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

Continuous Improvement Process
- Resources
- Assessing Indicators
- Creating Plans and Tasks
- Monitoring Implementation

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

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 \ˈin-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
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?
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Team</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Instructional Teams</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Principals</strong></td>
<td>Implement effective leadership practices, guided by indicators.</td>
</tr>
<tr>
<td></td>
<td>Communicates the message of change</td>
</tr>
<tr>
<td></td>
<td>“Leads” the team and all teachers towards implementation of effective practices</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>Implement effective instructional practices, guided by the indicators.</td>
</tr>
<tr>
<td><strong>Coaches (SIS, District Liaison, etc.)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Teachers, Parents, School Board Members, District Personnel</strong></td>
<td>Use a Guest Login to stay abreast of the evolving plan and offer feedback.</td>
</tr>
</tbody>
</table>
Continuous Improvement
Leadership teams engage in the process by reading, understanding, and utilizing Wise Ways® research briefs to guide candid conversations.
Research & Resources
<table>
<thead>
<tr>
<th>Research &amp; Resources</th>
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<tbody>
<tr>
<td><strong>Wise Ways</strong></td>
</tr>
<tr>
<td>briefs that provide a context for the indicator, research syntheses, examples, and references.</td>
</tr>
<tr>
<td><strong>Indicators NOW!</strong></td>
</tr>
<tr>
<td>video index of mini-sodes extracted from the Indicators in Action™ courses.</td>
</tr>
<tr>
<td><strong>Indicators in Action</strong></td>
</tr>
<tr>
<td>tutorials with narrative and video demonstration of the indicators by administrators, teachers, and parents.</td>
</tr>
<tr>
<td><strong>Modules</strong></td>
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<tr>
<td>Pre-recorded training modules designed to help assist in the processes engaged in by Indistar® users, as well as navigation of the system.</td>
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</tbody>
</table>
Wise Ways® are research briefs that provide:

- a context for each indicator
- research syntheses
- action principles
- examples and templates
- references and resources
- guiding questions
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.
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
**Indicators NOW!™**

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

### Leadership & Decision Making
- Team Structure
  - Principal's Role
- Professional Development
- Parents & Learning

### Curriculum, Assessment, & Instructional Planning
- Aligned Instruction
- Classroom Assessment
- Differentiated Instruction
- Periodic Assessment

### Classroom Instruction
- 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

### School Community
- Shared Leadership
- Policies & Practice
- Communication
- Education
- Connection

### Indicator Map

#### Indicator 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 8 hour blocks, once a month, while 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 shares 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.
3 courses...

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.

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.

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 homes 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.
Several modules, including video links

Workbooks

Facilitator’s Guide

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<td><strong>Part 1</strong></td>
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<td><strong>Part 2</strong></td>
<td>Rules &amp; Procedures</td>
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<td>Aligning Instruction</td>
<td><strong>Part 3</strong></td>
<td>Parent Communication &amp; Homework</td>
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<td><strong>Part 4</strong></td>
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<td>Preparing for Instructional</td>
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- Print Workbook
- Print Facilitator’s Guide
- Print Facilitator’s Guide

Request a DVD of this Course
Each module contains specific information about indicators of effective practice...

And video clips showing the effective practice ‘in action’!
Training Modules to assist users in:

✔ teaming,

✔ engaging in a culture of candor,

✔ and achieving the success mindset!
Each module includes:

• pre-recorded video/PPT presentation,
• activities,
• worksheets,
• and self-evaluation tool.
Making the connections....

Indicators of Effective Practice ➔

- Culture of Candor
- Leadership Team
- Research
- Resources
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
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?
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
Indicators: Assess, Plan, Monitor, Implement, and Adjust

Leadership Teams meet regularly (twice per month)

Gather, Analyze, and Use Data to make decisions

Receive ongoing coaching support and feedback

Use Research to determine what is good, effective practice

INDISTAR Continuous Improvement
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
“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
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 3x 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:

Districts can:
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Districts and Coaches can:
- Review the work of each school
- Review the work across all schools
- Provide feedback to each school using Coaching Comments/Reviews
- Provide ongoing messaging to all schools using the Bulletin Board feature
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

Districts and Coaches can:
- Use information and data gathered from school plans and implementation to inform their work and goals!
- Review the work of each school
- Review the work across all schools
- Provide feedback to each school using Coaching Comments/Reviews
- Provide ongoing messaging to all schools using the Bulletin Board feature
Putting on the Coaches hat…

- Build capacity of school team
- Ensure effective teaming
- Offer suggestions for good planning
- Help team understand indicator
- Support Leadership
- Help team gather and analyze data/information
- Routinely enter Coaching Comments
- Assist team in integration of programs
- Promote Transparency
- Help monitor results until full implementation is reached
- Reinforce Indistar work
- Support Leadership
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

<table>
<thead>
<tr>
<th>Virtually</th>
<th>In Person / Face to Face</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Creates a buffer</td>
<td>• Strengthens relationships</td>
</tr>
<tr>
<td>• Quickly and easily gain access to the progress and work of the school</td>
<td>• Strengthens team investment</td>
</tr>
<tr>
<td>team</td>
<td>• A coach has the ability to observe team dynamics, body language, etc.</td>
</tr>
<tr>
<td>• One-stop shop for a coach!</td>
<td>• Witness to confirm the work being implemented in the school is aligned and calibrated</td>
</tr>
<tr>
<td>• Fiscally responsible</td>
<td>to the plan</td>
</tr>
<tr>
<td>• Time efficient</td>
<td></td>
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</table>
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!
What:

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.

Why:

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.

How:

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.
What does it take to make Collaboration and Communication work?

**Support:**
- to agree with or show approval
- to give help or assistance to

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

**Expectation:**
- to consider probable or certain
- to consider reasonable, due, or necessary
- to consider bound in duty or obligation
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?

<table>
<thead>
<tr>
<th>Indistar®/ACSIP</th>
<th>Previous ACSIP Plan</th>
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