the criteria occur

CFA

Common Formative Assessment

Overview

The goal of formative assessment is to monitor student learning so instructors can both improve their instruction and provide feedback to students. Common Formative Assessments (CFAs) are team-designed measures used to assess and analyze students' understanding of essential learning targets. They are used by grade or course levels teams at regular intervals. Daily formative assessments are the on-going "checks for understanding" teachers use to provide immediate information during instruction. Daily formative assessments are necessary to provide students with immediate feedback and help teachers fine-tune instruction.

Clarify Learning
Priority Standards, Learning Targets, and Success Criteria
Where is the learner going?

Student Outcomes

Provide Feedback
Interpret and Act
How does the learner get there?

Elicit Evidence of Learning
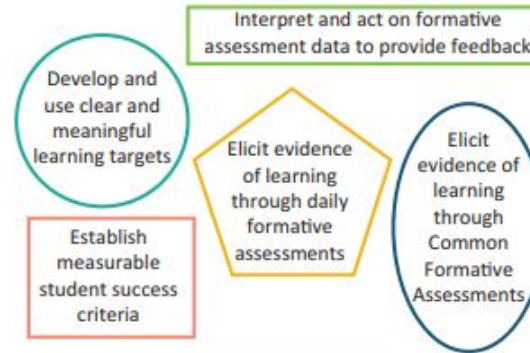Daily and Common Formative Assessment
Where is the learner now?

Benefits of Team-Developed CFA

- Efficient use of educator's time
- Equitable for students
- Effective in monitoring and improving student learning
- Informs and improves individual and teacher team practices
- Builds the capacity of the team to achieve at higher levels
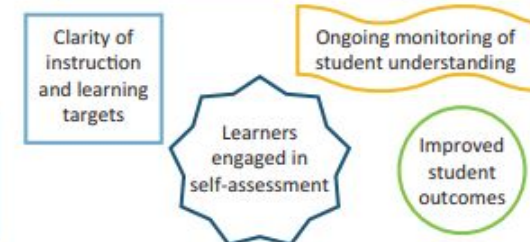- Essential to systematic interventions when student struggle

Daily and Common Formative Assessment have the highest leverage for improving student outcomes. The impact is greatest when information is used to provide immediate feedback.

Educators...

Develop and use clear and meaningful learning targets

Interpret and act on formative assessment data to provide feedback

Establish measurable student success criteria

Elicit evidence of learning through daily formative assessments

Elicit evidence of learning through Common Formative Assessments

Resulting in...

Clarity of instruction and learning targets

Ongoing monitoring of student understanding

Learners engaged in self-assessment

Improved student outcomes

DIRECTOR

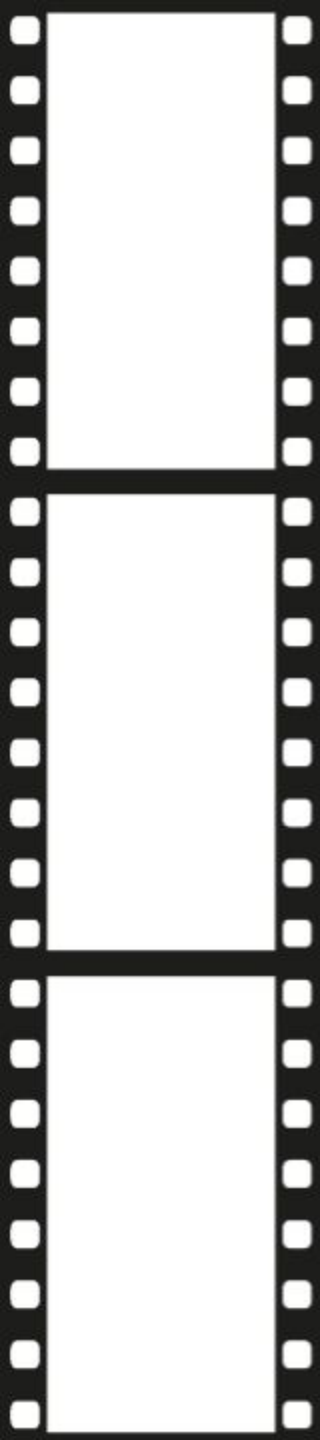READY...SET...ACTION!

Common Formative Assessment

- Develop and use clear and meaning learning targets
- Establish measurable student criteria
- Elicit evidence of learning through daily formative assessments
- Elicit evidence of learning through common formative assessments
- Intrepret and act on formative assessment data to provide feedback

READY…SET…ACTION!

Common Formative Assessment Practice Profile

	Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1	Educators develop and use clear and meaningful learning targets to guide instruction and clarify student learning.	Educators develop and use learning targets that meet 4/4 criteria. • Learning targets are clearly connected to essential learning in a domain. • Learning targets indicate what students are expected to know, understand, and be able to do at the end of the lesson/unit. • Learning targets engage students in higher-order thinking processes. • Learning targets are clearly explained to students.	Educators develop and use learning targets that are clearly connected to essential learning in a domain and meet 3/4 criteria.	Educators develop and use learning targets that are clearly connected to essential learning in a domain and meet 2/4 criteria.	Educators develop and use learning targets that meet 1 or fewer criteria.
2	Educators establish measurable student success criteria to clarify learning.	Educators develop and use student success criteria that meet 5/5 criteria. • Success criteria are closely aligned with learning targets. • Success criteria indicate what the student will say, do, make, or write to show evidence of learning. • Success criteria reflect progress toward the learning goal. • Success criteria are communicated in student-friendly language. • Educators refer to success criteria during instruction.	Educators develop and use student success criteria that are aligned with learning targets and meet 4/5 criteria.	Educators develop and use student success criteria that are aligned with learning targets and meet 3/5 criteria.	Educators develop and use student success criteria that meet 2 or fewer criteria.
3	Educators elicit evidence of learning through daily formative assessments to monitor student understanding and improve instruction.	Educators elicit evidence of learning through daily formative assessments that meet 4/4 criteria. • Teachers design discussions, tasks, and activities that effectively elicit evidence of learning. • Evidence of student learning is collected and used during lessons to fine-tune instruction. • Teachers provide opportunities for students to be learning resources for one another through formative assessment. • Teachers provide opportunities for students to engage in self-evaluation.	Educators collect and use evidence of learning during lessons to fine tune instruction and meet 3/4 criteria.	Educators collect and use evidence of learning during lessons to fine tune instruction and meet 2/4 criteria.	Educators meet 1 or fewer criteria.

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DACL
DEVELOPING ASSESSMENT CAPABLE LEARNERS WITH FEEDBACK

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.
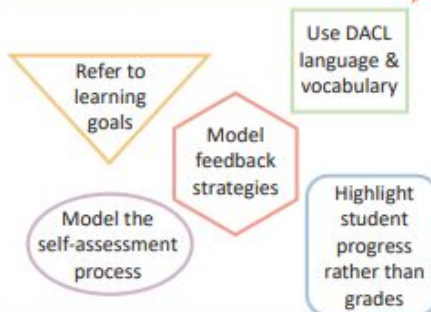
Benefits of DACL

When students self-assess, track, and share their progress, their confidence as learners grows. Their motivation to do well increases, as does their achievement.
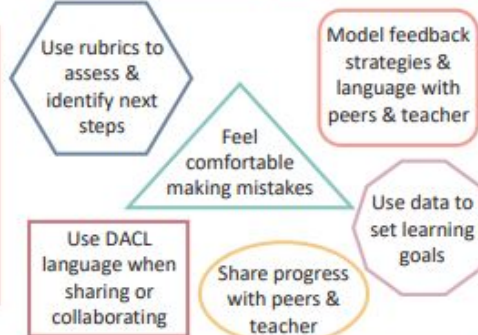
Where am I now?   Where am I going?   How do I close the gap

Effective Feedback is

- Timely
- Useful
- Descriptive
- Specific

Teachers

- Refer to learning goals
- Use DACL language & vocabulary
- Model feedback strategies
- Model the self-assessment process
- Highlight student progress rather than grades

As a Result, Students

- Use rubrics to assess & identify next steps
- Model feedback strategies & language with peers & teacher
- Feel comfortable making mistakes
- Use DACL language when sharing or collaborating
- Share progress with peers & teacher
- Use data to set learning goals

DACL Classroom Characteristics

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

DACL

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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

DIRECTOR

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DACL

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?"	When teaching students to develop learning goals, 5/5 criteria occur. Educator • 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	When teaching students to determine learning goals, 4/5 criteria occur and must include the following. Educator • 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	When teaching students to determine learning goals, 3/5 criteria occur and must include the following. Educator • 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	When teaching students to determine learning goals, *fewer* than 3/5 criteria occur.

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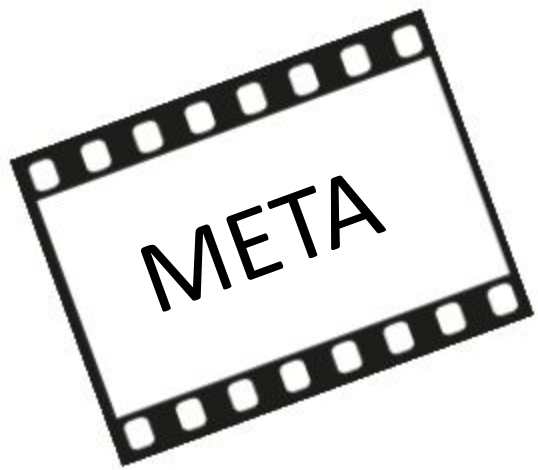
Metacognition

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 metacognative 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?

META

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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

META

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. • 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

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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.
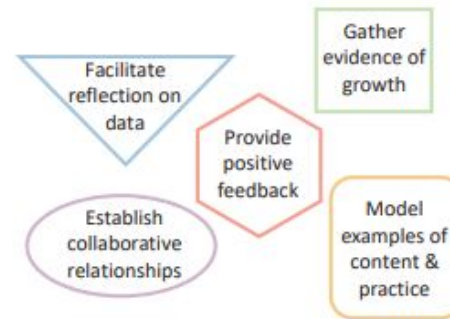
Benefits of Coaching

- Promotes the application of learning
- Provides motivation
- Promotes reflection
- Develops skills
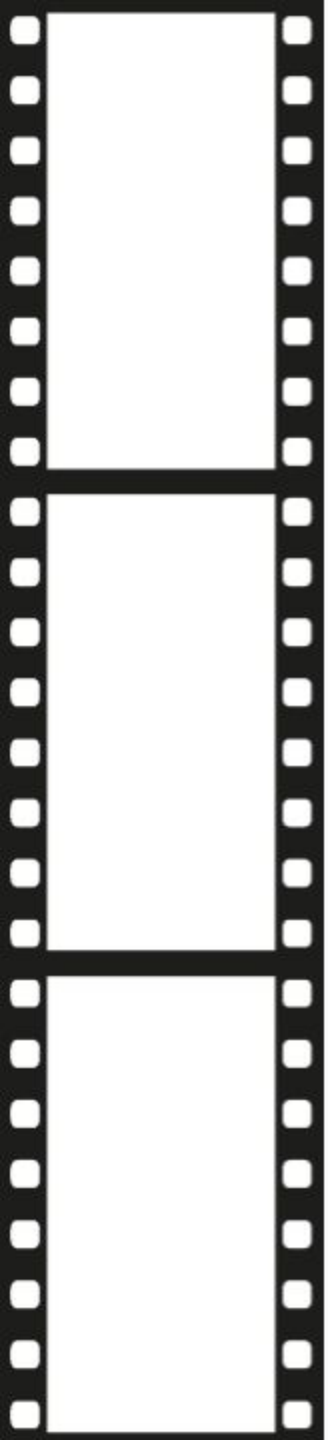
(Aguilar, 2013)

Coach-Teacher Conversations

Reflecting
How do you know what you have implemented is impacting student learning?

Coaching
What do you see as opportunities for growth?

Facilitating
You mentioned that implementing three times a week has made your students strong self-assessors. What are your next steps?

Coaches

- Facilitate reflection on data
- Gather evidence of growth
- Provide positive feedback
- Establish collaborative relationships
- Model examples of content & practice

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

Adding Peer Coaching Increases Implementation → **95%**

10%	13%	16%	19%	95%
Workshop/ Training	Workshop/ Training & Modeling	Workshop/ Training, Modeling, & Practice	Workshop/ Training, Modeling, Practice, & Feedback	Workshop/ Training, Modeling, Practice, Feedback, *& Peer Coaching*

(Joyce & Showers, 2002)

SBIC

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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

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SBIC

School-Based Implementation Coaching Practice Profile					
Essential Function		**Exemplary Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
1	Educators develop and maintain coaching relationships	Meet 5/5 criteria for developing and maintaining coaching relationships • 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	*Fewer* than 3/5 criteria
2	Educators provide effective feedback	Effective feedback provided by educators meets 6/6 criteria • 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	*Fewer* than 4/6 criteria
3	Educators develop a strategic and differen-tiated coaching plan	Coaching plans developed by educator meet 5/5 criteria • Align coaching plan focus to school building/district vision and goals • Support educators in self-assessment using the Practice Profile of the effective educational practice(s) • Support educators in development of growth goal. • Establish methods of data collection for indicators of progress • Share a plan for gradual release of responsibility	Meet 4/5 criteria	Meet 3/5 criteria	*Fewer* than 3/5 criteria

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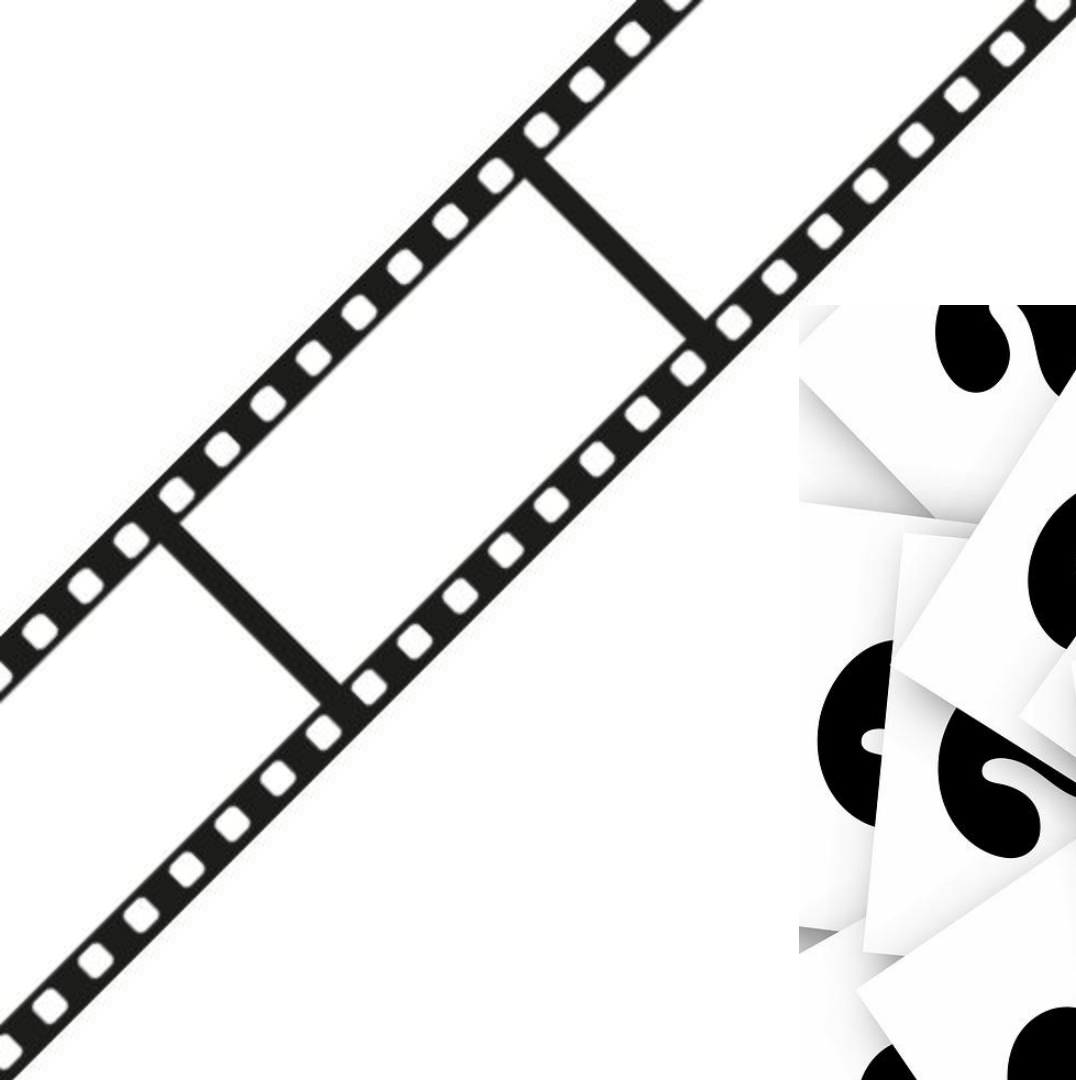
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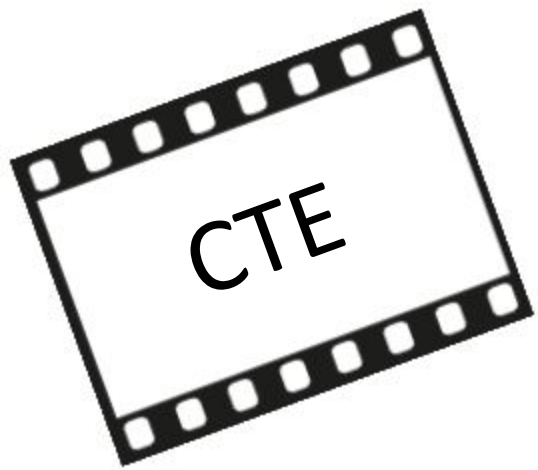
Collective Teacher Efficacy

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)
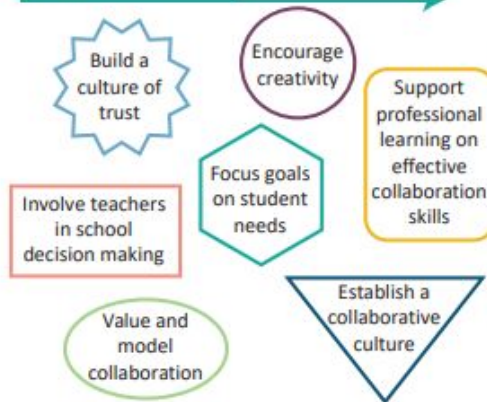
Why is CTE Important?

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." (Donohoo, 2017)

Leaders

- Build a culture of trust
- Encourage creativity
- Support professional learning on effective collaboration skills
- Involve teachers in school decision making
- Focus goals on student needs
- Value and model collaboration
- Establish a collaborative culture

As a Result, Educators

- Are active in collaborative structures
- Give and receive advice and feedback
- Work together to solve problems
- Willingly share ideas and expertise
- Engage in peer coaching
- Promote parent participation
- Use high-impact practices

District Continuous Improvement Infographics and Practice Profiles, Seventh Edition, April 2023

CTE

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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

DIRECTOR

READY…SET…ACTION!

CTE

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.	When considering the last 12 month, educators strongly agree the following five criteria are true of their experience. • They have successfully implemented a new instructional strategy or practice learned in training (affective state). • They have received feedback and encouragement regarding the implementation of an instructional strategy or practice learned in training (*social persuasion*). • They have seen others in their building implement a new instructional strategy or practice learned in training (*vicarious experience*). • They have collected informal or formal data to indicate they have successfully implemented a new instructional strategy or practice learned in training (*mastery experience*). • 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.	When considering the last 12 month, educators strongly agree the following four criteria are true of their experience. • 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.

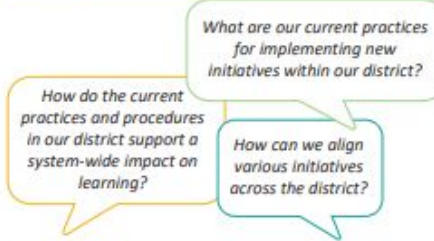DIRECTOR

READY…SET…ACTION!
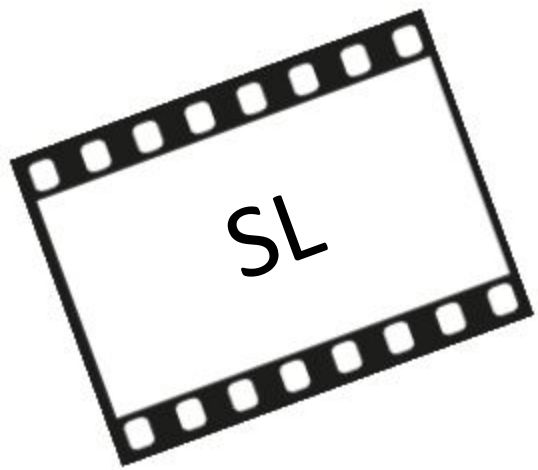
Systems Leadership

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

What are our current practices for implementing new initiatives within our district?

How do the current practices and procedures in our district support a system-wide impact on learning?

How can we align various initiatives across the district?

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

Leadership Framework

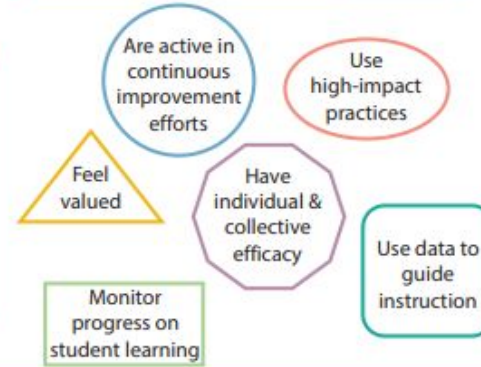**Aligning** - performance goals and district-wide initiatives

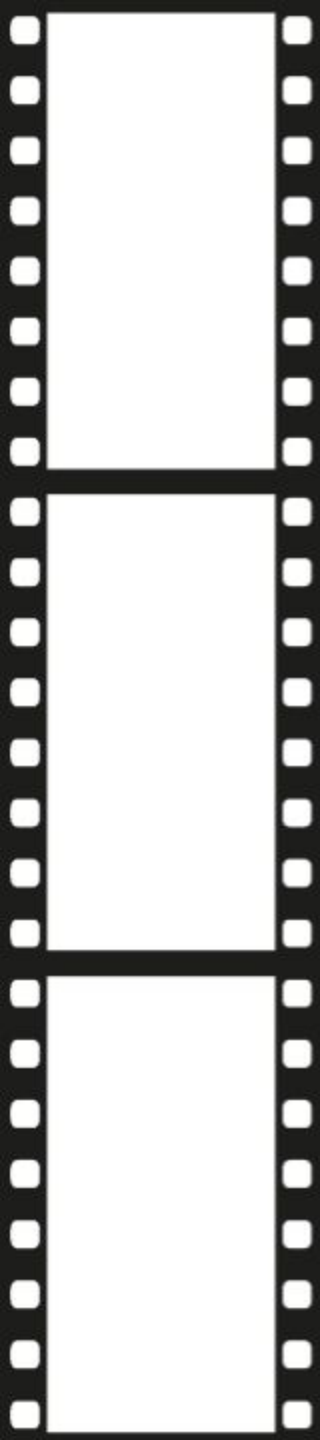**Path Setting** - structures and processes to support collaboration and communication

Modeling - leading within a context of a growth-centered, trust-based culture

Empowering - supporting and monitoring active use of effective practices

Leaders

- Facilitate continuous improvement
- Support professional learning on high-impact practices
- Use data to align and monitor goals
- Build collective teacher efficacy
- Establish a collaborative culture
- Focus goals on student needs

As a Result, Educators

- Are active in continuous improvement efforts
- Use high-impact practices
- Feel valued
- Have individual & collective efficacy
- Use data to guide instruction
- Monitor progress on student 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

READY…SET…ACTION!

SL

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.	There is a system-wide plan for continuous improvement that includes all of the criteria below. • 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 Leadership Teams regularly engage in formal problem-solving using district/building level data.	Meet 5/8 of the criteria for a system-wide plan for continuous improvement and Leadership Teams regularly engage in formal problem-solving using district/building level data.	Meet 4/8 of the criteria for a system-wide plan for continuous improvement and/or do not have Leadership Teams regularly engage in formal problem-solving using district/building level data.	Fewer than 4/8 criteria for a system-wide plan for continuous improvement are met and/or do not have Leadership Teams regularly engage in formal problem-solving using district/building level data.

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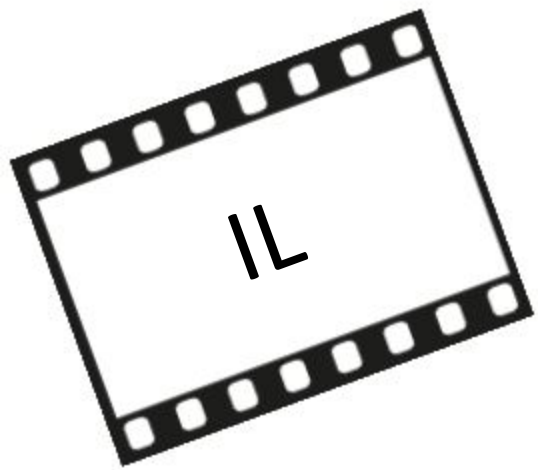
Instructional Leadership
BECOMING AN INSTRUCTIONAL LEADER IN YOUR BUILDING

IL

Overview

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

Making a Difference

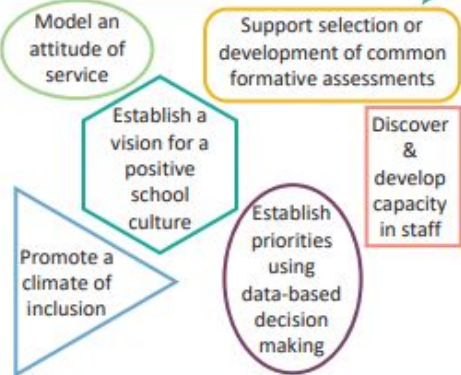Leaders make the greatest difference by accomplishing the following.

- Creating safe & collaborative environments for learning
- Emphasizing, modeling, monitoring, & evaluating the impact of the building's focus work
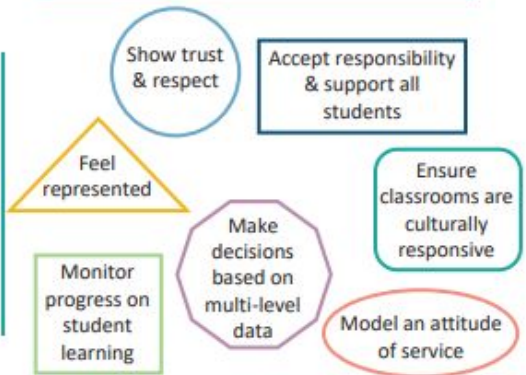- Striving continually for improvement

(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
- Support selection or development of common formative assessments
- Establish a vision for a positive school culture
- Discover & develop capacity in staff
- Promote a climate of inclusion
- Establish priorities using data-based decision making

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

District Continuous Improvement Infographics and Practice Profiles, Seventh Edition, April 2023

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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

READY…SET…ACTION!

IL

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.	The school leadership provides a supportive environment that includes all of the proficient criteria, plus meets 3/4 of the following criteria. • Discovering and developing the capacity in staff • Creating a new paradigm/vision for school culture • Promoting inclusion for all • Modeling an attitude of serving	The school leadership provides a supportive environment that includes 4/5 of the following criteria. • 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 though member roles, team function and norms, and records of meetings	The school leadership has a school environment that includes at least 3/5 of the proficient criteria.	The school leadership has a school environment with fewer than 3 of the proficient criteria.
2 Leadership supports and ensures that teaching and learning practices engage all students in meaningful learning.	School leaders select and implement evidence-based effective methods that include all of the following. • Are not content related • Are tied to teacher standards, • Are implemented with fidelity • Inform decisions of progress through regularly scheduled formative assessments selected by *appropriate teams*	School leaders select and implement evidence-based effective methods that include all of the following. • Are not content related • Are tied to teacher standards • Are implemented with fidelity • Inform decisions of progress through assessment methods selected by the *instructor*	School leaders select and implement evidence-based effective methods that include all of the following. • Are not content related • Are implemented with fidelity • Inform decisions of progress through assessment methods selected by the *instructor*	School leaders select and implement evidence-based effective methods that include all of the following. • Are content related • are implemented with fidelity • Inform decisions of progress through assessment methods selected by the *instructor*

READY…SET…ACTION!

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

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Thank you!

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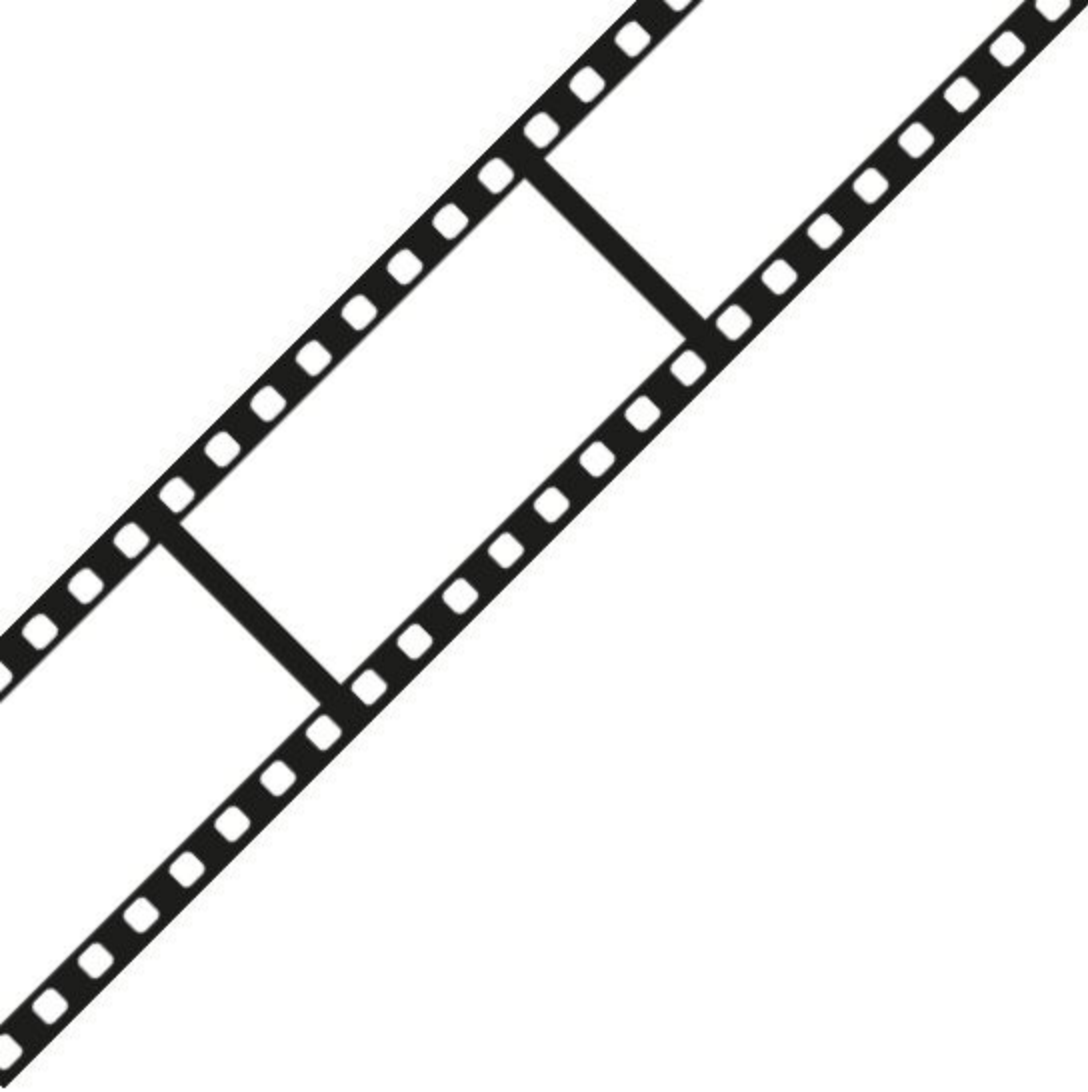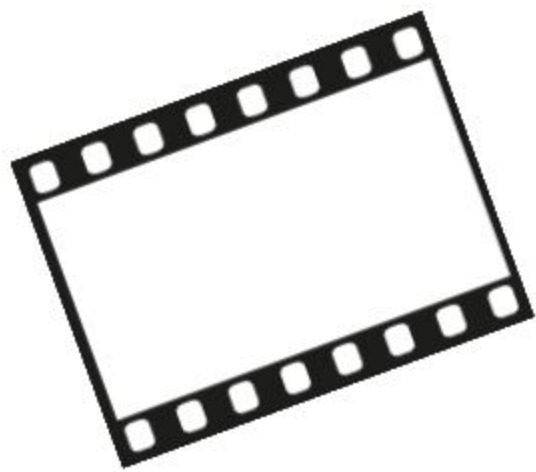feeback@ucmo.edu

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