



RISING TOGETHER! Clarity, Coherence, Consistency, Credibility: Our Vision in Richland County School District One



ENGAGE • EDUCATE • EMPOWER

Introductions: Today's Richland One Team!



- *Ms. Dionne Sturdivant*, Executive Director of Early Childhood and Elementary Education
- *Dr. Kevin Hasinger*, Executive Director of Secondary Education
- *Dr. Eunice Williams*, Chief, Teaching and Learning

Learning Intentions for Today



Learning Intentions:

By the end of the discussion, we will:

- Recognize how the Four Cs (**Clarity, Coherence, Consistency, Credibility**) create systemwide alignment and sustained improvement in student outcomes, in alignment with Visible Learning
- See how we work **collaboratively** to support schools in improving performance in the learning environment.
- Understand the role that our **culture** plays in our work
- How we **appreciate** the collective work of all staff



Success Criteria: We Will Know We Are Successful When We Can...



Describe

- Student progress and gains made

Explain

- How we are building instructional capacity
- The importance of working collaboratively with others to build this capacity

Identify

- The district's unified approach using Clarity, Coherence, Credibility, and Consistency.

Articulate

- How culture affects our work and ways we can continue to build a positive culture

We are Richland One!



- We have **52 schools & special centers** (76.4 poverty index)
- Over **480 square miles** of urban, suburban and rural communities.
- **21,601 students** who go on to attend some of the nation's most prestigious colleges and universities. The Richland One Class of 2025 earned more than \$80 million in scholarships and other financial assistance.
- **Location** in South Carolina's capital city gives our students and employees access to innovative academic programs, unique partnerships with businesses, higher education institutions and the faith community, as well as unlimited cultural opportunities.



We are Richland One!

- Unique learning opportunities and experiences :
 - **magnet and choice programs** include Montessori programs at the elementary and middle school levels; language immersion programs (Mandarin Chinese, Spanish and French) at the elementary and middle school levels; and career magnet programs at all grade levels.
 - home of South Carolina's only **Challenger Learning Center** for space science education
 - the first high school **commercial driver's license** (CDL) training program in South Carolina (one of only six nationwide) and the **first certified pre-apprenticeship program** in the state.
- Named a **Purple Star School District** by the South Carolina Department of Education in recognition of the district's significant commitment to supporting military families.

The Heart of Our Work!



Every student deserves a great
teacher,
not by chance but by design.

-Fisher, Frey and Hattie



**Our Shared Culture is the
Foundation for All of Our Work!**

Culture: It's What We Do!



The Intentionality of Our Culture!

More than widget production – we guide the development of REAL people – appreciation of the team members

For Example....



Our Culture – It's What We Do!



Check In, Shout Outs & Logistics





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“If you want to go fast, go alone. If you want to go far, go together.”
African Proverb

WORKING TOGETHER WHEEL[®]

For
Interpersonal & Team Effectiveness



Value: Respecting and recognizing - affirming and reinforcing words and behaviors.

Clarify: Seeking or giving information, restating in own words, summarizing and testing understanding.

Search Out: Suspending judgment and discovering new insights through probing, eliciting and exploring words, meanings and behaviors. Bringing in.

Listen: Paying attention to and actively hearing not only the words but the underlying meaning.

Attack: Striking out against, criticizing or other forms of aggressive words or actions.

Defend: Reacting, responding and preventing perceived attack.

Blame: Finding fault with others/ circumstances and not taking responsibility for words and/or actions. Labeling.

Dominate: Controlling or exerting determining influence, seizing disproportionate "air time". Shutting out. Holding to certainty.

Differ: Having and sharing a different perspective.

Agree: Having and sharing a similar outlook; reaching consensus.

Act: Assuming personal accountability through action - voicing, initiating, proposing, building, reacting and supporting behaviors.

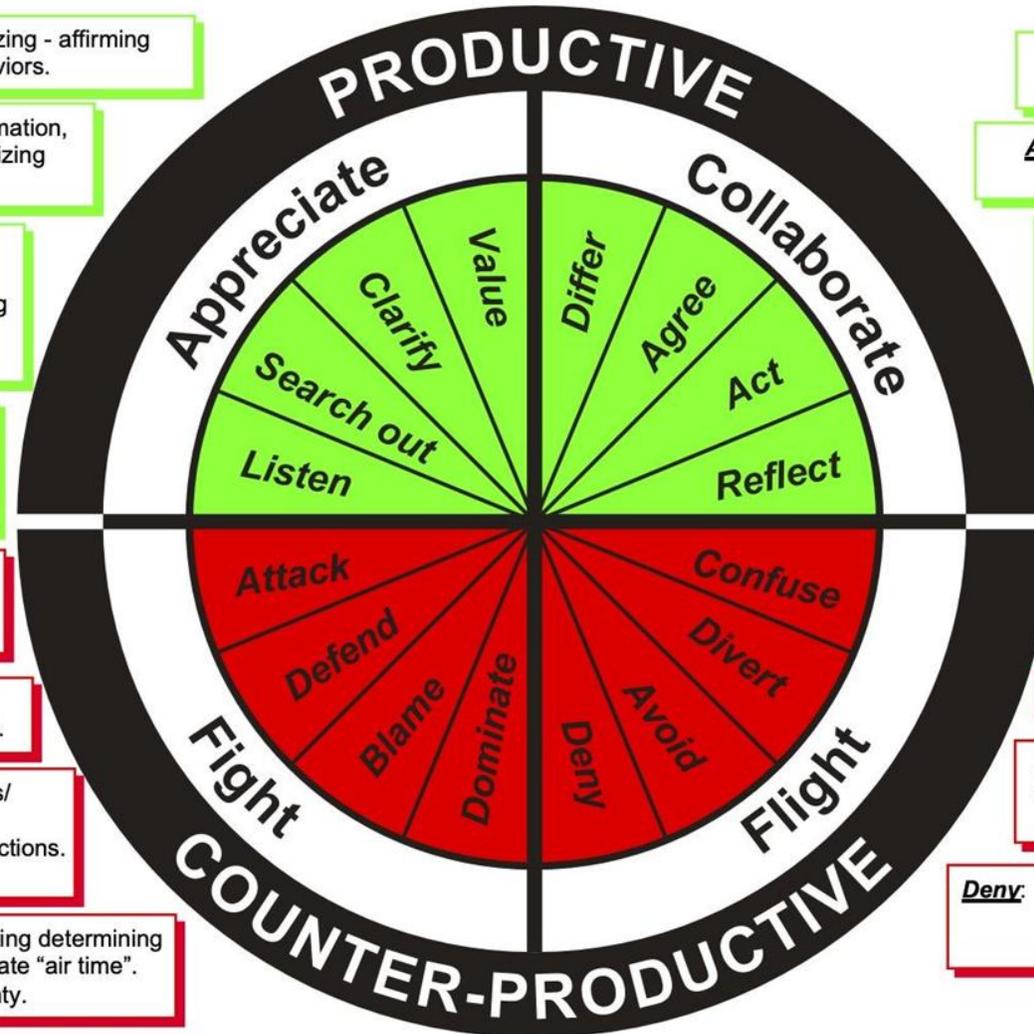
Reflect: Thinking, reorganizing or integrating experiences and/or perspectives.

Confuse: Making indistinct, vague or unclear comments or taking unclear actions.

Divert: Deflecting or redirecting.

Avoid: Withdrawing, circumventing or refraining from direct response or contact. Masking.

Deny: Rejecting or disclaiming connection with or responsibilities for words or behaviors.



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Vision Integration Abundance

Values and Norms



Values:

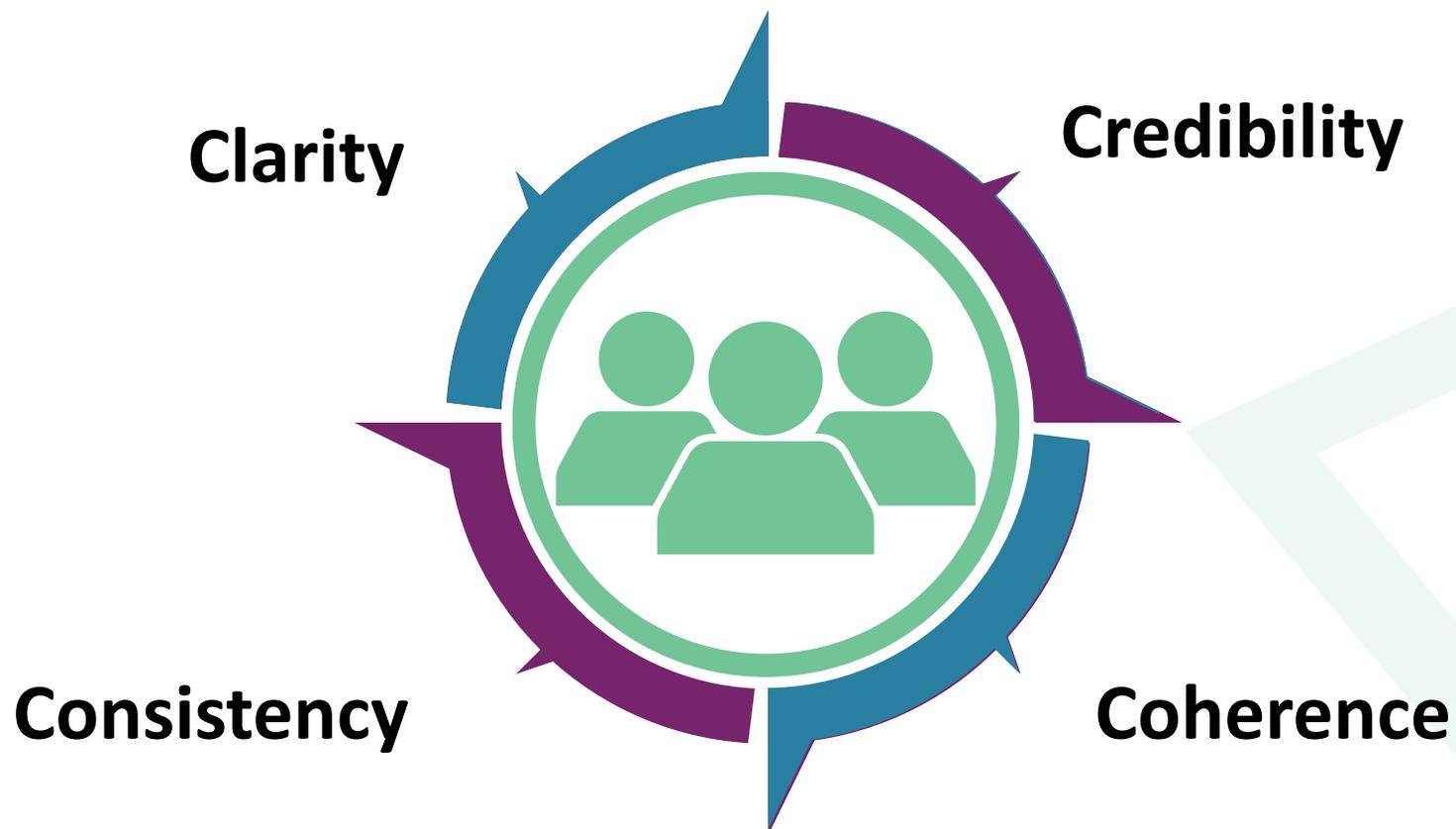
- Collaboration to increase Performance
- Trust to accelerate Outcomes
- Details to promote Execution
- Processes to guide People; create, curate and implement Products

Norms:

- Be on time. Make space for your commitment of time.
- Clear communication of commitments for the next meeting.
- Actively listening & Actively present (Laptops, phones)
- No hidden agendas - Talk to people not about people
- Safe environment - Open dialogue with respect



The Culture of Teaching and Learning - Our Instructional Compass

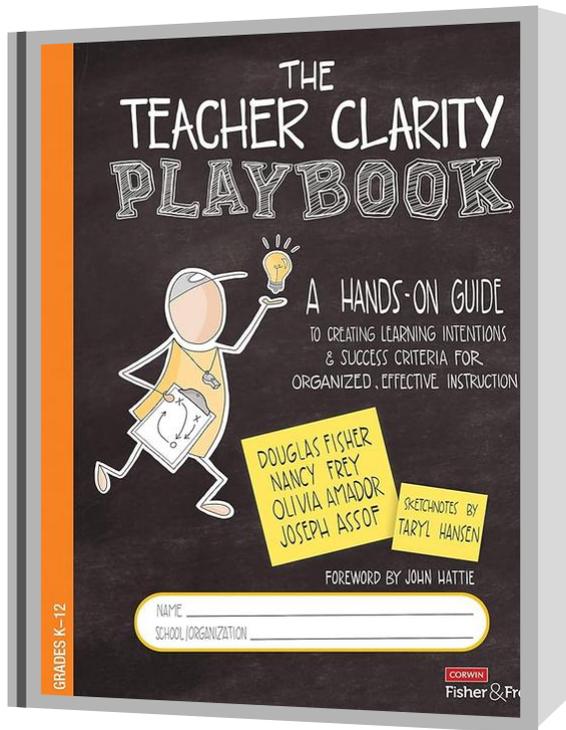


NOTE: The Importance of Visible Learning/John Hattie's Work



- Common Language
- Validated, Reliable Supports
- Meta-analyses - High Yield Strategies
- Intentional Focus
- Not a “Program” But A Shared Way of Thinking



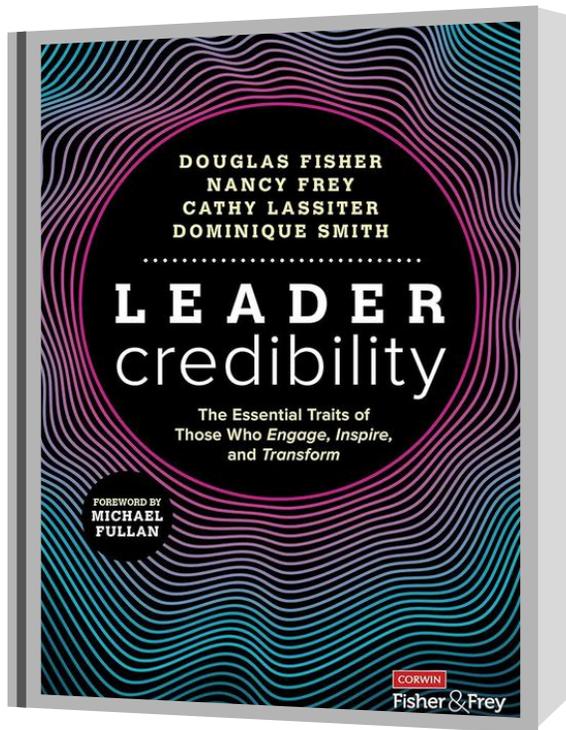


CLARITY

Learning begins with clarity of learning intentions and success criteria.

You cannot build anything until:

- Teachers know what they're teaching
- Students know what success looks like
- Leaders articulate the purpose of the work
- Systemic clarity through the ongoing development of standard operating procedures
- Clarity creates the foundation for every decision, action, and instructional move that follows.



CREDIBILITY

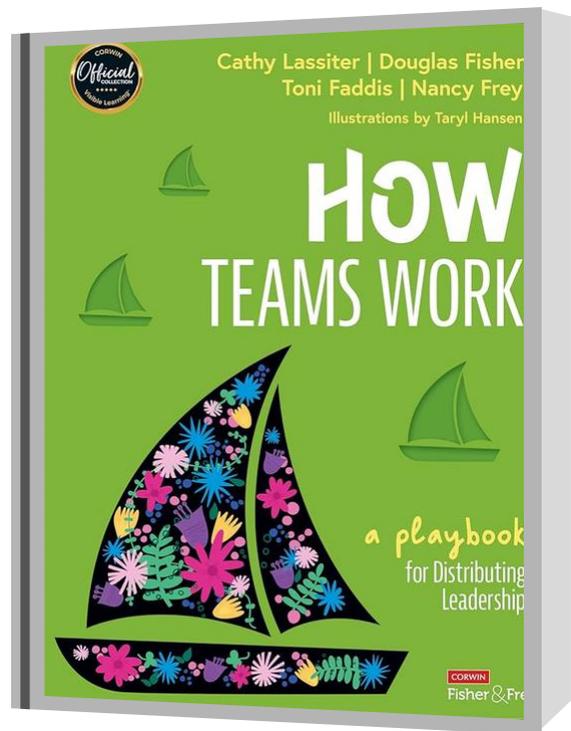
Once clarity is achieved, the next crucial factor is teacher credibility. Hattie identifies this as one of the most significant influences, with an effect size of approximately 0.9 or higher.

Credibility stems from:

Trust → Expertise → Reliability → High expectations

Clarity enables credibility, because when teachers and leaders communicate the learning clearly, they become more believable and trustworthy.

One Direction, One Journey: Our Coherence Work

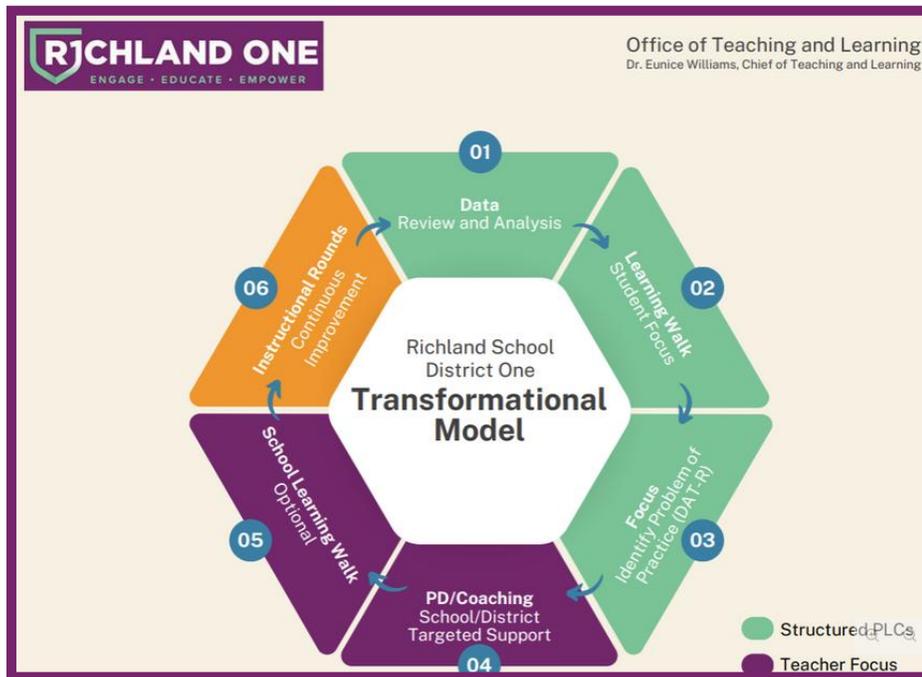


COHERENCE

With clarity (direction) + credibility (trust), the system can begin to develop coherence—the alignment of:

- Curriculum
- Instruction
- Assessment
- PLC Processes
- District Expectations

Consistency: Keeping the Journey Aligned



CONSISTENCY

Consistency is the ongoing behaviors that make the work stick.

Once the system is coherent, consistency ensures:

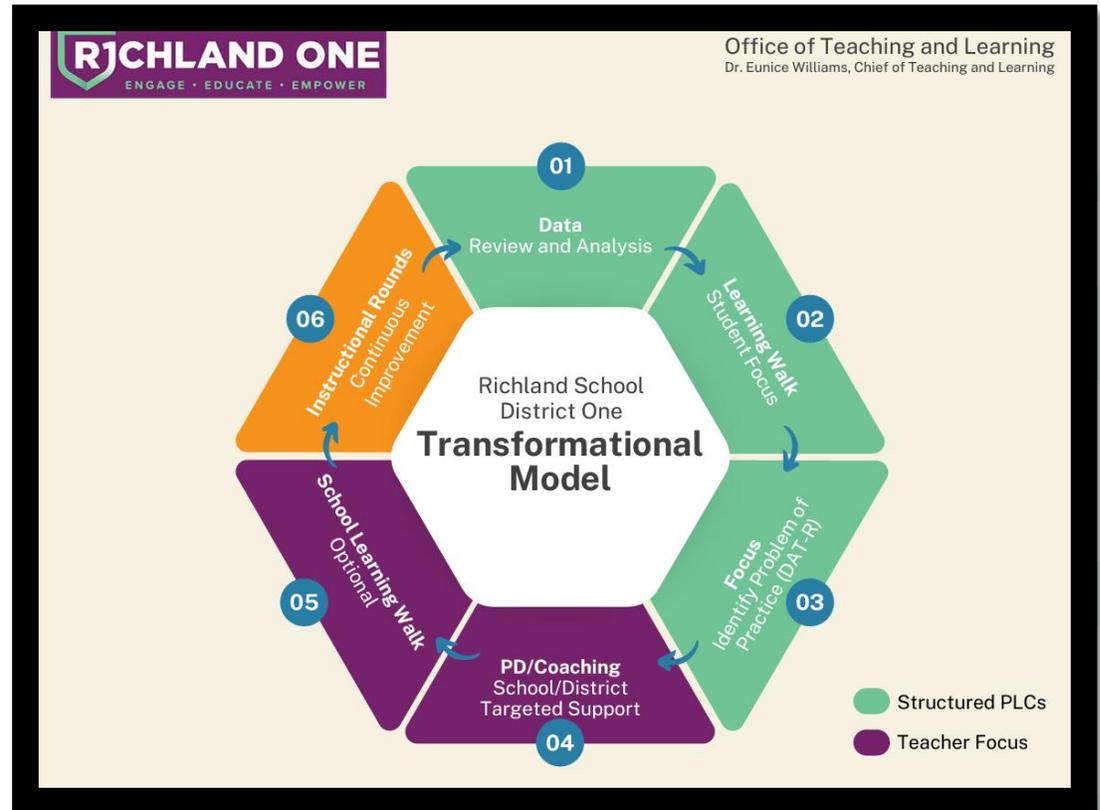
- The work is repeated
- Practices are predictable
- Expectations are honored
- Students experience reliability across classrooms/schools

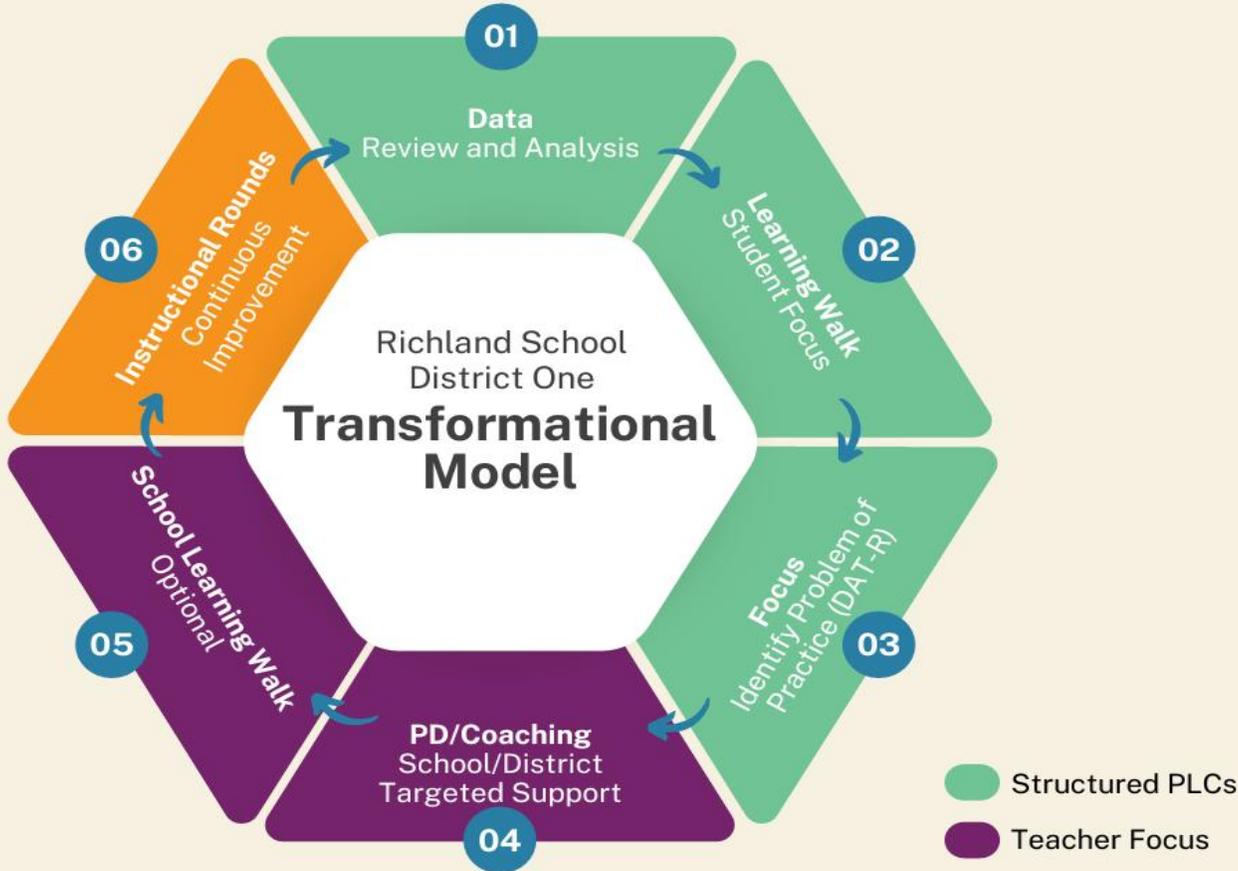
Consistency is the result of the work -- not the starting point

Consistency: The Evolution of Our Work



- Refining and Defining
- Transformation Model
- Levels of Support
 - Ongoing Work in Our Schools
 - Designations – CIP Teams
 - Transformation Teams
 - Collaborative Circles (DAT-R)
 - Targeted Table Talks





By embedding each school's focus on understanding and utilizing

- formative and summative data,
- along with the effective implementation of Professional Learning Communities, and
- intentional guided planning and coaching,

this continuous improvement model ensures the intentional and focused application of best practices (VL).

We believe in the capacity of our students and school staff!

Importance of Clarity, Credibility, Coherence, and Consistency



General Instructional Expectations

Planning	
PLAN	Plan relevant learning experiences aligned to the intent, breadth, and depth of the appropriate grade level/course South Carolina College and Career Ready Standards and in support of the Profile of a High School Graduate competencies. Plan utilizing Richland One content-specific instructional frameworks, curriculum documents, instructional guides, and other appropriate district resources.
USE DATA	Utilize data to inform instructional decision-making.
Engagement	
COLLABORATE	Provide opportunities for student interaction and collaborative activities.
CHALLENGE	Use higher-order questioning and high-yield strategies to activate student thinking and interest, encouraging them in turn to generate and ask questions.
DIFFERENTIATE RESOURCES	Use district approved resources to provide adaptive or differentiated learning opportunities to supplement instruction and meet students' needs.
Instruction	
FOCUS	Post standards-aligned learning intentions and clear success criteria in student-friendly language, to reference and use throughout instruction.
EXPLAIN WHY	Ensure students understand the relevance of their learning.
MODEL	Model strategically for students through exemplars, scaffolds, guided practice, and demonstrations.
PRACTICE	Provide opportunities for students to practice the thinking, strategy, skill, or task taught during direct instruction.
OPEN/CLOSE	Provide students with opening connections and closure for each instructional experience.
PROVIDE FEEDBACK	Provide frequent, accurate, and specific performance feedback to students regarding their learning.
INTEGRATE	Integrate reading, thinking, inquiry, and written/oral communication throughout all content areas.
Assessment	
USE DATA IN PLCs	Utilize a variety of formative and summative assessments with fidelity, using the resulting data to launch conversations and drive instructional decision-making during PLCs.
MONITOR AND ADJUST	Monitor student progress of achievement and growth frequently, adjusting instruction as needed to meet students' needs. Implement a variety of formative and summative assessment strategies to ascertain student understanding and mastery of the state standards.
Environment	
SET TONE	Foster a positive classroom climate that honors diversity, mutual respect, and active participation.
ORGANIZE	Foster a positive classroom climate that honors diversity, mutual respect, and active participation. Maintain high expectations for academic and behavior performance for all students.

The development of our General Instructional Expectations reflects a shared commitment to excellence in Teaching and Learning. This framework was created through a collaborative process involving diverse stakeholders who bring unique perspectives and expertise to the educational experience:

- R1 Teacher Think Tank
- Teaching and Learning Instructional Coaches/Consultations
- School Administrators
- EDs of Schools



Importance of Clarity, Credibility, Coherence, and Consistency



Date:	School:	Period/Block:	Teacher:	
Richland District One Learning Walk Classroom Observation Tool (Revised 01.26.24)				
Item Description	E	EE	NE NO	Codes Defined: E (Evident) = Observed; Action took place EE (Emerging Evident) = Partial or incomplete action; Conditions existed for action to be improved or implemented more fully - an opportunity for growth or refinement NE (Not Evident) = Conditions existed for action to take place but action didn't occur - a missed-opportunity NO (Not Observed) = Conditions did not exist for action to take place or be observed - not applicable
Planning	Observation		Comments	
P1. The teacher plans learning experiences that are directly <u>aligned</u> to the intent, breadth, and depth of the <u>state standards</u> .				
P2. The teacher ensures the <u>instructional delivery</u> processes are aligned to the <u>Richland One Content Instructional Frameworks</u> .				
P3. There is evidence the teacher <u>uses data</u> to <u>inform</u> learning intentions, success criteria, lesson planning, instructional delivery, and assessments to meet the needs of all learners.				
Instruction (Teacher Actions)	Observed Behavior		Comments	
IT1. The teacher explicitly communicates the standards aligned <u>learning intentions</u> for the lesson and makes frequent connections back to them throughout the lesson.				
IT2. The teacher explicitly communicates specific, concrete, and measurable <u>success criteria</u> to aid students in knowing when the learning intention is reached.				
IT3. The teacher provides <u>modeling</u> , exemplars, and scaffolding to support students with <u>examples</u> of how to approach the strategy, skill, or task.				
IT4. The teacher effectively uses strategic <u>questioning</u> to probe student thinking and requires students to <u>explain</u> their thought process, as well as <u>generate and ask questions</u> .				
IT5. The teacher provides <u>feedback</u> to learners throughout the learning experiences to check for understanding, adjust instruction, guide student thinking, and <u>address specific needs or misconceptions</u> .				
IT6. The teacher provides students with <u>connections and closure</u> during the lesson.				

Clarity, Credibility, Coherence, and Consistency: The Unified Message



Teaching & Learning builds the instructional capacity.

Our Executive Directors of Schools build the leadership capacity.

Our Schools Do the Real Work.

The Four Cs create the capacity for continuous improvement.

Together, these structures ensure that every school receives:

- clear expectations (Clarity)
- research-based practices (Credibility)
- aligned supports (Coherence)
- consistent monitoring (Consistency)

resulting in improved student outcomes and stronger SC Report Card performance across all grade levels.



Overall 2024-2025 Report Card Performance

- Ratings
 - 5 schools rated Excellent (4 ES, 1 HS)
 - 7 schools rated Good (6 ES, 1 MS)
 - 24 schools rated Average
 - No schools rated Unsatisfactory!!!
- Two Elementary Schools Increased Two Levels!
- Five Middle Schools Increased One Level!
- Two High Schools Increased One Level!

Ms. Sturdivant - Rising Together! Elementary and K-12 Achievements



- **Academic Achievement**
 - SC Ready ELA (3-8) up +7.5%, SC Ready ELA (3-5) up +9.6%
 - SC Ready Math (3-8) up +2.4%, SC Ready Math (3-5) up +2.8%
- **Preparing for Success**
 - Kindergarten Readiness Above State Average by +0.2%
 - First Graders on Track in Reading and Math Above State Averages by +8.7% and +12.4% respectively
 - Second Graders on Track in Reading and Math Above State Average by +6.5 and 9.8% respectively
- **Student Progress**
 - Student Progress (3-8) score up +3.8% and Above the State Average by +0.9%

NOTE: R1 Ready is a collaborative research-based yearlong leadership pipeline training program co-sponsored by the Executive Director of Schools and Teaching and Learning that provides for those aspiring to become leaders or administrators in the district (Understanding Your Why, Self-Assessments, Shadowing, and Self-Reflective Leadership).

SC READY – Third Grade Read to Succeed



SC READY	Third Grade Read to Succeed		
Year	Number of Students Tested	Number of Students Scoring Did Not Meet	Percentage of Students Scoring Did Not Meet
2022	1638	655	40.2%
2023	1634	537	32.7%
2024	1682	538	32.1%
2025	1684	329	19.3%

Dr. Hasinger - Rising Together! Secondary and K-12 Achievements



- **Academic Achievement**
 - Algebra I Pass Rate (A-D) up +10.4%, Algebra I Proficiency Rate (A-C) up +9.2%
 - English II Pass Rate (A-D) up +3.1%, English II Proficiency Rate (A-C) up +2.5%
 - US History Pass Rate (A-D) up +5.2%, US History Proficiency Rate (A-C) up +7.7%
- **Multilingual Learners' Progress**
 - Multilingual Learners Progress (K-12) score up +4.1% and Above the State Average by +9.1%
- **Graduation Rate**
 - Graduation Rate up +1.5%
- **College and Career Readiness**
 - College or Career Readiness Rate up +13.3%
 - College Readiness Rate up +3.9%
 - Career Readiness Rate +14.7%
- **School Improvement**
 - Reduced number of “Underperforming (Unsatisfactory and Below Average) Schools” from 17 to 10, no underperforming middle schools
 - No Unsatisfactory schools
 - All seven high schools improved their SCRC score
 - Two schools increased by two SCRC levels (Burnside and EE Taylor)

College Or Career Ready Results – Five Year History



Year	2021	2022	2023	2024	2025	2-YR Chg
District	44.7	55.4	55.8	59.4	73.3	+13.9
State	61.1	65.8	64.7	71.5	75.1	+3.6

- College Ready:

- Composite 20 or higher ACT
- **Composite 1040 or higher on SAT**
- Score 3 or higher on AP exam
- Score 4 or higher on IB exam
- Complete at least 6 approved Dual Enrollment courses with a grade of C or higher

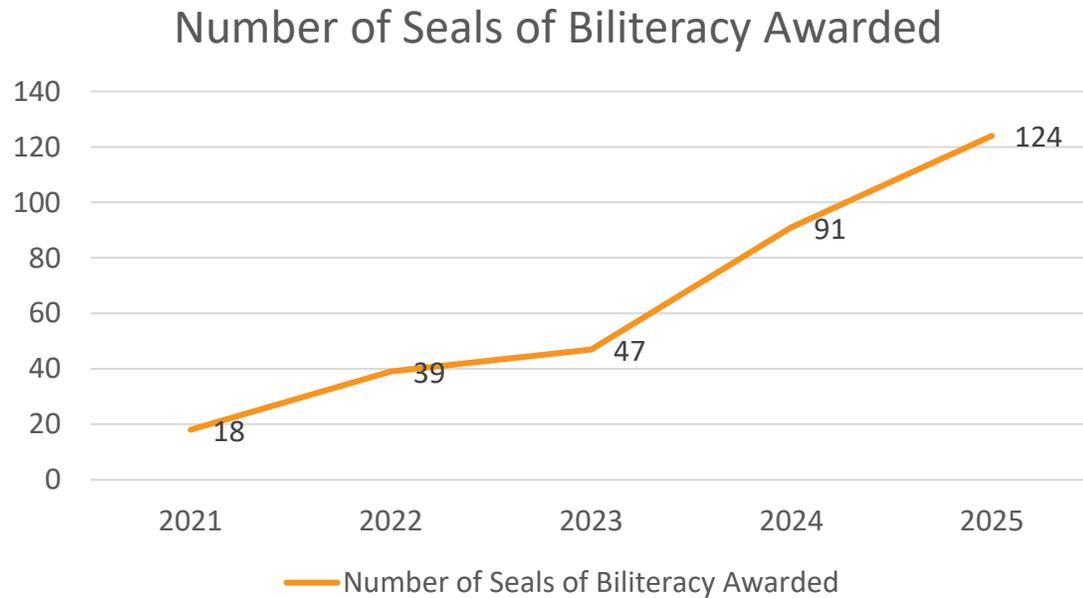
- Career Ready:

- CTE completer and earns a national or state industry credential (*New addition for 9th/10th graders – must earn 3 points on the industry credential assessment*)
- Earns a level 3 or higher on WIN or Silver or higher on WorkKeys (no longer given)
- Earns a scale score of 31 on ASVAB
- Completes a state-approved Work Based Learning exit evaluation from an employer
- SPED completion of HS Employability Credential

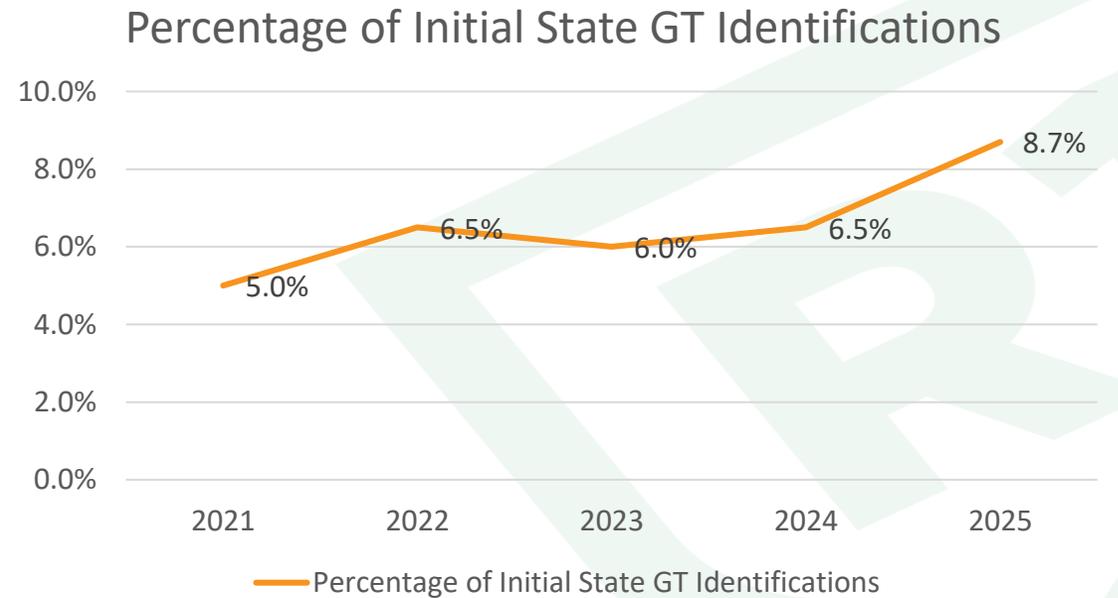
Seals of Biliteracy and State GT Identification



Seals of Biliteracy



State GT Identification (CoGAT, Iowa)





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Clarity, Coherence, Consistency, and Credibility:

Academic Supports for Student Success

Elementary Efforts Towards Improvement



- Consistent visitation to classrooms and PLCs to provide support and feedback.
- Participate in CIP meetings for underperforming or designated schools with the EDs of Schools
- Core ELA and Math curriculum check-ins (PLOs) monthly for grades K-5.
- Implementing Kickstart Reading PreK Curriculum.
- Continuing ThriveRichland's weekly play groups for Richland One families with children birth to five years old.
- Continuation of SC LETRS Cohort.
- Provide ongoing support to four focus schools through the transformation process.
- Brand curriculum (iReady) for new Math standards.
- After successful implementation of Scholastic, six schools are piloting the R.I.S.E curriculum used in Summer Reading Camp.
- Continued implementation of Visible Learning and AVID concepts into Tier I instructional practices.
- Monthly Brain Booster professional learning focusing on implementation strategies and curriculum delivery.
- Implementation of Vanderbilt Curriculum which focuses on 3 key pillars- rigorous content, open ended inquiry and accelerated pacing.
- Utilizing teacher feedback and input through surveys and the Teacher Think Tank.
- Four Palmetto Math Project schools awarded high-dose tutoring grant.

Secondary Efforts Towards Improvement



- Consistent training and support for the implementation of research-based concepts and strategies found in the Visible Learning research.
- Continued implementation of AVID concepts and strategies into Tier I instructional practices at Title I schools.
- Acquiring feedback from the experts in the field (our teachers) on our current curricular supports, documents, and district common formative assessment (DCFAs), editing those collaboratively for improvement.
- Removing uncertainty, improving clarity through the documentation of standard operating procedures.
- CTE Consultant auditing of transcripts, programs, and certifications.
- Leveraging micro-credentials for differentiated PLOs.
- Continued implementation of JAG program at all high schools.
- Increased dual-enrollment and CTE offerings.
- Summer talent development and PSAT prep via Young Einstein and Einstein 2.0 programs.
- Core content curriculum check-ins (PLOs) monthly, as well as monthly district PLCs with US History and Biology teachers.
- Continued implementation of reading intervention coaching, with a new hands-on RI curriculum at all high schools.
- Participate in CIP meetings for underperforming or designated schools with the EDs of Schools, providing ongoing support as evidence requires.
- Provide ongoing support to four focus schools through the transformation process.
- Five Palmetto Math Project schools awarded high-dose tutoring grant.

A Review: Success Criteria



Describe

- Student progress and gains made

Explain

- How we are building instructional capacity
- The importance of working collaboratively with others to build this capacity

Identify

- The district's unified approach using Clarity, Coherence, Credibility, and Consistency.

Articulate

- How culture affects our work and ways we can continue to build a positive culture

Our Credo



***We are Richland One.
Rich with talent; full of potential yet
discovered.
Today, I am greater than my yesterday.
And in my tomorrow our future is bright.
I am rising.
You are rising.
We are rising...together!***

“If you want to go fast, go alone; if you want to go far, go together.”



**THANK YOU!
YOU ARE VALUED!
YOUR WORK IS VALUABLE!**