

District Level Approach to Improving Student Outcomes

The DCI framework relies on a systems approach to implement a framework of effective educational practices for a district. The district, DESE and regional professional development centers work together to support effective teaching and learning and achieve exceptional student outcomes.

Organize a culture for improvement

Maintain a collaborative culture

Coordinate with statewide system of support



The Goals Of DCI:

- Establish an environment supportive of instructional change.
- Implement an evidence-based framework for instruction.
- Improve student outcomes through incremental, yet impactful changes.

* Use Data * Coach Others * Get Better *

Gather data

Identify priorities and set goals

Train, team, + coach

Where are we now?

Where do we want to go?

How do we get there?

Coordinated Professional Development

1. Content: Evidence-based materials assembled as professional learning modules.
2. Training: In-person and online delivery of content.
3. Coaching: Application of content with targeted coaching support including participation in team/data meetings, helping with creation of CFAs and observation/feedback walkthroughs.

Become an Assessment Capable District

For more information or to get started:

<https://www.moedu-sail.org/getting-started/>

Collaborative Teams

The Research

Teachers and schools that engage in quality collaboration have better achievement gains in math and reading. Moreover, teachers improve their practices at greater rates when they work in schools with better collaboration quality.

(Ronfeldt, Farmer, McQueen, & Grissom, 2015)

Our collaboration focused on improved student outcomes.



The Big Idea!

The Process

Effective teams use processes for efficient and focused collaborative meetings.

- Agendas and Minutes
- Roles
- Norms
- Collaborative Skills
- Consensus
- Protocols



"Quality teaching is not an individual accomplishment, it is the result of a collaborative culture that empowers teachers to team up to improve student learning beyond what any of them can achieve alone."
(Carroll, 2009)

Shifting the Narrative

"Everyone works collectively to improve student achievement: teachers, school leaders, and other adults in schools."

(Hattie, 2015)

To improve outcomes for all students, educators need to know

THE WHY...

Educators become more skilled by developing common purposes and goals.

THE WHAT...

Educators intentionally use collaborative skills to discuss effective practices around improved student outcomes.

THE HOW...

Educators effectively utilize team processes. Team processes are critical!

Common Formative Assessment

What is Common Formative Assessment?

- **Common** = Given by all teachers at a grade level or in a content area
- **Formative** = Provides data to inform planning and instruction
- **Assessment** = Provides analytical rather than evaluative information

(Cook & Negrón, 2009)

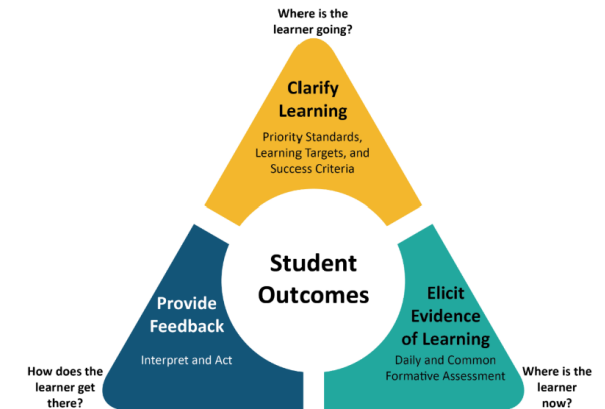
It is a process!

Benefits

Team-developed common formative assessments

- are a more efficient use of teachers' time,
- are more equitable for students,
- are more effective in monitoring and improving student learning,
- can inform and improve the practice of both individual teachers and teams of teachers,
- can build the capacity of the team to achieve at higher levels, and
- are essential to systematic interventions when students do not learn.

(DuFour, DuFour, & Eaker, 2007)



Data-Based Decision Making

Benefits

For teachers, benefits include

- insight into what really works,
- awareness of student strengths and misconceptions,
- structure for using student learning data to inform instruction,
- data to inform and improve building-wide instructional goals, and
- improved level of collective efficacy.

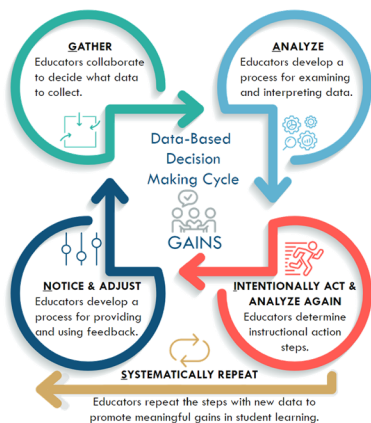
For students, benefits include

- improved teaching leading to deeper understanding of content,
- deeper understanding of content, and
- higher rates of success.

Implementation of an effective DBDM process is influenced by teacher skills and knowledge for using data, attitudes and beliefs about data, and collaborative opportunities to discuss data.

(Schildkamp & Poortman 2015)

GAINS Process



THE PURPOSE

- Emphasizes using data to improve instruction for all students, not only those who are struggling
- Promotes commitment to deep reflection, process and follow-through
- Relies on evidence of learning (data) to guide collaboration

Developing Assessment Capable Learners

Assessment Capable Learners

Students who

- know the learning target for the lesson,
- can describe where they are in relation to the criteria, and
- use that information to select learning strategies to improve their work.

(Chappuis, 2015)

"When student self-assess regularly and track and share their progress, their confidence as learners grows. Their motivation to do well increases as does their achievement."
(Stiggins & Chappuis, 2010)



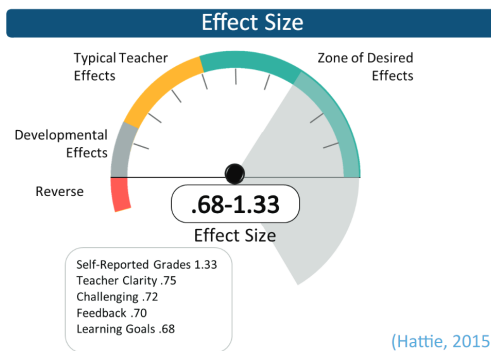
Closing the Gap

STUDENTS:

- understand what they are supposed to learn,
- monitor their progress,
- set goals, and
- reflect on their learning.

TEACHERS:

- provide descriptive feedback linking learning goals to success criteria,
- provide feedback about strengths and ways to improve,
- pace instruction to allow for frequent feedback, and
- prompt students to assess their own progress.



(Hattie, 2015)

Metacognition

What is Metacognition?

- Awareness of one's own actions and their effects
- Posing internal questions to find information and meaning
- Developing mental maps, pictures, or plans
- Monitoring plans throughout a process and revising plans when they do not work
- Self-evaluating a completed plan

(Costa, 2008)

The Research



(Hattie, 2017)

School-Based Implementation Coaching

Collective Teacher Efficacy

What is Collective Teacher Efficacy (CTE)?

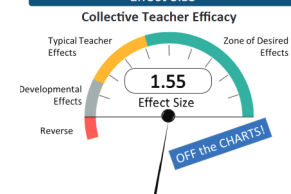
Collective Teacher Efficacy is the perception of a group of educators about their ability to positively affect student learning.

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, D. & Steiner, L. (2007)

Effect Size



(Hattie, 2017)

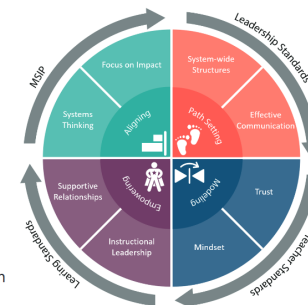
Essential Functions

Educators

- 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

Leadership for Effective Implementation of District-Wide Evidence-Based Practices

- Aligning** – Developing an implementation plan that aligns district-wide initiatives and performance goals in a common focus
- Path Setting** – Establishing structures and processes to support collaboration and communication across the district
- Modeling** – Leading within the context of a growth-centered, trust-based culture
- Empowering** – Supporting and monitoring active participation and the implementation of identified effective practices



"Strong leaders set the vision and influence direction at every level of the organization to create and support a culture of teaching and learning for continuous improvement."
(DESE, 2020)

