



Central Valley Educational
Leadership Institute

Building Coherence for Instructional Improvement Research-Practice Partnership

June 2015

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What is Internal Coherence?

- Thinking about leadership and improvement
- Internal Coherence overview
- Break
- Reading and protocol on efficacy
- Lunch
- Instructional focus discussion
- Vision and Consultancy protocols
- Closing

Leadership Reflection Protocol

New folks:

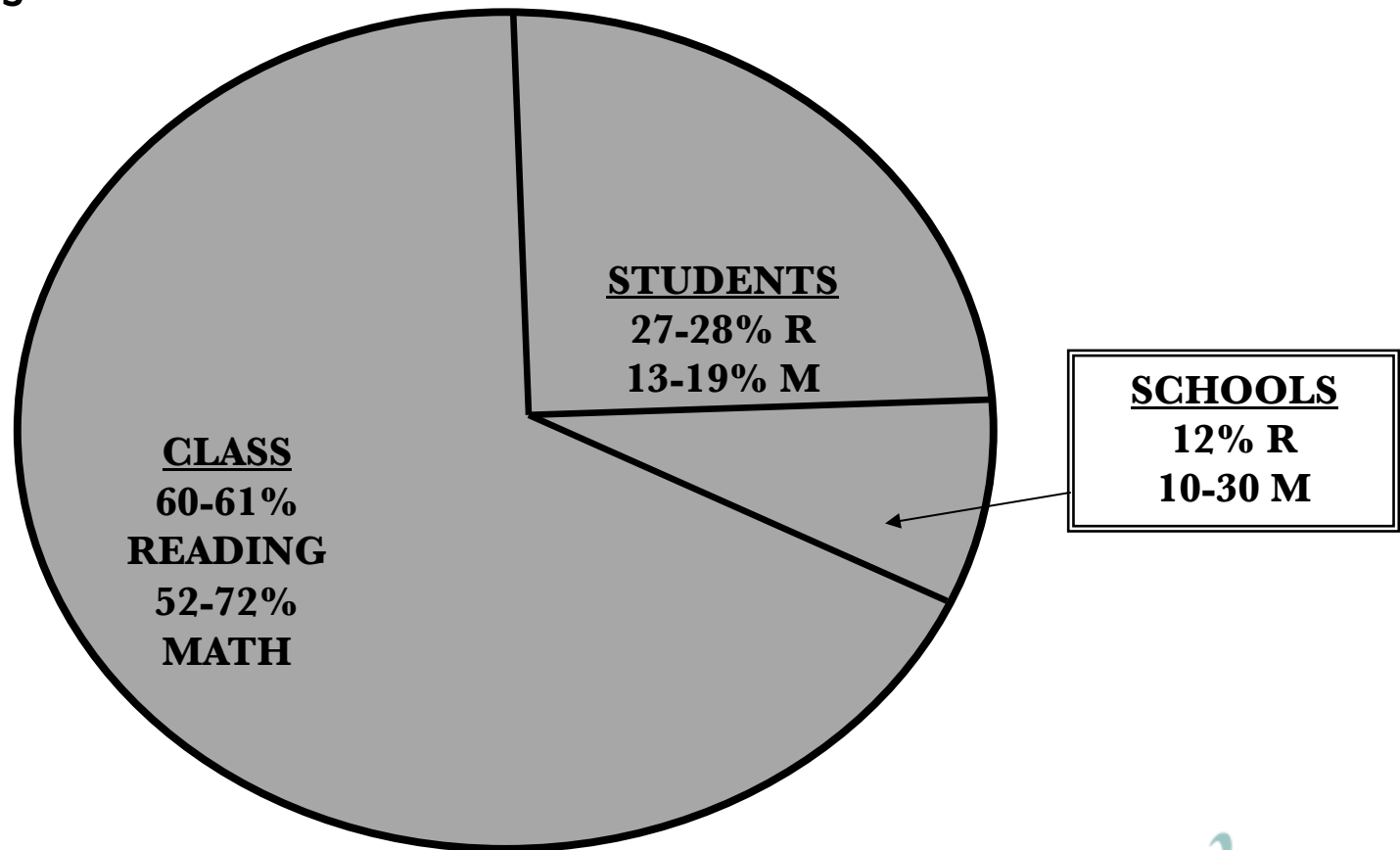
- What does it mean to be a “good” leader?
- How do leaders improve instruction schoolwide?
- What feels daunting about this task? Manageable?

Cohort I:

- How, if at all, did your conception of a “good” leader change over the course of the BCII PD?
- How, if at all, has your leadership practice changed?
- Does anything feel easier? More complex?

**PROPORTION OF VARIANCE IN STUDENT
GROWTH SCORES-- READING, MATH-- EXPLAINED
BY LEVEL**

What does this
mean to you?
What might
explain this?



Rowan, Correnti, & Miller, 2002

Building Coherence for Instructional Improvement

Content coverage, including the topics taught and their level of rigor, varies greatly between classrooms.

Rowan and Correnti (2009) found that the variance in time spent on literacy instruction was more than four times greater between classrooms than between elementary schools.

Strong school culture is not enough to support high levels of teaching and learning across the organization.

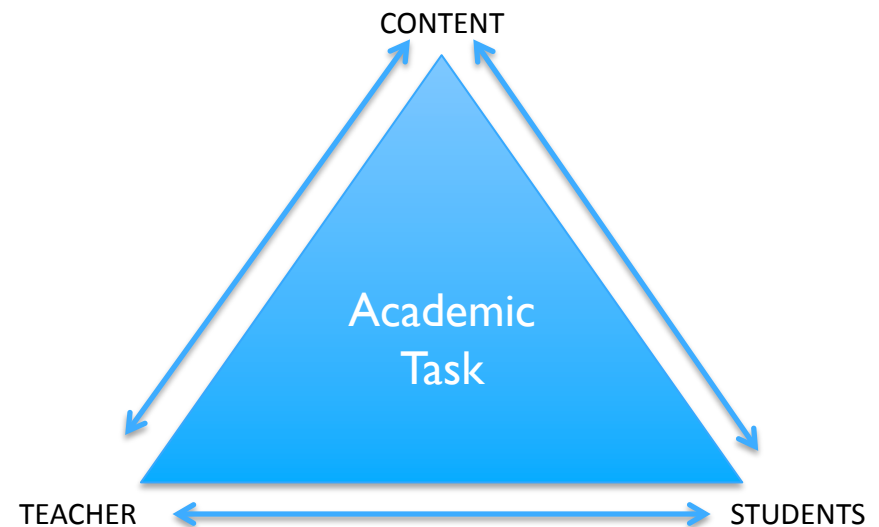
Merseth (2009) found that level of tasks' cognitive demand varied greatly across classrooms in charter schools with strong cultural coherence. These schools focused on “time on task” rather than how teachers and students worked with content.

Instructional Core & Academic Tasks

The relationships among teacher, student, and content determine the task

instructional core: the relationships among teachers, students, and content that influence student learning

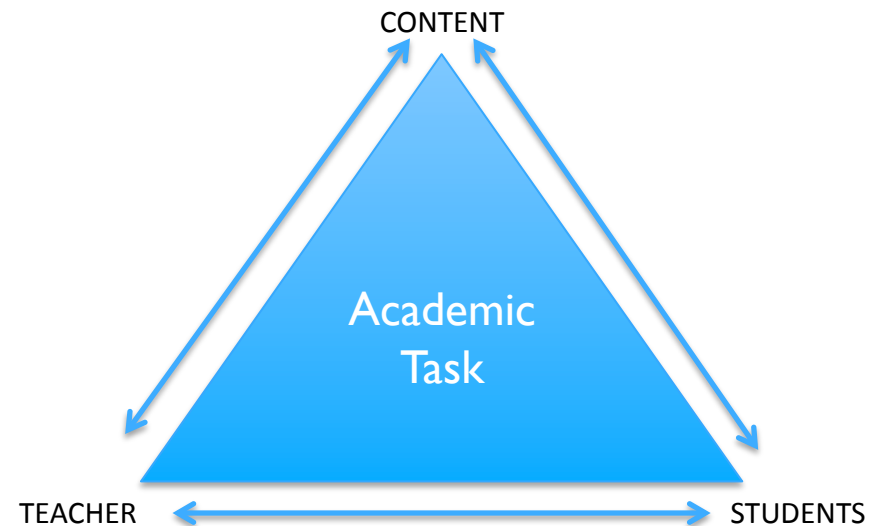
academic tasks: the work that students actually do



City, Elmore, Fiarman, & Teitel, 2009; Cohen & Ball, 1999; Doyle, 1983

Task Predicts Performance

“Students’ academic work in school is defined by the academic tasks that are embedded in the content they encounter on a daily basis... **Students will learn what a task leads them to do,** that is, they will acquire *information and operations* that are necessary to accomplish the tasks they encounter” (Doyle, 1983).



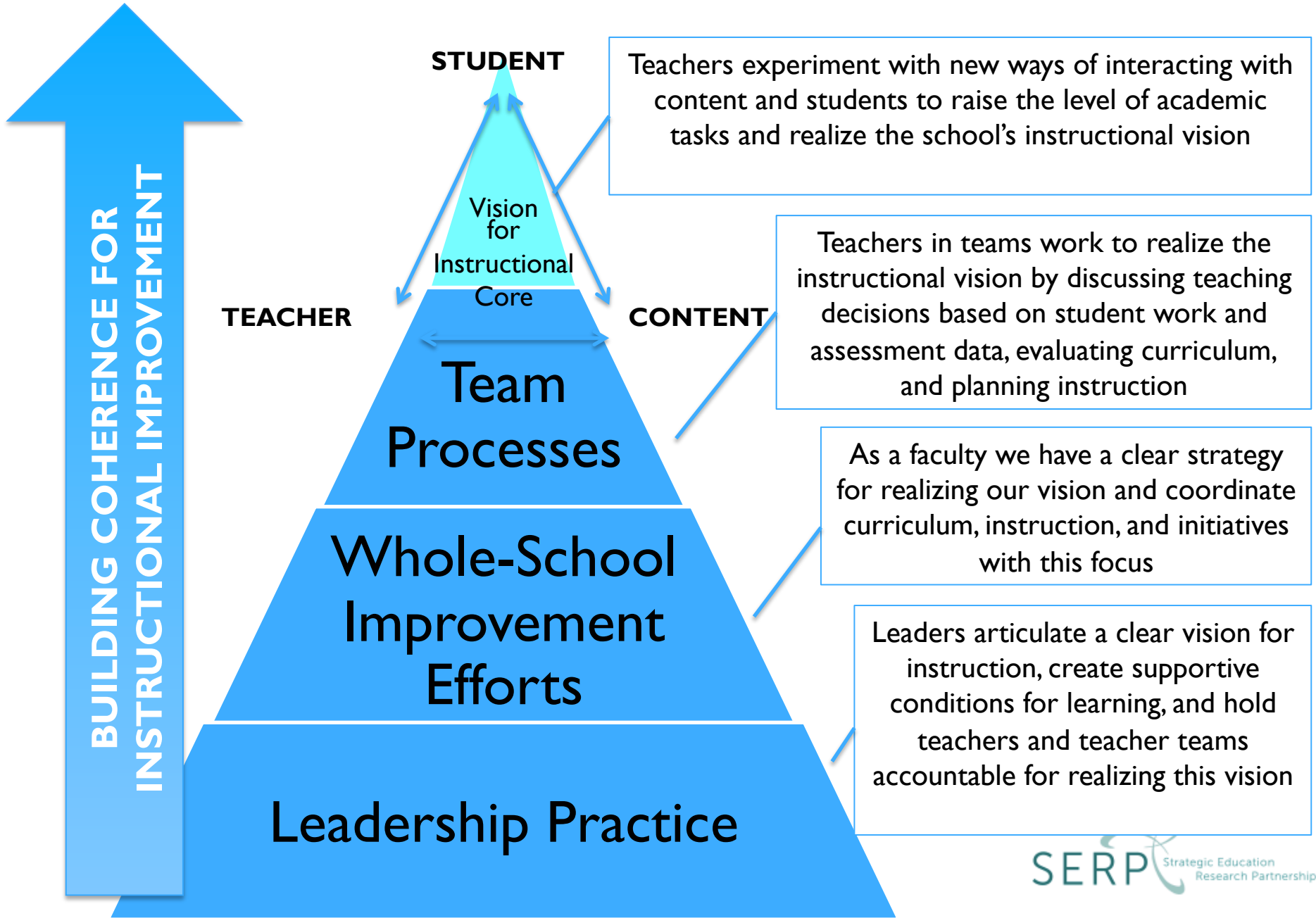
What is the task in each classroom?

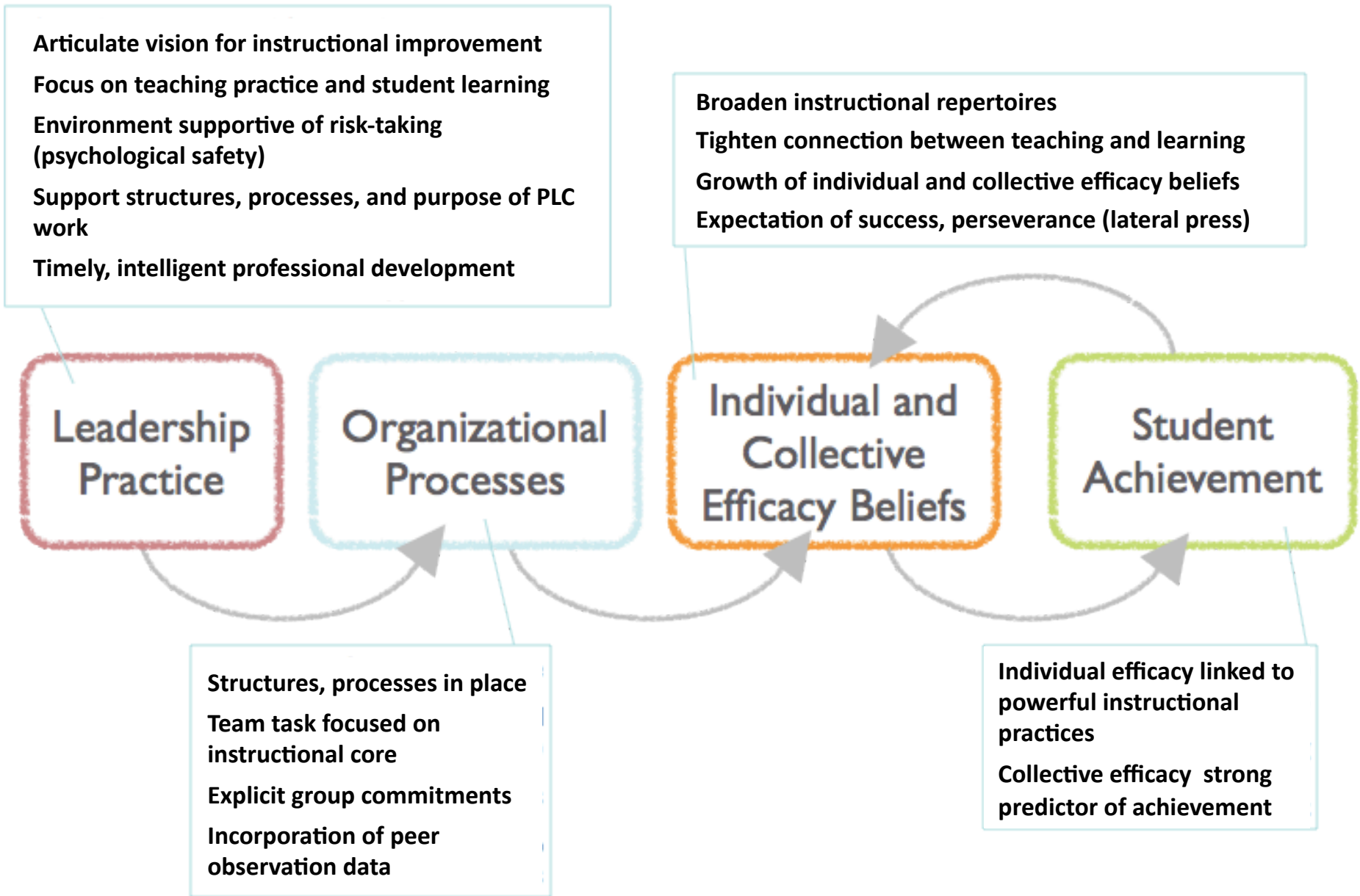
5th Grade Problem: Farmer Jim keeps 12 hens in every coop. If Farmer Jim has 20 coops and every hen lays 3 eggs on Monday, how many eggs will Farmer Jim collect on Monday? Explain your reasoning using words, numbers, or pictures.

Class 1: The teacher gives students 7 minutes to work alone and record their work, then 7 minutes to work in pairs to come to their final solution. The teacher chooses students to explain and justify their final solution for the class.

Class 2: Same as Class 1, but students volunteer to present, and after presentations the teacher always writes the up the final solution for students' notebooks.

Class 3: Same as Class 1, except teacher pairs her strongest students with her weakest ones, lets the students pick who presents, and students hand in a joint product at the end.





Internal Coherence Framework

Building Coherence for Instructional Improvement Overview

Fall 2013

I. Internal Coherence & Instructional Focus

II. Vision & Strategy for Improving the Instructional Core

Spring 2014

III. Instructional Core & Academic Tasks

IV. Team Work & Practices of Effective Teams

Fall 2014

V. Instructional Rounds

VI. Strategic Plan: Going Deeper

VII. Task: Going Deeper

Spring 2015

VII. Teams: Going Deeper

IX. Ownership and Next Level of Work

Learning from Colleagues

What does growing Internal Coherence in your school look like?

Break

See you in 10 minutes

Teacher Efficacy

- Albert Bandura, social cognitive theory
- “I believe our faculty has what it takes”
- Related to:
 - Aspirations, creativity, resilience, responsibility, student-directed learning, collaboration
 - Positively and significantly related to achievement
- Sources of efficacy beliefs: mastery experiences, vicarious experiences, social persuasion

I. Goddard et al., 2000; Goddard et al., 2004; Goddard et al., 2011; Hoy et al., 2002

Efficacy and the Instructional Core

Please read the selection from Puchner & Taylor (2006) considering:

- How would you describe the nature of the teachers' collaborative work?
- How do teachers' understandings, attitudes, or beliefs change as a result of this collaboration?
- Choose one passage that strikes you as important or interesting

We will run the *Save the Last Word* text protocol in 20 mins

Save the Last Word Protocol

1. First person identifies the part of the article that s/he found to be most significant and reads it out loud to the group. This person *says nothing about why s/he* chose that particular passage.
2. The other participants each have 1 minute to respond to the passage — saying what it makes them think about, what questions it raises for them, etc.
3. The first participant then has 3 minutes to state why s/he chose that part of the article and to respond to— or build on —his/her colleagues’ comments.
4. The same pattern is followed until all four members of the group have had a chance to be the presenter and to have “the last word.”

Use any additional time to debrief the experience. How was this a useful way to explore the ideas in the text and to explore your own thinking?

Lunch

Closing & Reflection

- New folks
 - How does the IC model align with or differ from your conceptions of leadership and school improvement?
 - Does it make anything feel more simple or complex?
 - What questions feel most pressing for tomorrow?
- Cohort I
 - How did today go? Thoughts for best supporting new folks in next 2 days?



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Your Thoughts from Yesterday

Good review, affirmation

Appreciated hearing from the Cohort I schools

Model aligns with conceptions of leadership

Timing of IR, wisdom starting before IC?

Breakout groups for a more productive session

Overwhelming for new folks

How best to partner, mentor, orient new folks?

How do you “do” IC?

- Role of Leadership Team
- Work on vision and strategy (differentiate)
- Lunch
- Supporting Teacher Teams
 - Productive team talk
 - Psychological safety
 - Constructive challenge
- Close 2:30

IC Essentials

- Learn the work by doing the work
- Attentive to product AND process
- Focus on the instructional core
- Iterative and developmental
- Collective efficacy, agency for change
- DOK Level 3
- Teacher learning NOT implementation

Developing a Shared Vision & Strategy



ambitious instructional vision: our best thinking about the high-level teaching and learning we want to see school-wide

strategy: our *plan of action* for improving teachers' instruction and students' learning to realize this vision

Developing an Ambitious Instructional Vision

Objective: Develop a bold vision for instruction that is anchored in the instructional core

Context: Back to the future! It is 2019. Reflect on the current work of teachers and students and just how far you have come.

Discuss & Record

1. What does “it” look like? What are students doing? What are teachers doing? How are they interacting with content? *Use the present tense.* [10 min]
2. Look back to 2015 and describe what the work of teachers and students looked like when you started. *Use the past tense.* [10 min]

Developing an Ambitious Instructional Vision

Evaluating the audacity of our vision [10 min]

- Is our vision ambitious enough that it requires adults and students to learn to work in new ways?
- Would making this vision a reality result in meaningful improvements in student learning?
- Is our vision observable and grounded in the instructional core? Would we be able to see if students and teachers were working in ways that reflected this vision?

Be specific! What would it look like? What would it feel like?
How would it improve learning?

Break!

Make any adjustments
Commit your vision to paper

See you in 10 minutes

Teacher Learning Bridge

Set the direction for improving teaching and learning at your school through the creation of a shared instructional vision and strategy that evolves over time.

Consider the gap between where we are now and our instructional vision: what teacher **learning** needs to occur before we will be able to reach our instructional vision?

Shared Definition of Strategy

“The set of actions an organization chooses to pursue in order to achieve its objectives. These deliberate actions are puzzle pieces that fit together to create a clear picture of how the people, activities, and resources of an organization can work together to accomplish a collective purpose”
(Childress, 2004).

Puzzle Pieces: What's Currently Happening in our Organization?

Brainstorm [15 min]

- What are all the improvement initiatives currently under way in your school? Write down each on a sticky note and place them on your poster.
- Curriculum focus? Common Core? Professional development? Collaborative practices? Discipline? Instructional Rounds?

Adapted from Curtis & City, 2009

Puzzle Pieces: How do they fit together?

Map [15 min]

- How do these initiatives relate to or reinforce each other?
- How are teachers learning to act in new ways?
- Where is the learning happening?

Puzzle Pieces: What Does it Feel Like to Work in our Organization?

Infer [5 minutes]

- What do you notice?
- What does this list communicate about your current priorities? Is this what you hope to communicate?
- What does it feel like to be a teacher in this organization?

Consultancy Protocol

School 1: Share [6 min] What is your vision? Why do you think it is an ambitious vision for instruction? How will this instruction lead to the learning outcomes you seek?

School 2: Clarifying Questions [2 min] What was unclear? What else do you need to know?

School 2: Analysis [5 min] What do you think about their instructional vision? What questions does this raise? How does this connect to your experience? (School 1 is silent during this time and listens to discussion by School 2.)

School 1: Reflection [4 min] What are you thinking? Did anything resonate with you?

School 2 then shares their work. After both have shared debrief the experience and use any remaining time for further discussion.

Adapted from the National School Reform Faculty

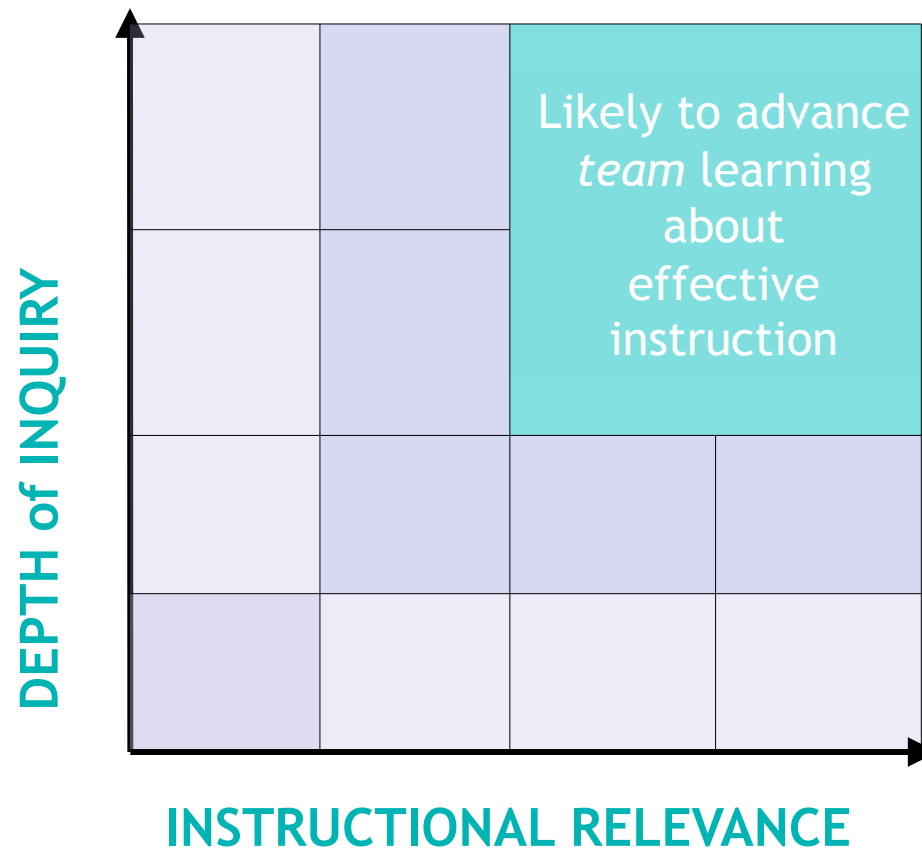
Day 3!

- Instructional focus – when are we done?
- Supporting the new folk
- Deepening the work in IC Year 3
- Summer vacation.

Reassurance

- DOK 3 ideas, concrete practices
- OneHub
- Collaboration (efficacy)
- Public learning most powerful piece

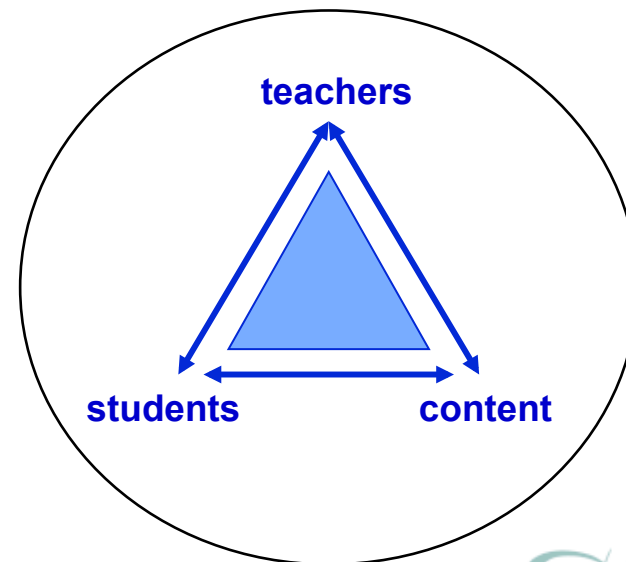
A Framework of Instructional Conversations



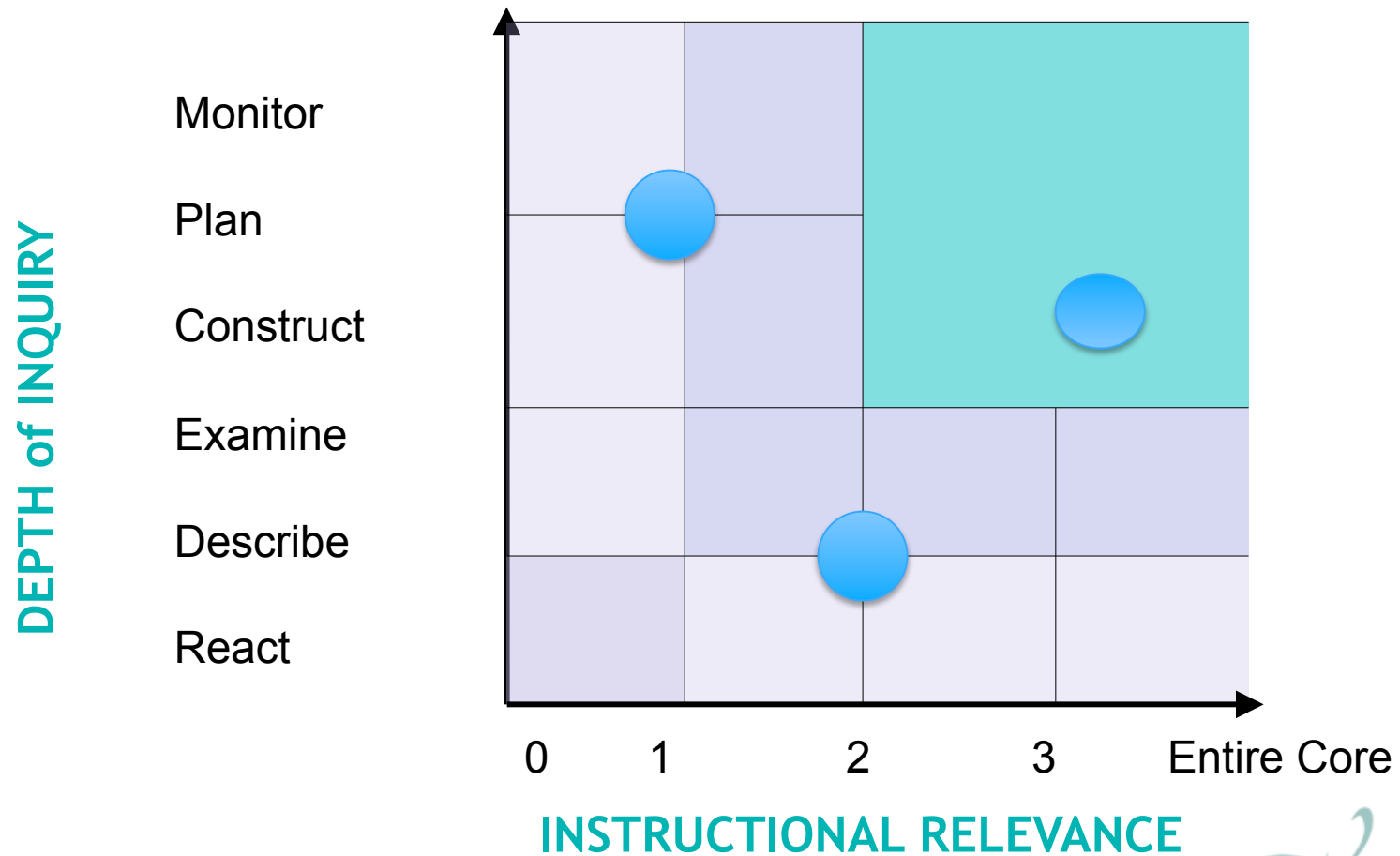
WHAT we talk about

Instructional Relevance:

The extent to which team discussion centers on **multiple relationships** among teachers, students, and content in **particular terms and instructional contexts** (Cohen & Ball, 1999, 2001)



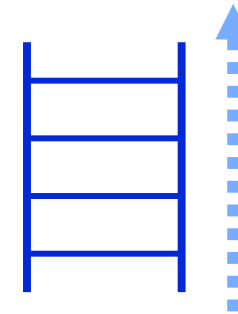
A Framework of Instructional Conversations



HOW we talk about it

Depth of Inquiry:

The extent to which team discussion **develops a line of thought** that is **constructively challenged** so that the team's understandings and practices are examined, developed, applied, and revised over time.



Inquiry processes build toward
actions in the classroom

Depth of Inquiry: Constructive Challenge

Test Understandings –
MONITOR

X

Test Understandings –
PLAN

X

Build Understandings -
CONSTRUCT

X

Build Understandings -
EXAMINE

X

Share Experiences -
DESCRIBE

X

REACT

to business and relations

X

AND to what degree
does the group
constructively
challenge
its line of thought?

- check assumptions
- question interpretations
- push back on ideas
- play “devils’ advocate”
- surface tensions
- examine hypotheses
- revise group processes
- reframe understandings

How do we know when you're “done”?

1. We don't like the word done – when to “shift,” fine-tuning, evolving, shifting
2. Becomes more automatic, integrated, consistent, part of culture (induction still an issue)
3. Vision will keep evolving
4. BLM – math review initial focus on steps, then no longer necessary
5. Vision protocols, always refer back – pictures of what it SHOULD look like (what are teachers doing / not doing? what are kids doing? what kind of content should you see?)
6. When >90% looks like the vision (we need to see it)

Leadership Team Tasks

SCHOOL Leadership Team Task: set the direction for improving teaching and learning at your school through the creation of a shared instructional vision and strategic plan that evolves over time.

PRINCIPAL Leadership Team Task: continue to deepen your collective **IC / improvement work**, incorporate and support principals who are new to the work, and (hopefully) spearhead year 3 **IC content** in the area.

- * **Cross-team learning**
- * **Team reflection on their learning process (double-loop learning)**
- * **Deepening pedagogical **CONTENT** knowledge over time**

BCII DISTRICT Leadership Team Task: protect and deepen the **IC work** that has been done thus far, and disseminate the work to **Cohort II and larger Central Valley**

Learning Commitments

Individual write (4 minutes):

- What supports your individual learning?
- What shuts down your individual learning?

Group share (10 minutes)

- Given our shared task as a leadership team, how should we work together?

3-5 Group commitments (10 minutes):

- What commitments will we make to each other to foster our group learning?
- What commitments will support us in accomplishing our leadership team task?

Learning Commitments

Helpful when inducting new folks, builds safety

Time to process before conversations in meeting

Time to practice, build in checking for understanding in meetings

Visual learner will chart it or graph it or talk it through

SMART to do right away

Commitments from Cohort I

- Partners
- Affirmation, encouragement
- Schedule meetings outside of principals' meetings
- Share contact info – Friday night texts post-wine ok
- Continue to ask “what do you need from us?”
- LDs?

Learning Commitments

1. Ongoing time in principal meetings!!!
2. Clarity, reflection, not over-stuff agenda, commitments
3. Built-in team sharing
4. GB – will create exec advisory group incl. old principal, teacher, organized, responsive
5. Sylvia – time for reflective conversations, clarity on tasks
6. Debbie – be advocate, liaison to exec cabinet, BUDGET!, what are needs?

Processes and protocols for learn the work by doing the work

Ensuring all kids successful high levels **IC is**

Increasing self and group efficacy

Commitment by everyone to do whatever it takes for all kids

System values kids

Building capacity and leadership in our teachers so they own and drive it

Not only in a school, empowering leaders broadly common goal bring everyone up, not top down

Disciplined in time and strategic conversation and planning

System empowers teachers to be leaders of their own learning

Process provides tools so all pushing together same goal, transparent system

Collab system uses protocols, builds site leadership and efficacy from ground up

Group effort to learn together for students

“Trying on” these ways of talking

- **check assumptions**
So does this mean you’re assuming that they didn’t get it the first time because...?
- **question interpretations**
I hear you saying ____, is that right?
- **play “devils’ advocate” or “push back” on ideas**
But if we keep scaffolding, will they ever learn to do it on their own?
- **surface tensions**
So on the one hand, Linda is concerned about... But on the other, Ginny fears this might...
- **examine group hypotheses**
Ok, so what we’re saying is that IF we all... THEN we will see...
- **reframe collective understandings**
So what we decided today is...

Fall 2015

- **5 minutes individual write:** how to we want to present our improvement work to faculty in the fall?
- **5 minutes individual share:** to group
- **10 minutes group discussion, revision**

Have a fantastic summer

You rock.