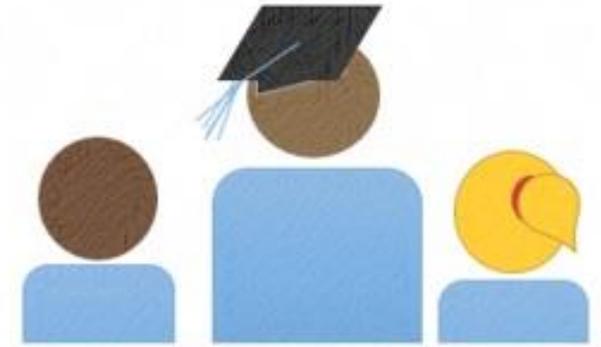




ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future



Powered by Indistar[®]

Indistar[®] Process & Support

What is Indistar?

Indistar® is a web-based tool that guide a Leadership Team (district, school, or both) in charting its improvement and managing the continuous cycle of assessing, planning, implementing, and progress tracking of effective practices.



Focus is clear..... responsibilities assigned..... efforts synchronized.

It's a Keep-Moving Navigational Tool

That guides everybody in the same direction

Everybody. Which means:

- Roles are clear
 - Purpose is shared
 - Effort is aligned
 - Partnerships prevail
 - Change is sustained



Agenda



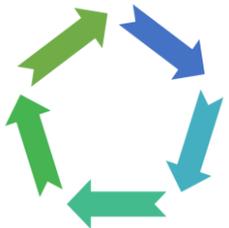
Overview of Indistar®:

- Roles /Responsibilities
- Core Functions → Effective Practices
→ Indicators



Teaming:

- How Leadership Teams work
- Impact on Student Achievement/Learning



Continuous Improvement Process

- Resources
- Assessing Indicators
- Creating Plans and Tasks
- Monitoring Implementation



Supporting the Work:

- Support System
- Setting Expectations as a District
- Reviewing the Work and Providing Feedback

How is Indistar/ACSIP different than the *old* ACSIP planning?



Let's answer that at the end.

Which of these sound like a good idea?



Built in flexibility



Building local innovation



Alignment to the research



A system that builds capacity...at all levels



Teams document what happens....stay organized and on track...set guidelines and expectations....

Innovation.

- Indistar® is a structure to guide high-quality work by school and district Leadership Teams with built-in flexibility to encourage local innovation.

Research Alignment.

- Indistar's Wise Ways® technology links each indicator to a succinct synthesis of the related research, examples, and resources.

Capacity.

- Indistar® builds the district's capacity to support the improvement of its schools while directly guiding a school's improvement activities.

Documentation.

- Indistar® provides practical documentation through built-in mechanisms for creating agendas, recording minutes, assigning responsibility, setting timelines, allocating resources, coaching, and monitoring degree of implementation.

Operational Data.

- Indistar® delivers the "other side of the data equation", the district, school, and classroom behaviors and practices that contribute to student learning. Practice must improve in order for results to improve.

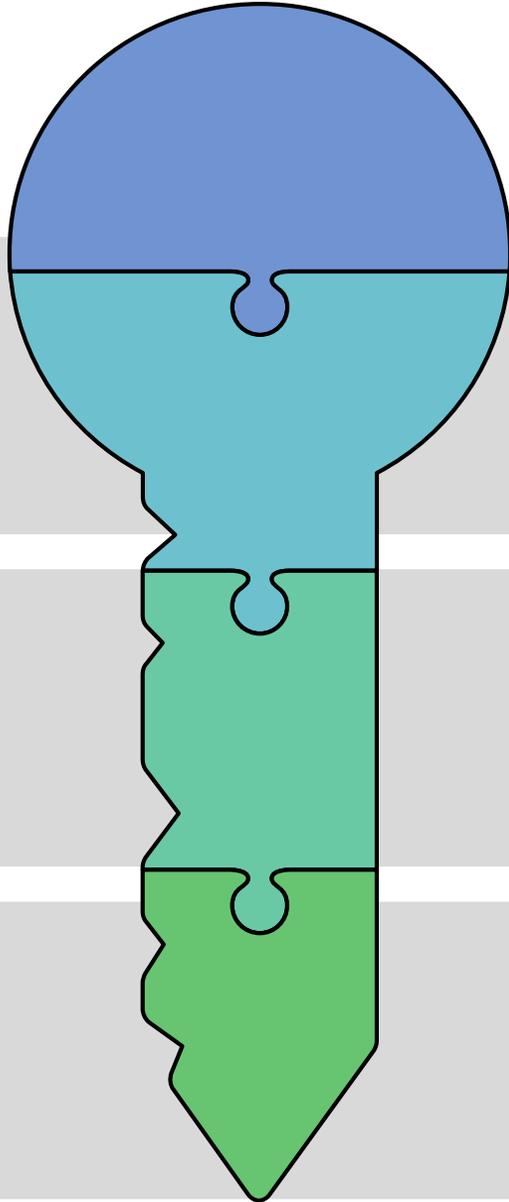
Electronic Reporting.

- Indistar® includes a state administrative page that allows for convenient monitoring of each district's and school's progress and access to electronically submitted forms and reports.

Progress Tracking.

- Indistar® provides charts that track and display progress.

What is an indicator?



Indicator

noun in·di·ca·tor \ 'in-də- ,kā-tər\

- A pointer or a gauge for assessing progress toward the destination
- a device that shows a measurement

Where did the indicators come from?

2007-Handbook on Restructuring and Substantial School Improvement

- American Educational Research Association (AERA) named it “publication of the year” in 2008
- Research syntheses by experts
- From school board to district office to principal to teachers
- Includes Indicators of Effective Practice
 - Specific, behavioral, plain language indicators of what works



ACSIP/Indistar® in Arkansas [Districts]

Core Function:

District Context & Support for School Improvement

- **Effective Practice(s):**
 - Improving the school within the framework of district support
 - Taking the change process into account
 - Clarifying district-school expectations

Core Function:

School Leadership & Decision Making

- **Effective Practice(s):**
 - Establishing a team structure with specific duties and time for instructional planning

ACSIP/Indistar® in Arkansas [Schools]

Core Function: School Leadership & Decision Making

- Effective Practice(s):
 - Establishing a team structure
 - Focusing the principal's role
 - Aligning PD to instruction
 - Expanded learning time
 - High quality staff

Core Function: Curriculum, Assessment, and Instructional Planning

- Effective Practice(s):
 - Engaging teachers in aligning instruction
 - Engaging teachers in assessing/monitoring student mastery
 - Engaging teachers in differentiating and aligning learning activities
 - Assessing student learning frequently

Core Function: Classroom Instruction

- Effective Practice(s):
 - Expecting and monitoring sound instruction
 - Expecting and monitoring sound homework practices and communication with parents
 - Expecting and monitoring sound classroom management
 - Provide tiered system of instructional and behavioral supports

Core Function: Family Community Engagement

- Effective Practice(s):
 - Defining purpose, policies, practices of school community

Core Function: Conditions for Learning

- Effective Practice(s):
 - Meeting change needs of diverse student population

Core Function: Opportunity to Learn

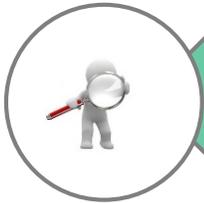
- Effective Practice(s):
 - Post-Secondary School options



Teaming



Continuous Improvement



Research and Resources



Sustainability



Support



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Leadership Teams must ask and answer several questions:

What is the straightforward, literal meaning and intent of the indicator?

How would we know the extent to which the indicator is implemented?

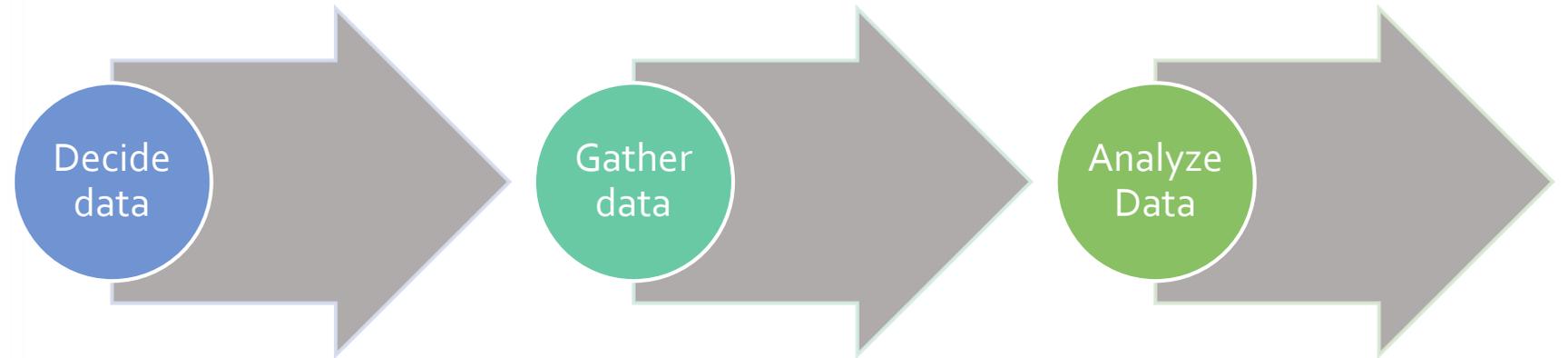
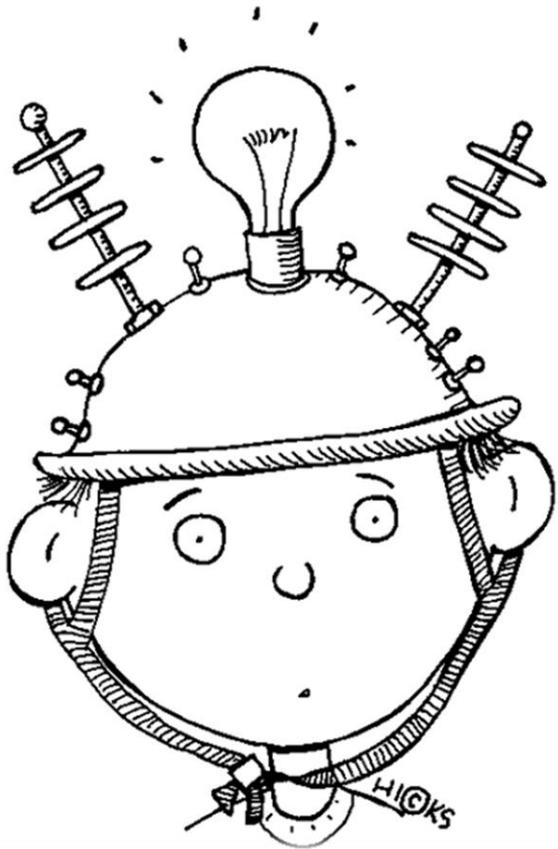
What data must be analyzed to determine the level of implementation?

What instruments must be created to gather the data?

Who will make the data available?

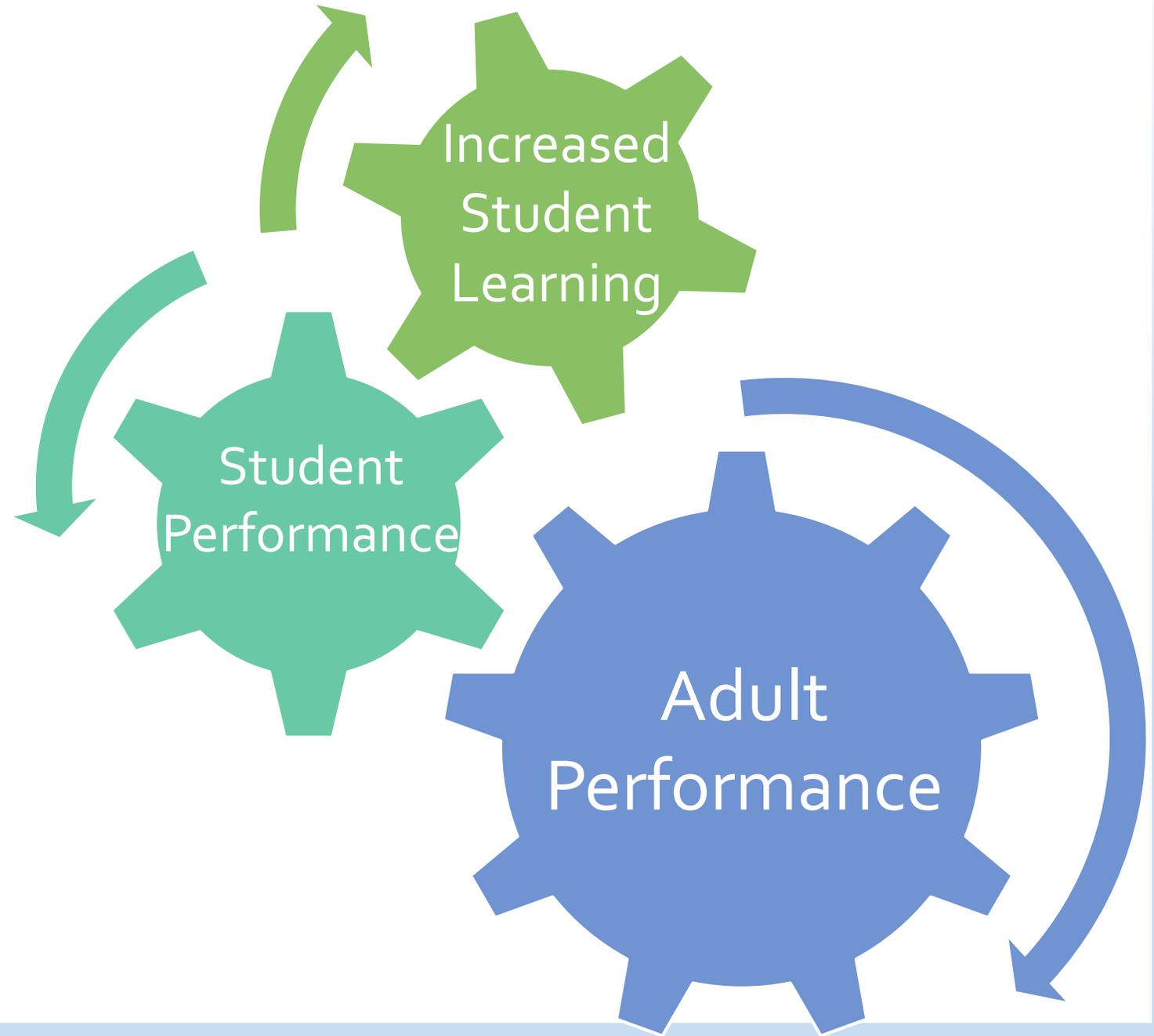
What does it look like now?

By placing the requirement for determining the necessary data sources, gathering the data, and analyzing the data on the Leadership Team, the Leadership Team is engaged in “deep practice” ...not compliance.



Not as simple as a checklist, but much more likely to yield greater understanding and skill and to drive the district or school's improvement.

How does Indistar®
process help impact
Student
Achievement?





Leadership Team

- Assumes primary responsibility for assessing and planning the improvement of professional practice (adult performance), looking at both evidence of current implementation of these practices and information about student learning outcomes at the school level.



Principals

- implement effective leadership practices, guided by indicators.
- Communicates the message of change
- “Leads” the team and all teachers towards implementation of effective practices



Coaches (SIS, District Liaison, etc.)

- review the work of the Leadership Team and available data about student performance and student outcomes to provide guidance and support for the Leadership Team. The Leadership Team dialogues with the coach in response to the coach’s comments and reviews.



Instructional Teams

- mirror this process by applying effective practice in their analysis of student performance data (formative assessment; classwork) and student learning outcomes (summative assessment) in developing and implementing their differentiated instructional plans.



Teachers

- implement effective instructional practices, guided by the indicators.



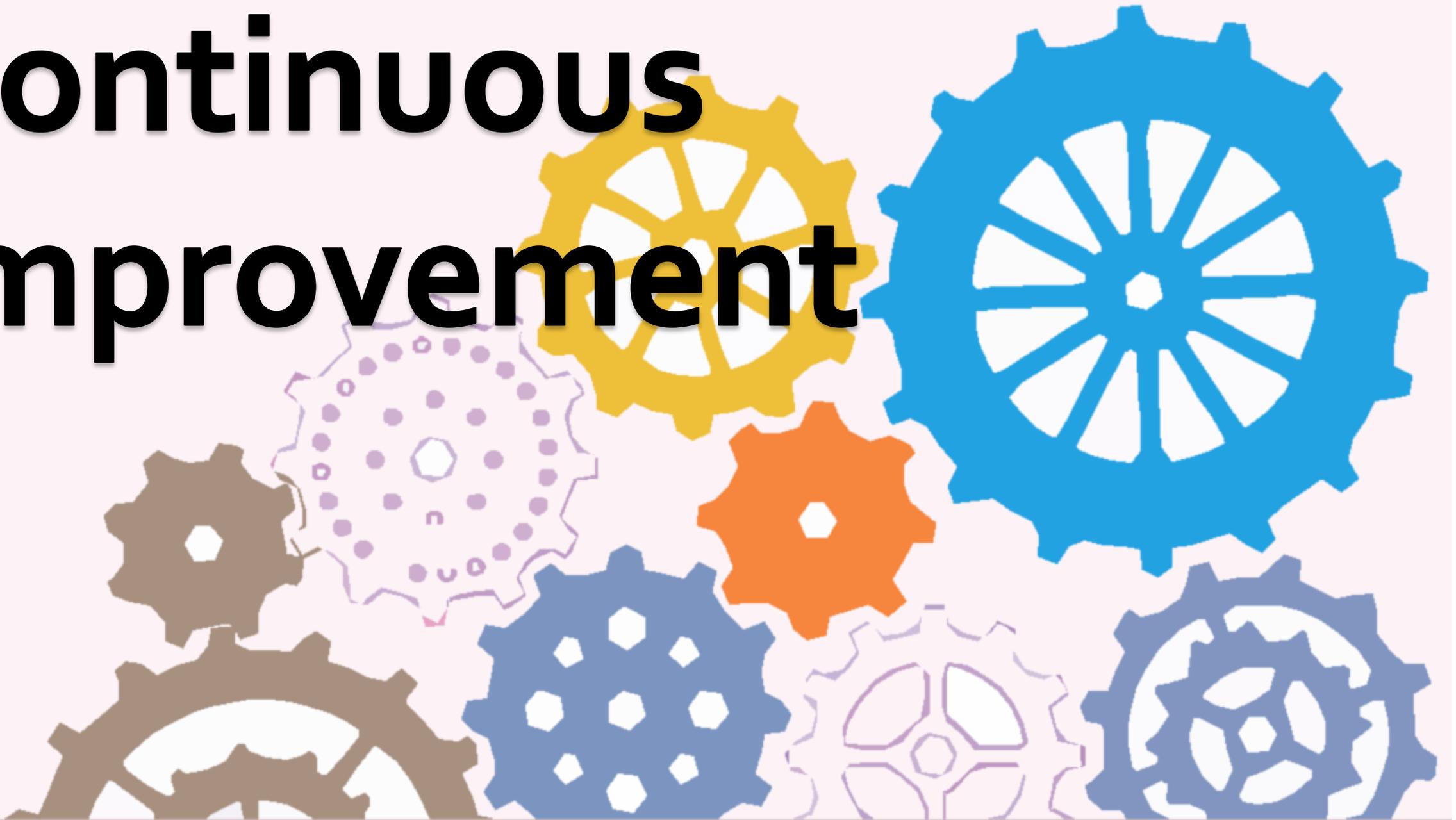
Teachers, Parents, School Board Members, District Personnel

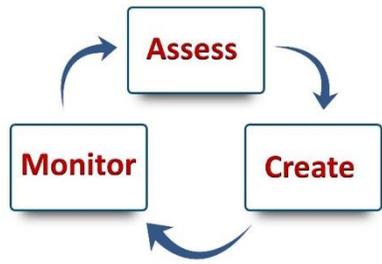
- use a Guest Login to stay abreast of the evolving plan and offer feedback.

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Continuous Improvement





Continuous Improvement

Leadership teams engage in the process by reading, understanding, and utilizing Wise Ways® research briefs to guide candid conversations.



ASSESS

Leadership teams assess where they are currently in regards to indicators of effective practice



CREATE

Leadership teams create plans and a series of tasks to reach full and effective implementation of chosen indicators/objectives



MONITOR

Leadership teams monitor completion of tasks, gathering of evidence, and implementation of sustainable plans



SUSTAIN

Leadership teams continuously monitor their sustainability for indicators that they have determined are at full implementation

A cluster of blue 3D puzzle pieces arranged in a roughly rectangular shape. The pieces are interlocking and have a slight shadow, giving them a three-dimensional appearance. The text "Research & Resources" is printed in white, bold, sans-serif font across the center of the puzzle pieces.

Research & Resources

Research & Resources

Wise Ways

briefs that provide a context for the indicator, research syntheses, examples, and references.

Indicators NOW!

video index of mini-sodes extracted from the Indicators in Action™ courses.

Indicators in Action

tutorials with narrative and video demonstration of the indicators by administrators, teachers, and parents..

Modules

Pre-recorded training modules designed to help assist in the processes engaged in by Indistar® users, as well as navigation of the system.

Wise Ways® are research briefs that provide:

- a context for each indicator
- research syntheses
- action principles
- examples and templates
- references and resources
- guiding questions

Wise Ways® / Academic Development Institute

Indicator: The district regularly reallocates resources to support school, staff, and instructional improvement. (10)

Explanation: Reallocation means looking closely at each school's budget, staffing, improvement status, progress, and student learning outcomes and moving resources to where they are needed. This is usually done annually, when budgets are prepared, but mid-year course corrections are also valuable.

Question: How, when, and by whom does your district review each school's budget, staffing, improvement status, progress, and student learning outcomes to reallocate resources of staff, money, and district support? What criteria are used to make the decisions?

Even with the best of planning, needs change. The budgets and staff allocations created at one point in time may need to be reviewed and shifted as needs within the district arise. High performing districts are constantly examining what is working and what is not working in its schools to ensure resources are being used in the most strategic manner.

Time is perhaps the greatest resource and deserves careful attention. Cawelti and Protheroe (2007) state, "Districts—and schools with district encouragement—will need to invest heavily in the use of teacher and other staff time to support instruction by, for example, engaging in efforts to analyze assessment data or realigning class loads to create time for a master teacher to work with other teachers" (p. 43). Time is also needed for teachers to meet as instructional teams to review student data, plan instruction, and share what is working or not working in their classrooms. Districts need to consider the investment of time and money of professional development. What is most needed at the school level to improve outcomes for students? Is the cost of the professional development going to be reasonable compared to the change in professional behavior and habits?

Cawelti and Protheroe (2007) also encourage districts to consider the "trade-offs." If resources are being allocated in one area, what will not get time, staff, or funding? Is the trade-off worth it in the long run? In some cases, district need to hand over some of the decision making process to the school—giving the school autonomy and flexibility to make some of the reallocation decisions for itself. Lane (2009) found in a study of Kansas City, Kansas schools that districts supported school improvement by giving principals the flexibility and control in areas such as staffing, budget, and scheduling.

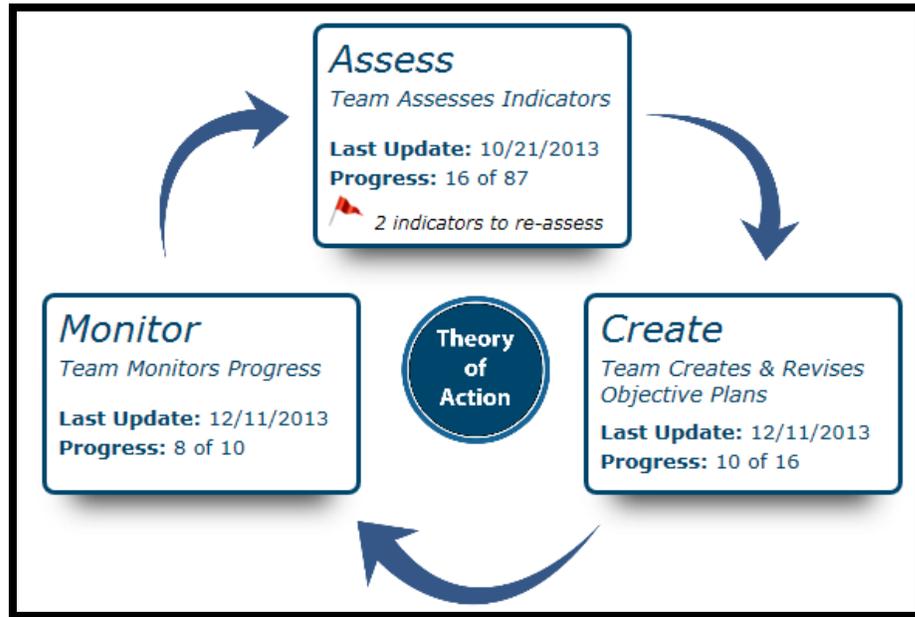
The Center for Comprehensive School Reform and Improvement gives the following guidelines for reallocating resources:

1. Use staff efficiently and ensure that the allocation of staff is consistent with school improvement priorities.
2. Consider time as the most valuable resource.
3. Use the community when possible.
4. Use resources proactively instead of reactively.
5. Scheduling should support the school's instructional focus.
6. Embed professional development.

(<http://www.centerforsri.org/pubs/reallocation/principles.html>)

References and Resources

Finding Wise Ways...



Wise Ways can be found in each step of the Indistar process.

The Leadership team should discuss each Wise Ways research brief during the assessment, planning, and monitoring processes.

The screenshot shows a software interface with the following elements:

- Buttons: "Back to All Objectives" and "Go To Monitor".
- Link: "[Wise Ways @](#)" (circled in red).
- Text: "1003 - All teams operate with work plans for the year and specific work products to produce.(38)(Semester1)".
- Section Header: "ASSESS".
- Text: "Level of Development or Implementation: Limited Development Priority Score: 3 Opportunity Score: 3".

Wise Ways
can also be
found...

Leadership Team & Guest Page

Indistar - SIP - School Indicators (RI)

The Indistar school improvement planning process for the School Improvement Team, using indicators of effective practice.

Indicators: [\(View List\)](#)

WiseWays/Rubrics: [\(View List\)](#)

Coaching Review Page

Middleton Elementary School bob 9-26 Indistar - SIP - School Indicators (RI)

[Back to Dashboard](#)

Coaching Review (show - hide)

Coaching Comment (show - hide)

Critique/Feedback (show - hide)

View Indicators

View WiseWays

Summary Report

Comprehensive Report

Comments & Reviews

Task Report

Where Are We Now

Team Meetings

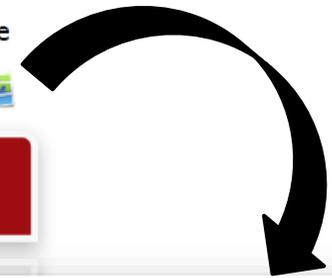
Quick Score

Critique/Feedback



INDICATORS NOW!TM is a video index of mini-sodes extracted from the Indicators in ActionTM courses. Find and watch the indicator you're looking for...fast & **NOW!**

Indicator Map 



Leadership & Decision Making	Curriculum, Assessment, & Instructional Planning	Classroom Instruction	School Community
<ul style="list-style-type: none"> Team Structure Principal's Role Professional Development Parents & Learning 	<ul style="list-style-type: none"> Aligned Instruction Classroom Assessment Differentiated Instruction Periodic Assessment 	<ul style="list-style-type: none"> Preparation Teacher-Directed: Introduction Teacher-Directed: Presentation Teacher-Directed: Summary & Confirmation Teacher-Student Interaction Student-Directed (group or individual) Computer-Based Homework Practices & Communication with Parents Classroom Management 	<ul style="list-style-type: none"> Shared Leadership Policies & Practice Communication Education Connection

Indicator Map for Indicators NOW!
Team Structure
A team structure is officially incorporated into the school improvement plan and school governance policy.
All teams operate with work plans for the year and specific work products to produce.
All teams prepare agendas for their meetings.
All teams maintain official minutes of their meetings.
The principal maintains a file of the agendas, work products, and minutes of all teams.
A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).
The Leadership Team serves as a conduit of communication to the faculty and staff.
The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.
The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.
Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
Principal's Role
The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.
The principal develops the leadership capacity of others in the school.
The principal communicates the likelihood of success based on the plan and hard work.
The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.
The principal participates actively with the school's teams.
The principal keeps a focus on instructional improvement and student learning outcomes.

Welcome to Indicators in Action!



Indicators in Action is produced by the [Academic Development Institute](#).

Based primarily on ADI's research syntheses, Indicators in Action provides an explanation of indicators of effective practice.

Video clips of:

- principals
- teachers
- teacher teams
- and school teams

show the indicators "in action".

Indicators in Action is ideal for:

- professional development
- faculty meetings
- workshops
- and as a tutorial for individual educators.



Access the Mini-side Video Index of



Instruction



Teaching and learning is the bottom line in education. Watch and learn how teachers and instructional teams ensure alignment across standards, instruction, and assessment, how they capture and make the most of student learning data to improve instruction and provide additional learning opportunities for students, and how they manage the physical layout of their classroom as well as student behavior to support whole-class and work-time instruction.

[▶ View Course](#)

Leadership



The best leaders know how to support staff in doing their best work. Watch how leaders in this course find time for teachers to plan and brainstorm together, to learn from one another, and to always seek out new learning opportunities. Watch how these principals make time to observe classroom instruction nearly every day and build in time for instructional improvements at every turn. Hear what parents and teachers have to say about their principals' outreach strategies, and the ways he or she includes them in the school improvement process.

[▶ View Course](#)

School Community



Student success, in school and beyond, relies on more than just what is learned in the classroom. In fact, the school and the home have mutual and overlapping responsibilities. Learn how to support parents and community members in serving as a force for improved student learning with detailed practices they can implement at home. Participants will receive a detailed approach for building school community, as well as providing opportunities for parents and community members to connect with their children, with each other, and with school staff in learning-focused ways.

[▶ View Course](#)

3 courses...

Instruction

Leadership

School
Community

Several modules, including video links

Workbooks

Facilitator's Guide



	Instruction		
	Module 1	Module 2	Module 3
Instructional Planning	Classroom Management	Instructional Delivery	
★ <i>Start Here</i>	Part 1 Organizing the Classroom	Part 1 Teacher - Directed Instruction	
Part 1 Building Strong Instructional Teams			
Part 2 Aligning Instruction	Part 2 Work-Time	Part 2 Student - Directed Instruction	
Part 3 Differentiating Instruction	Part 3 Rules & Procedures	Part 3 Parent Communication & Homework	
Part 4 Preparing for Instructional Delivery			
 Print Workbook	 Print Workbook	 Print Workbook	
 Print Facilitator's Guide	 Print Facilitator's Guide	 Print Facilitator's Guide	
 Request a DVD of this Course			

Each module contains specific information about indicators of effective practice...

Instructional Planning [module one] Part II: Aligning Instruction



And video clips showing the effective practice 'in action'!

Units of instruction include specific learning activities aligned to objectives.



- | Outline | Notes |
|----------------------------------------|-------|
| 1. Introduction | |
| 2. Aligning Curriculum | |
| 3. Developing Units of Instruction | |
| 4. *Developing Units of Instruction | |
| 5. *Creating Units of Instruction | |
| 6. Steps for Developing a Unit Plan | |
| 7. Standards-Based Objectives and | |
| 8. *Establishing Criteria for Mastery | |
| 9. Aligning Units of Instruction to St | |
| 10. Defining Objectives and Criteria | |
| 11. Activities Aligned to Objectives | |
| 12. *Principal-Activities Aligned to O | |
| 13. *Teacher-Activities Aligned to O | |
| 14. LPG and Leveled Objectives | |
- * = Video Clip of Indicator in Action

Slide 1 / 27 00:05 / 00:42

Instructional Planning [Part II: Aligning Instruction]

Elapsed Time

Indicators in ACTION

- | Outline | Notes |
|----------------------------------------|-------|
| 1. Introduction | |
| 2. Aligning Curriculum | |
| 3. Developing Units of Instruction | |
| 4. *Developing Units of Instruction | |
| 5. *Creating Units of Instruction | |
| 6. Steps for Developing a Unit Plan | |
| 7. Standards-Based Objectives and | |
| 8. *Establishing Criteria for Mastery | |
| 9. Aligning Units of Instruction to St | |
| 10. Defining Objectives and Criteria | |
| 11. Activities Aligned to Objectives | |
| 12. *Principal-Activities Aligned to O | |
| 13. *Teacher-Activities Aligned to O | |
| 14. LPG and Leveled Objectives | |
- * = Video Clip of Indicator in Action

Slide 12 / 27 00:34 / 01:11

Instructional Planning [Part II: Aligning Instruction]

Elapsed Time 12:56 / 32:33

Indicators in ACTION

Training Modules to assist users in:

✓ teaming,

✓ engaging in a culture of candor,

✓ and achieving the success mindset!

The screenshot shows a web page titled "Indistar Training Modules" with a "HOME" link in the top right corner. Below the header, there is a navigation instruction: "Hover over a title on the left-hand side to display Training Module and Supporting Document links." A small text block provides instructions for opening PowerPoint and Video files. The main content area features a list of training modules on the left and a description of the current module on the right. The "Bringing It All Together (10 minutes)" module is highlighted in grey. The description for this module includes links for a PowerPoint presentation, a video presentation, and a supporting Word document.

Indistar Training Modules HOME

Hover over a title on the left-hand side to display Training Module and Supporting Document links.

For PowerPoint, when file opens, choose Slide Show then choose From Beginning. To Save the file to your computer, choose File and then Save. Choose where you would like to save the file.
For Video, to play as a Video, choose Save As and save to your computer. To play, click on the file that you saved.

Getting Better at What We Do (30 minutes plus activities)	<p><i>A look at how the continuous improvement process (assessing, planning, implementing, and monitoring) teaming, research, and Indistar all fits together.</i></p> <p>Module: Presentation (PowerPoint) Presentation (Video)</p> <p>Supporting Document: What We Learned Together (Word)</p>
The Process: Getting Better Together (40 minutes plus activities)	
Getting Better in Teams (45 minutes plus activities)	
Bringing It All Together (10 minutes)	
Indistar: Detailed Navigation (45 minutes plus activities)	
Getting Better Together with Coaching (50 minutes plus activities)	
Getting Better Together: Assessing an Indicator	
Getting Better Together by Planning Our Improvement Tasks	
Getting Better Together: Implementing and Monitoring School Plans (35 minutes plus activities)	

Making the connections....



Indicator examples...

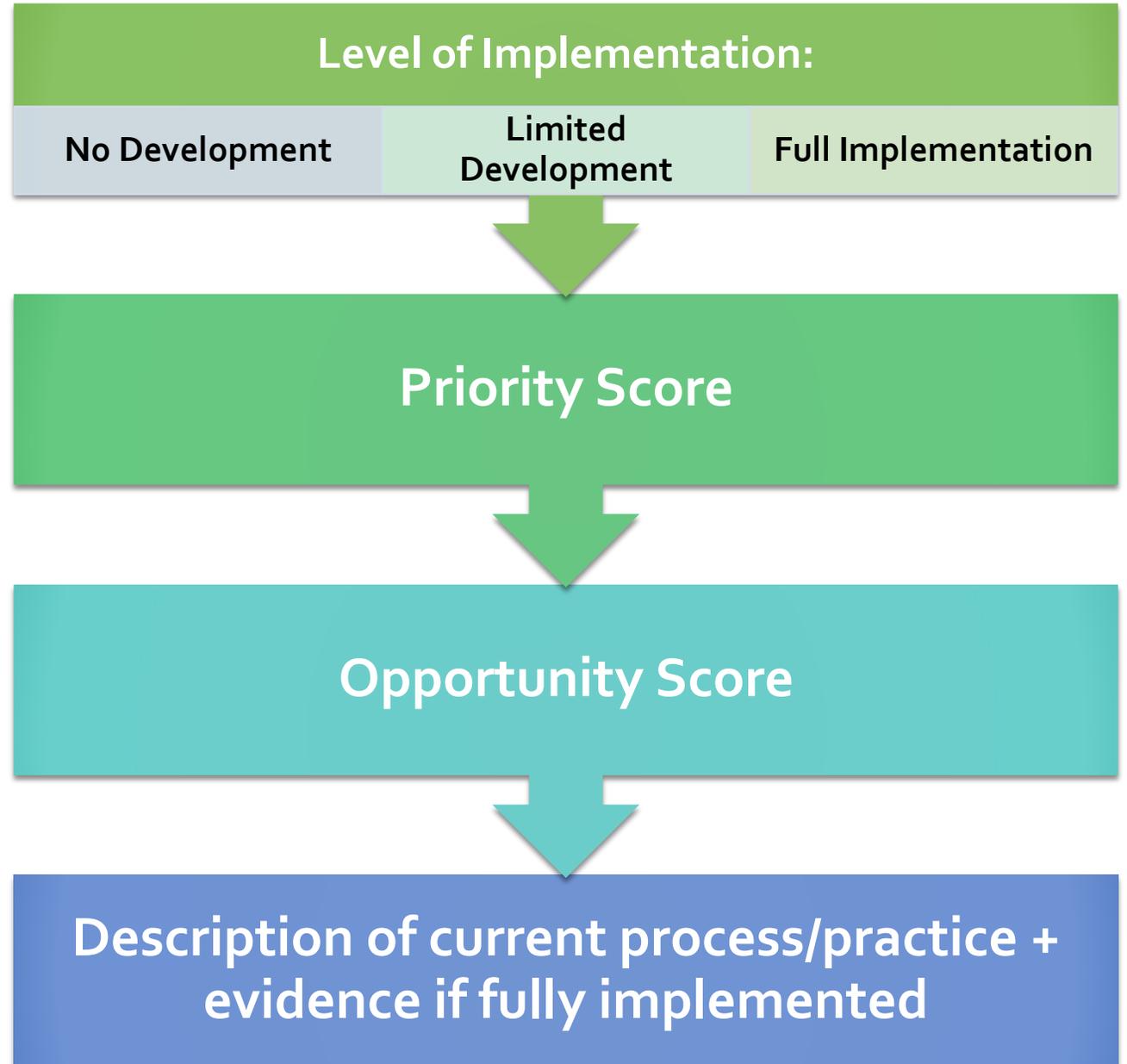
- The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.
- Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
- The principal develops the leadership capacity of others in the school.
- The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.
- Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.

Assessing Indicators

When assessing an indicator, the Leadership Team should:

- ✓ Utilize the Wise Ways research
- ✓ Engage in a culture of candor
- ✓ Acquire a deep understanding of the practice

to determine the current level of implementation in their school or district.



Creating Plans

When creating a plan for each objective NOT currently at full implementation, the Leadership Team should:

- ✓ Utilize the Wise Ways research
- ✓ Engage in a culture of candor
- ✓ Acquire a deep understanding of the practice
- ✓ Determine what data/evidence should be gathered for implementation and sustainability purposes

Assigns a team member to be responsible for the Objective

Set a Target Date for completion

Describes how the Objective will look in the school when it is fully implemented

Describes what they will need to gather to provide evidence when it is fully implemented

Creates tasks to reach the Objective

Describe what it will look like in your school...

Who does it?

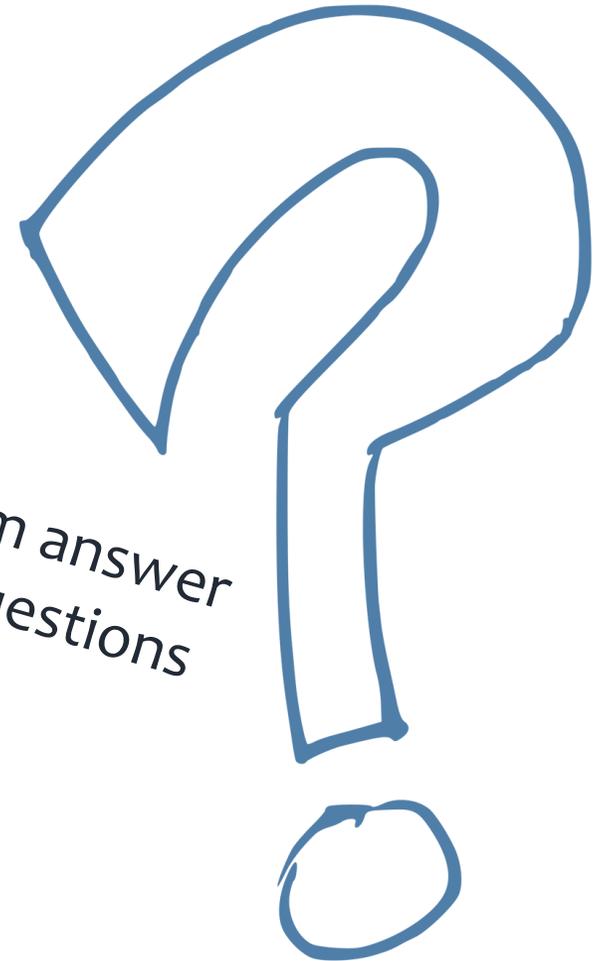
What do they do?

How often do they do it?

What evidence do we need to gather?

How will we sustain implementation?

*Did your team answer
all of these questions
in your plan?*



And remember this...Tasks *should*:

Be Simple

Be Specific

Include Target Dates

Include Person(s) Responsible

Lead to Achievement of Objective

Monitoring Implementation of Plans

At each Leadership Team meeting, the team will:

- ✓ review the list of tasks that were created for each Objective
- ✓ check progress of each task with the team member assigned
- ✓ check off each task as it is completed.

If the team has reached full implementation for an objective, they should...CELEBRATE!

Describe evidence of implementation

Describe experience

Explain how implementation will be sustained

What does that really mean?

**How do you
know it
worked?**

**What is your plan
for sustainability?**

**What data did you use
to evaluate it?**



Continue to...monitor ongoing actions & task completion



...gather and analyze data

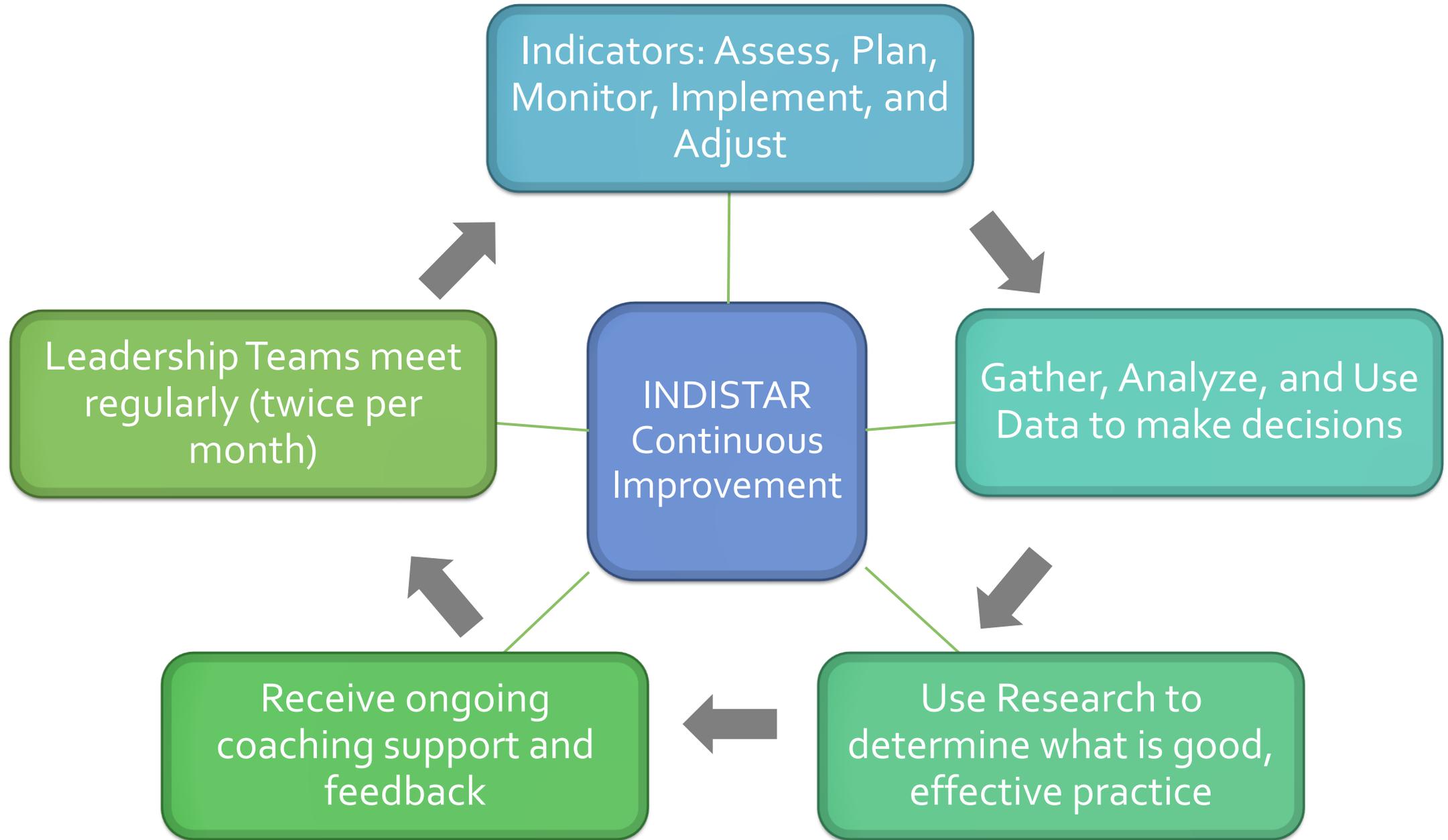


...reinforce and evaluate practices



...gather evidence

Sustainability



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indicator



What is your role in School Improvement?

How do you contribute to the success of your schools?

What is your responsibility to your schools?

Individually?
As a team?



Lunch!



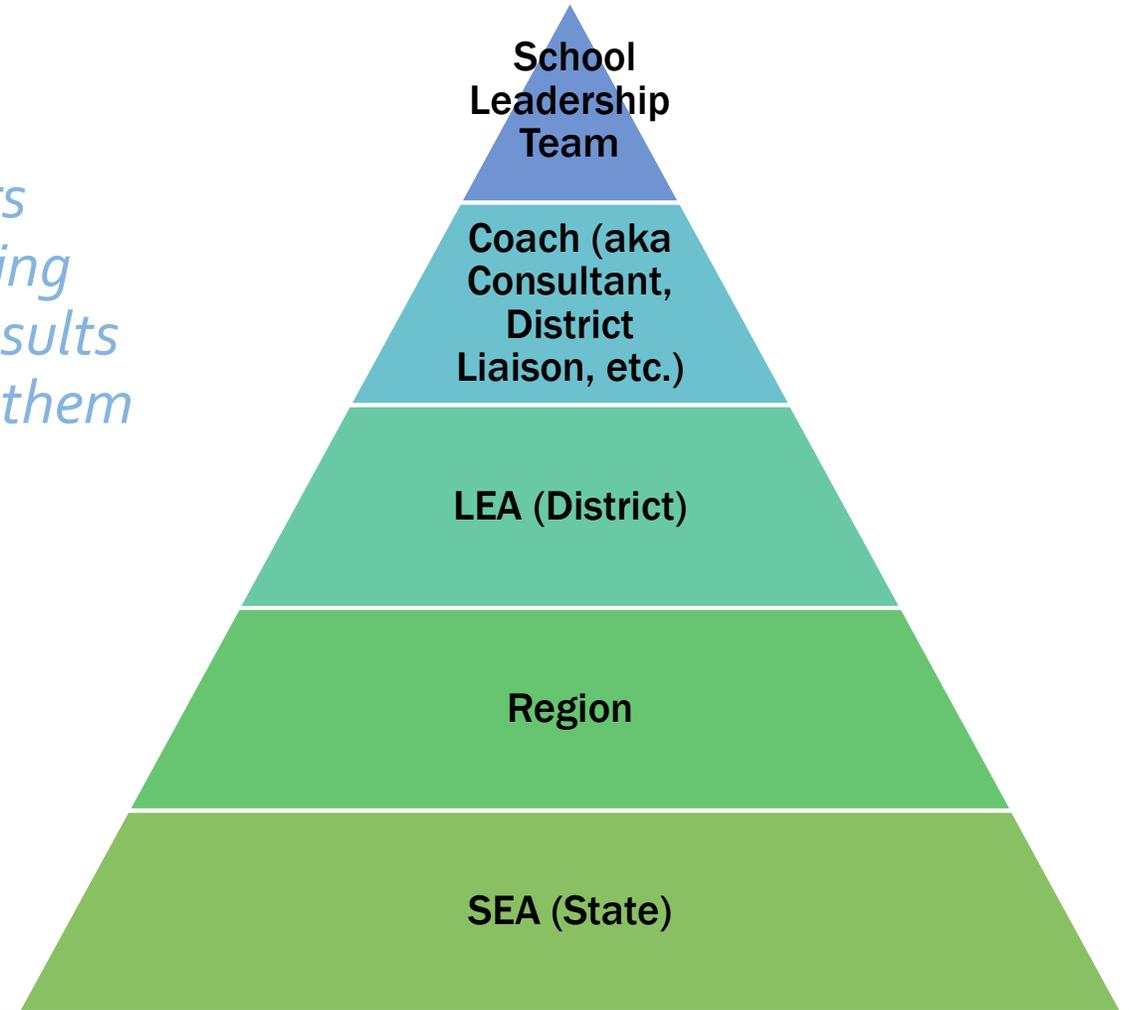
Support

The image features the word "Support" written in a large, bold, sans-serif font. Each letter is a different color and is being held up by a hand. The letters are: 'S' (red), 'u' (yellow), 'p' (purple), 'p' (green), 'o' (pink), 'r' (blue), and 't' (red). The hands are of various skin tones, suggesting a diverse group of people. The background is plain white.

Support System

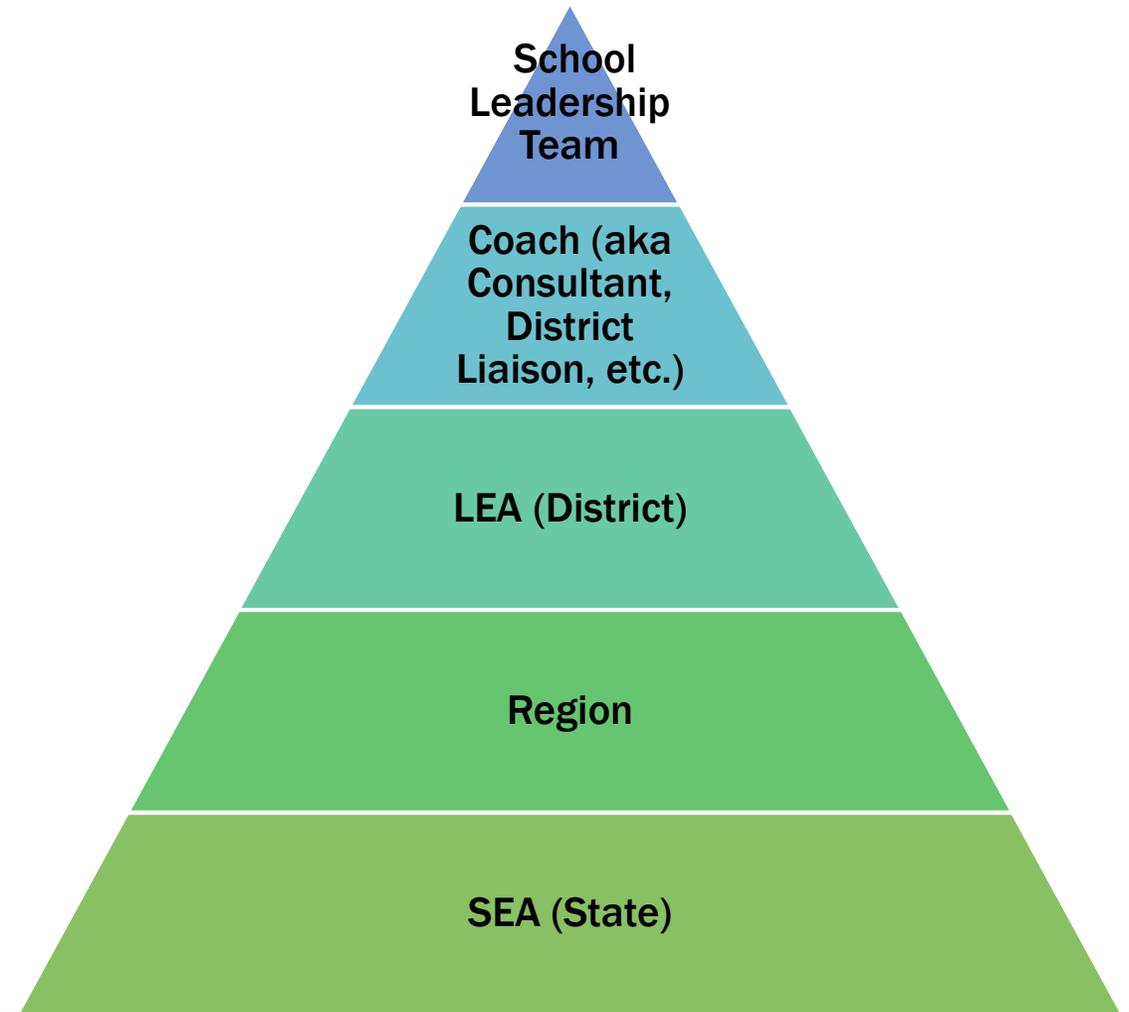
“Leaders must become better communicators and enforcers of what they want done. Holding people accountable to high standards and results is nothing to apologize for. Failing to stretch them to their potential is.”

DAVE ANDERSON



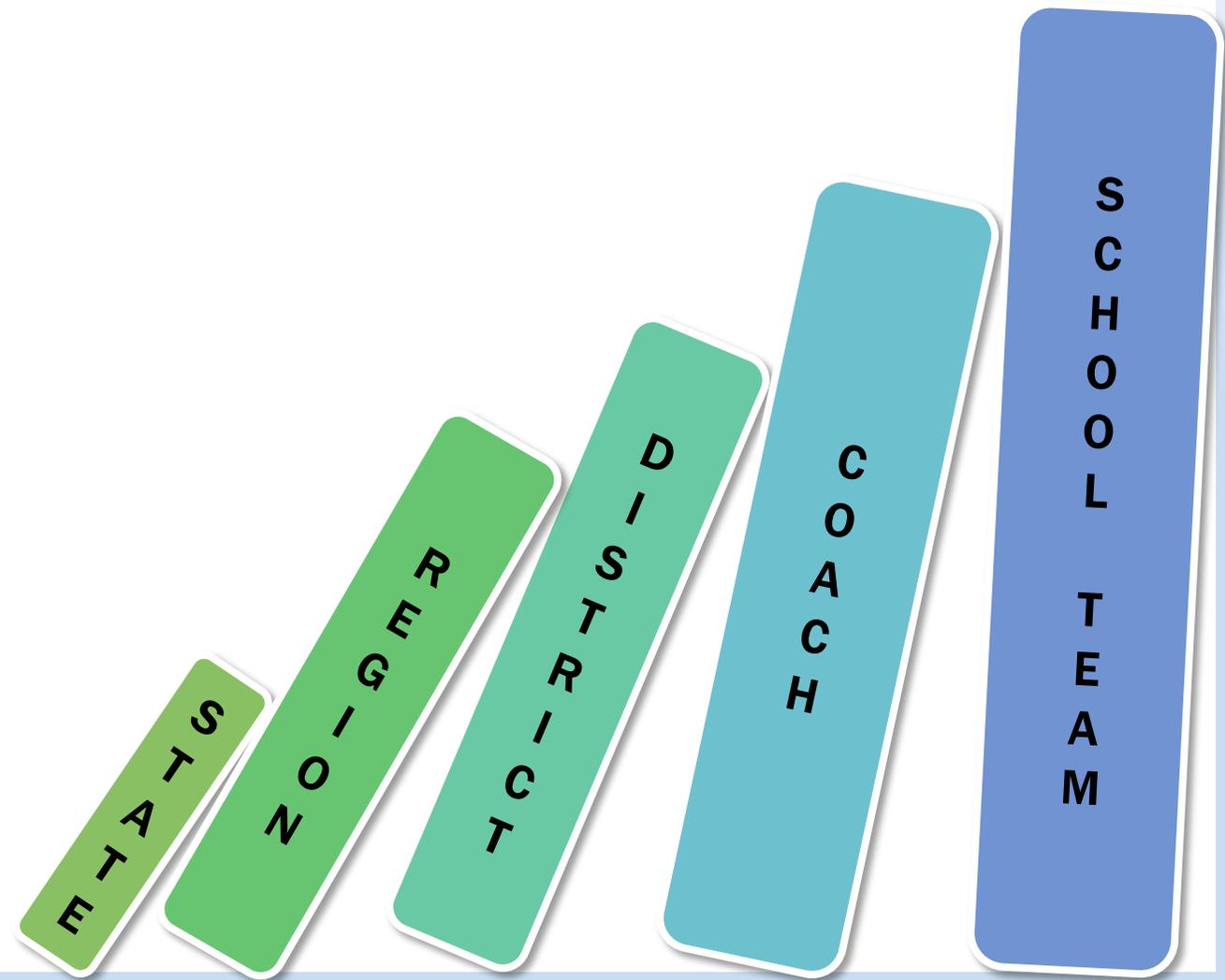
Support System

- A district, through **Indistar®**, will build the capacities of all district support staff, school leadership, and leadership teams when it:
 - Sets Expectations
 - Reviews the Work
 - Reviews Data & Progress
 - Communicates & Supports
 - Monitors Capacity & Growth



Support System

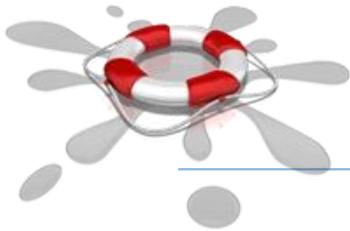
- Who do you lean on or into for support?
- Who leans on you?
- Why is support crucial to school improvement?
- What do you need to make it work?



What will your district be looking for in order to:



- measure a school's progress towards implementation,



- understand when and how to support schools,



- find successful implementation strategies.

NOW...TIME TO SET SOME EXPECTATIONS!

Setting Expectations

Over-arching Expectations

- (examples)
 - All schools would work on and submit their indicators 3 x year on a specific date
 - Leadership Team meets 2x month for at least 1 hour to work on School Improvement (ACSIP)
 - District will provide district-wide Professional Development trainings/sessions for their schools 2x year

School-specific Expectations

- (examples)
 - Indicators worked on may vary by grade-levels, identification of schools, federal compliance status, etc.
 - Single school districts may only be able to meet 1x month due to size of staff and additional requirements
 - Large High Schools may meet more frequently
 - Some schools may need additional PD and/or technical assistance

Examples of expectations & resources:



Indicator Work

- View clusters of indicators
- Review the relationship they have to one another
- Review the Wise Ways research
- Are plans and tasks achievable?
- Realistic?
- Are teams on target?
- What evidence are they or should they review?
- Is there evidence of implementation?
- Is there a plan to sustain implementation?



Teaming

- Does the Leadership Team meet on a regular basis (Research says 2x/month)? How do you know?
- Is there a designated process manager?
- Is the team consistently assessing, planning, and monitoring implementation of the indicators of effective practice?
- Does the leadership use the Wise Ways research to guide their discussions?
- Do they use a culture of candor?
- Is there distribution of work?
- Is there a sense of urgency displayed by the leadership team?



Leadership

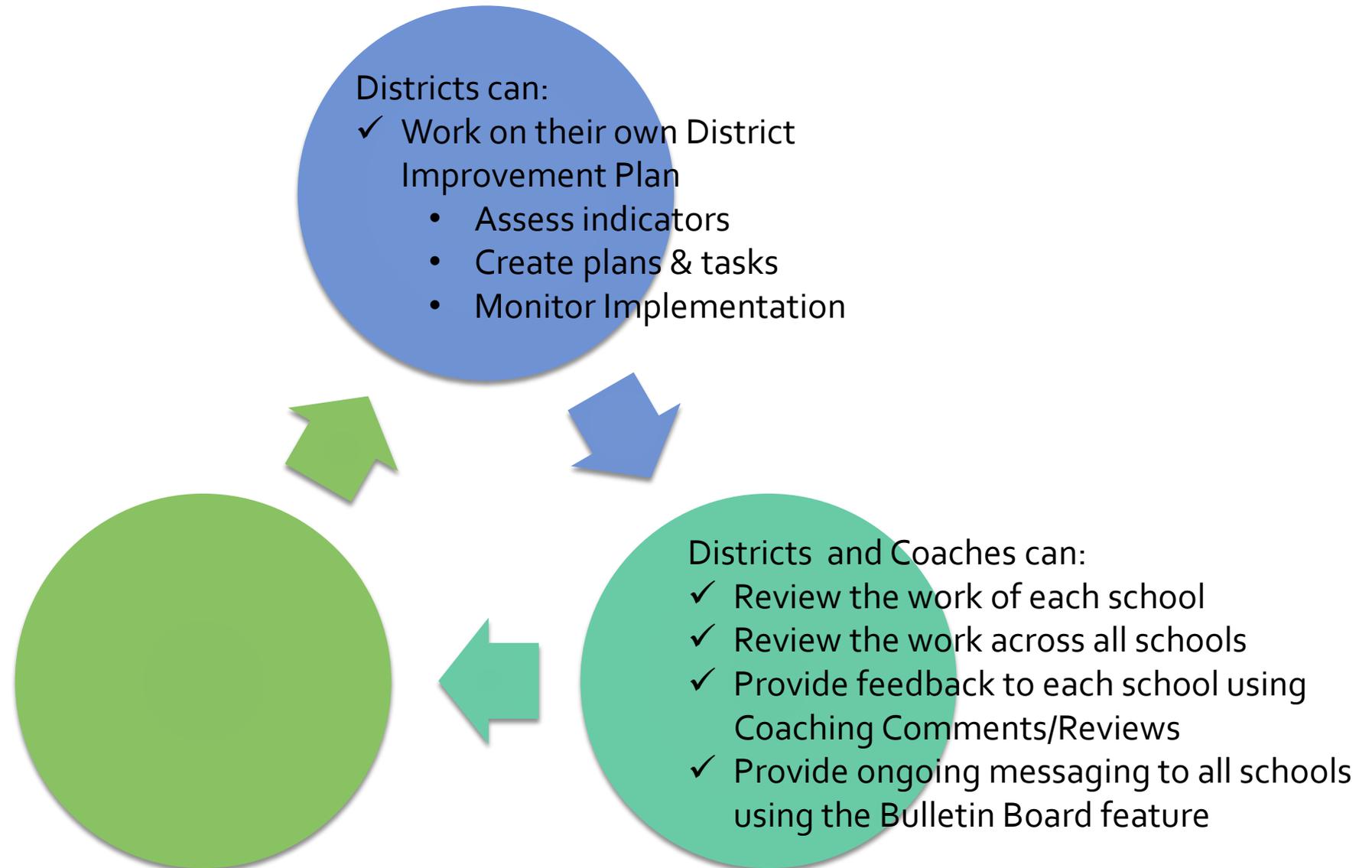
- Has the role of the principal as a change leader been established?
- Is the principal communicating the message of change?
- Does the principal lead the school leadership team?
- Is leadership facilitating and contributing to team discussions?
- Are changes being made to the principal's use of time?
- Does the team have a plan to relieve the principal of some duties in order for him/her to spend more time in classroom, with teachers, etc.?
(Distributed leadership)

What can the district and coaches see in ACSIP/Indistar:

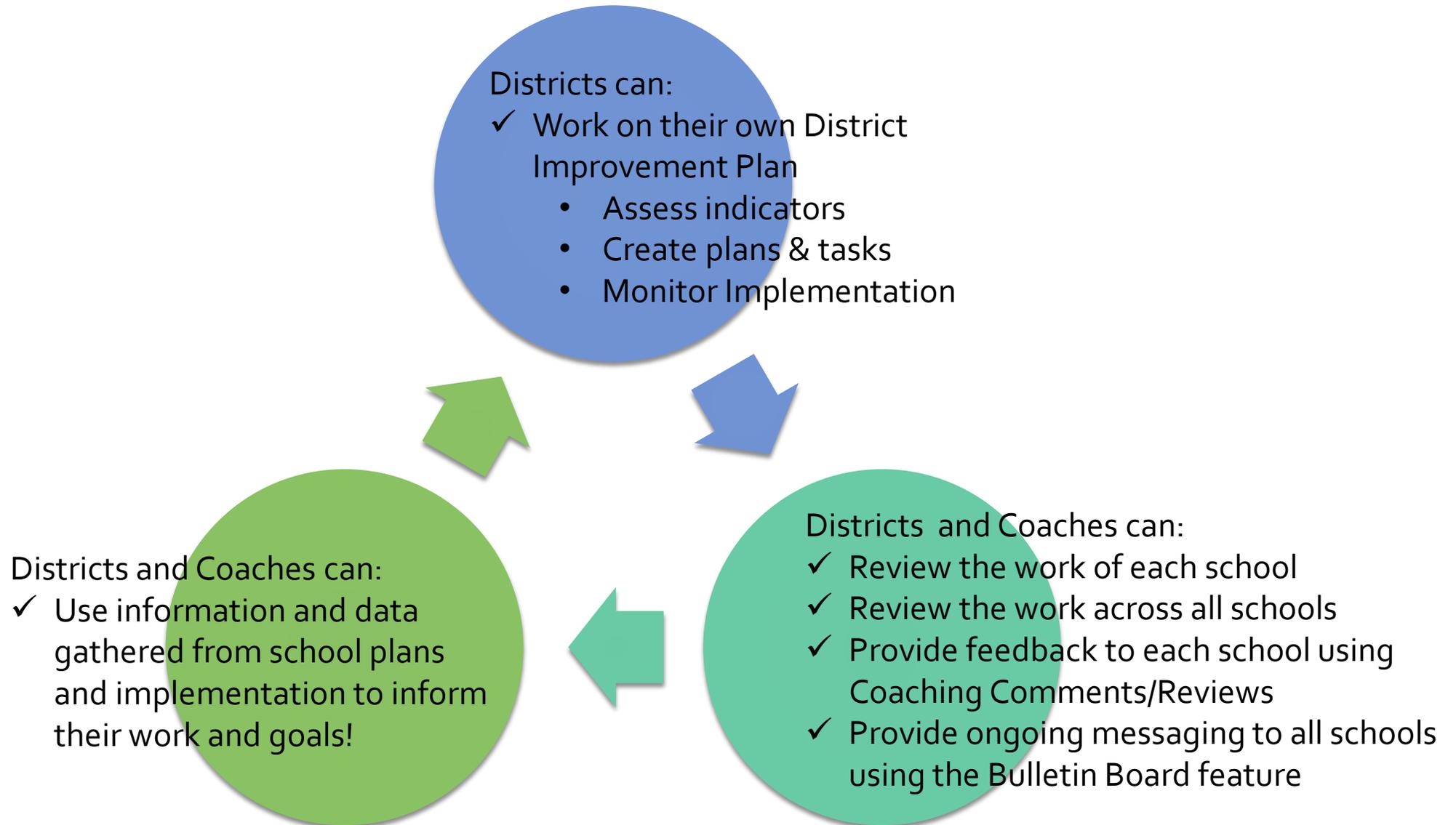
Districts can:

- ✓ Work on their own District Improvement Plan
 - Assess indicators
 - Create plans & tasks
 - Monitor Implementation

What can the district and coaches see in ACSIP/Indistar:



What can the district and coaches see in ACSIP/Indistar:





Putting on the Coaches hat...

Don't forget these important qualities of a coach...

- ✓ Self-responsible and self-challenging
- ✓ Good listener
- ✓ Comfortable with discomfort
- ✓ Willing to take risks and make mistakes
- ✓ Good model for respect and partnership
- ✓ Non-defensive
- ✓ Continual learner
- ✓ Ability to clarify vision and concepts
- ✓ Consistent
- ✓ Pioneering spirit and long-term perspective
- ✓ Dialogues with colleagues
- ✓ Encourages others
- ✓ Facilitates involvement of others



Check out the Coaching Module & other great PD Resources on www.Indistar.org

Now that you know your role as a coach, let's talk about 3 very important details:



Virtual
vs.
In Person
Coaching



Good
feedback...
what does it
look like?



How often
should coaching
be done?



Opportunities to Provide Feedback

Virtually

- Creates a buffer
- Quickly and easily gain access to the progress and work of the school team
- One-stop shop for a coach!
- Fiscally responsible
- Time efficient

In Person / Face to Face

- Strengthens relationships
- Strengthens team investment
- A coach has the ability to observe team dynamics, body language, etc.
- Witness to confirm the work being implemented in the school is aligned and calibrated to the plan

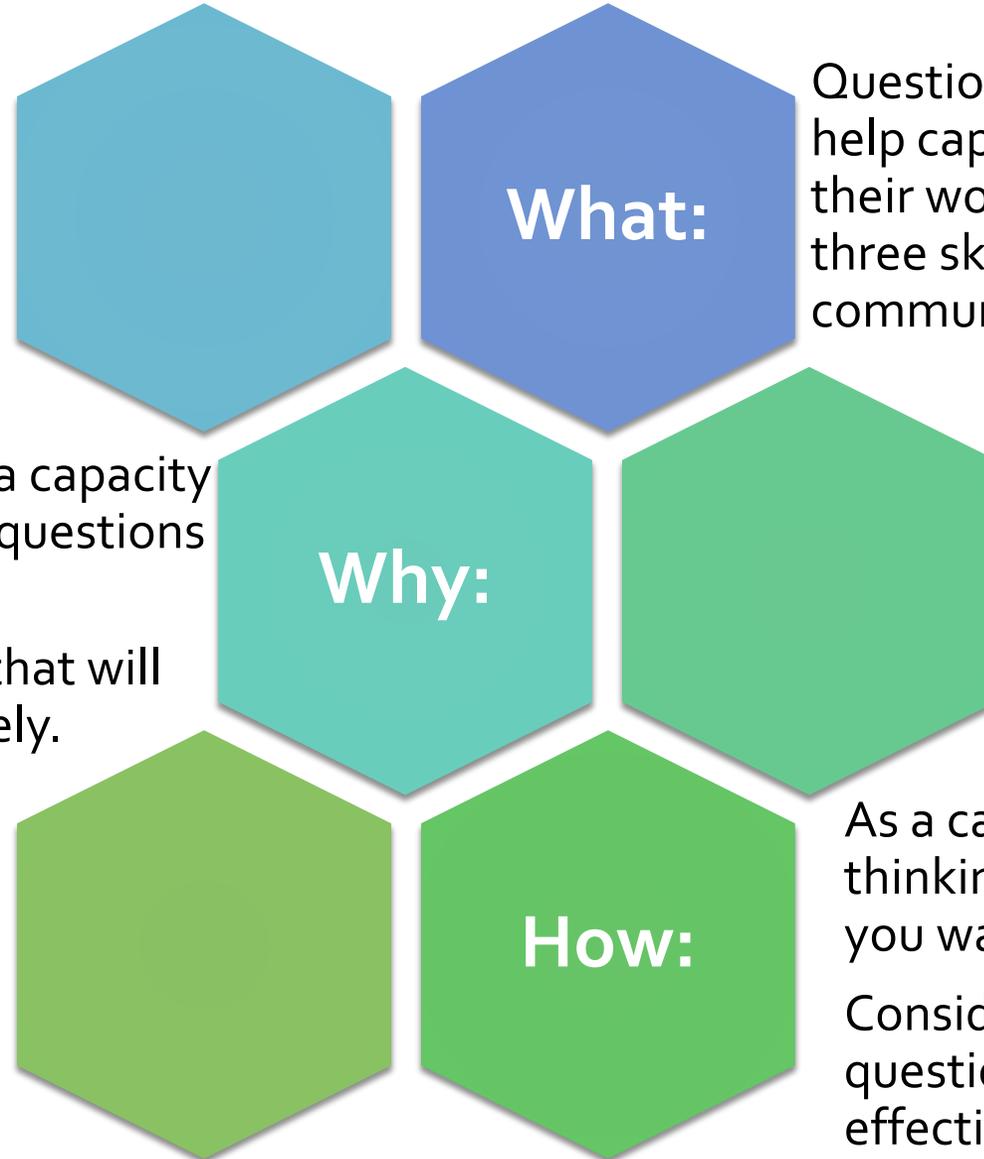


Good, consistent feedback!

- **Glow** – Celebrate the Successes
- **Grow** – Talk about what needs work
- **Questions** – Provide reflective questioning
- **Next Steps** – Guide the team to some next steps

**Question Stems
are a great way to
guide a team!**

Thoughtful, Reflective Questions Stems



Question Stems are designed to help capacity building coaches in their work with teams as one of the three skill sets required for communicating effectively.

One of the most important jobs of a capacity building coach is to ask thoughtful questions for specific purposes.

Question Stems provide guidance that will help a team move forward effectively.

As a capacity building coach, careful thinking about the type of question you want to ask is important.

Considering the purpose of your question will help you choose effective questions.

Making it Work!

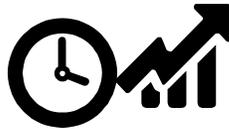
What does it take to make Collaboration and Communication work?



Support:

- to agree with or show approval
- to give help or assistance to

SUPPORT



Consistency:

- steadfast adherence
- to the same principles, course, form, etc.
- of the same quality
- continuing to happen

CONSISTENCY



Expectation:

- to consider probable or certain
- to consider reasonable, due, or necessary
- to consider bound in duty or obligation

EXPECTATION

Making it Happen – Next Steps for Districts

1

Who (from the district) will provide feedback to our schools?

2

How often will feedback be given to our schools using Coaching Comments?

3

What will we be looking for? What are the district expectations for our schools?

Activity: How *is* Indistar/ACSIP different than the *old* ACSIP planning?

Indistar[®]/ACSIP

Previous ACSIP Plan

