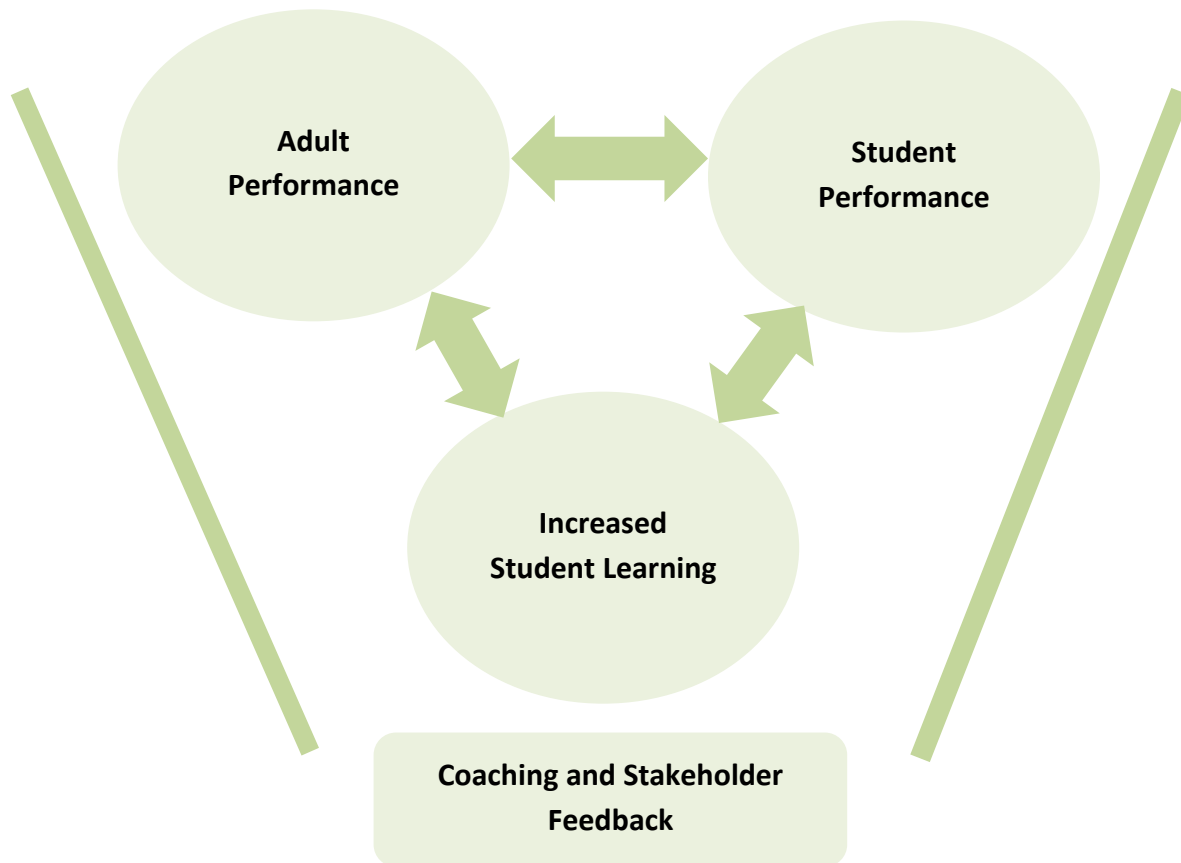


## Indistar: Seeing the Big Picture

Figure 1: The Improvement Process

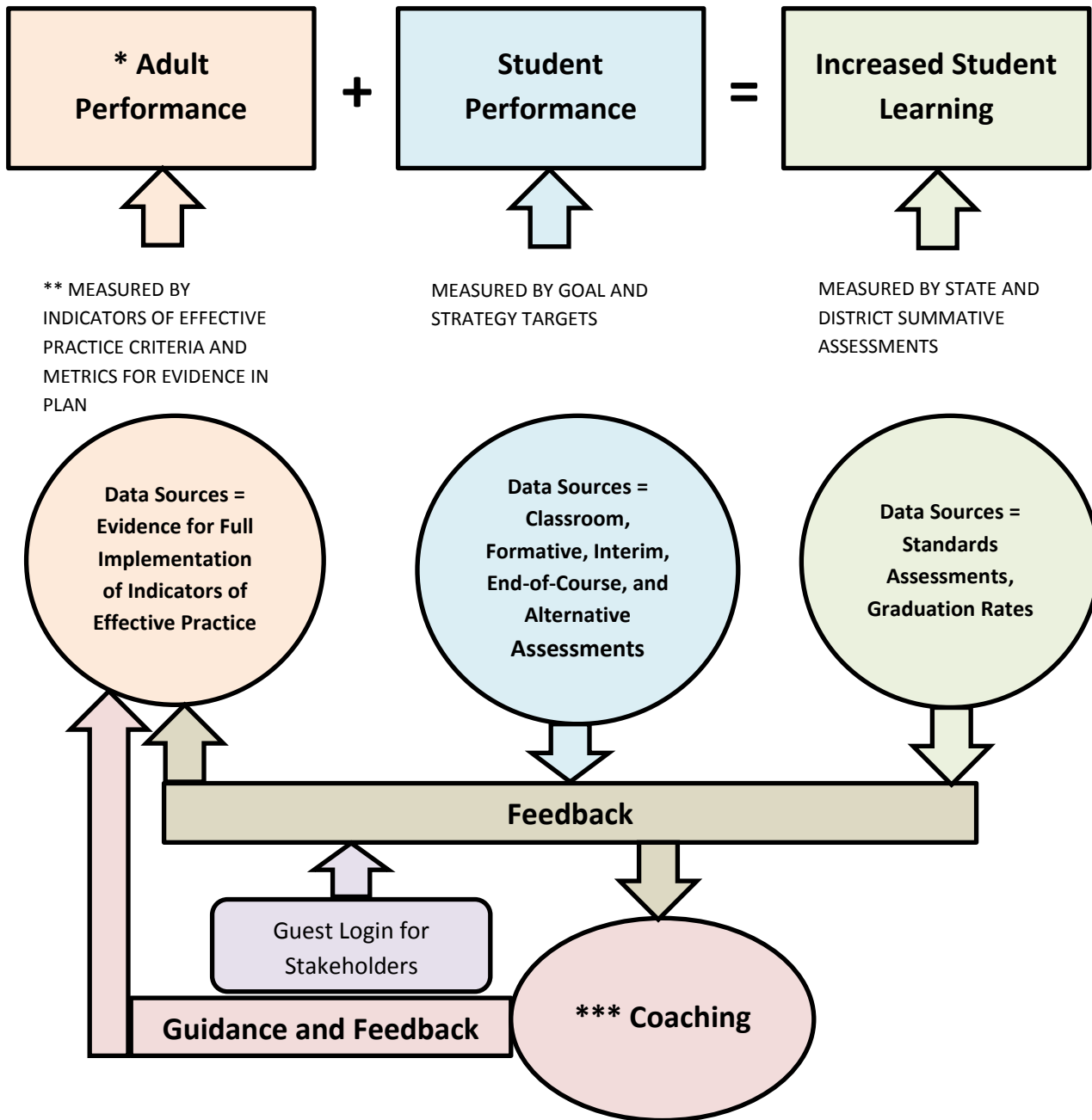


### Putting Faces on the Process

Figure 1 is a simple graphic that illustrates the interactions among the people that influence student learning and the information that flows among these people. In the Indistar design, the **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. **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. **Principals** implement effective leadership practices, guided by indicators. **Teachers** implement effective instructional practices, guided by the indicators. **Coaches** (typically assigned by the state or district and including **district liaisons** who are assigned to schools) 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. The state may also provide State Feedback to the Leadership Team. **Teachers, parents, school board members, and district personnel** use a Guest Login to stay abreast of the evolving plan and offer feedback. Behind each of these roles in the process are the faces of people working continuously to improve adult performance so that student learning is enhanced.

## A Little More Detail

**Figure 2: Data Sources, Criteria, and Metrics in the Indistar Improvement Process**



\* Adult performance includes the professional practice of school personnel as well as the family supports provided students, especially as they are encouraged and informed by school and teacher actions.

\*\* In assessing and planning each indicator of effective practice, the Leadership Team describes methods for determining full implementation and includes results in its evidence. These methods include appropriate instruments, metrics, and data sources, including classroom observations, team minutes and work products, self-reflections, activity logs, and surveys.

\*\*\* Coaches' comments and reviews and the Leadership Team's responses and dialogue document the coaching process. Coaching includes targeted supports and pressures, guidance, and reflective feedback.

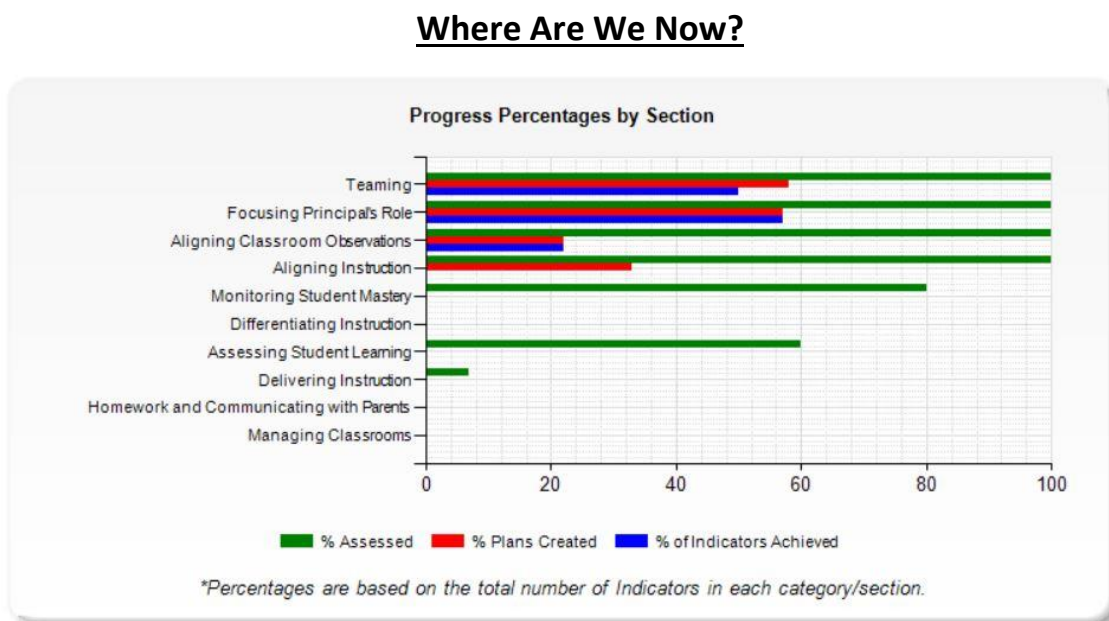
## Indistar's Structure

Indistar is structured around specific, behavioral indicators of effective practice. The indicators are organized within Domains (categories), such as Leadership and Decision Making, Curriculum and Assessment, Classroom Instruction, and School Community. Within each Domain, the indicators are further organized within Effective Practices (sections), and some may be further organized within related clusters (sub-sections) within an Effective Practice. Figure 3 shows a chart included in Where Are We Now to track progress with indicators for each Effective Practice (section).

### Effective Practice = Sections in Indistar

### Indicators of Effective Practice = Clusters of Related Indicators for Each Practice

Figure 3: Progress by Section (Effective Practice)



### Keys to Success

1. **Leadership Team** meets regularly (typically twice a month) to review multiple data sources, including evidence of indicator implementation, monitor progress, and guide continuous improvement of professional practice.
2. **Instructional Teams** meet regularly (including large blocks of time) to review student performance data and develop and refine differentiated instructional plans and formative assessments.
3. The **Principal** provides direction for the teams, focuses on instruction, builds leadership capacity of others.
4. **Teachers** implement effective instructional practice, guided by indicators.
5. **Coaches** (including district liaisons) regularly review the work of the Leadership Team and provide guidance, reflection, pressure, and support.
6. **Teachers, parents, school board members, and district personnel** review reports through the Guest Login to stay abreast of the evolving plan and offer feedback.