

Tennessee Intensive Transformation Cohort (ITC)

June, 2020



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE



Intensive Transformation Cohort

- Agenda
 1. Introduction
 2. Reality: Tennessee School Opening Guidance
 3. Coherence Framework (Fullan)
 4. Possibility: School Transformation Plan
 5. Preview: Differentiation & Personalization
 6. Process Check, Next Steps & Wrap Up

Reality: TN DOE School Opening Guide

- Last week, the Tennessee Department of Education published a School Opening Guide for schools and districts.
- Framed as guidance and not mandates.
- Explores a variety of scenarios and offers “toolkits” to support school and district leaders in planning for the fall.
- Clearly states that broad waivers to school day (6.5 hours) and school year (180) requirements are not being contemplated.

Reality: TN DOE School Opening Guide

“Tennessee State Statute defines a calendar school year as 180 days and a school day as 6.5 hours. State statute defines this expectation for the 2020-21 school year. The department, as always, will allow for the appropriate use of stockpile days, but recognizes that districts should also plan for a potentially non-traditional school year for 2020-21. As such, there are no current plans at the state level for an application of broad waivers being granted.”

- TN DOE School Opening Guide Pg. 25

Reality: TN DOE School Opening Guide

Explores Four Broad School Opening Categories:

(And Offers Options To Consider within Each)

- Category 1 - All Students Physically in School Buildings
- Category 2 – All Students Participate in Virtual and Distance Education
- Category 3 – Some Students in Physical Buildings & Some Students Virtual
- Category 4 – Cyclical or Intermittent Physical and Virtual Education

Category 1 - All Students Physically in School Buildings

Options within the “traditional” schooling category might include:

- Traditional Return – school as we have traditionally known it.
- Staggered Return – Gradual re-opening until reaching full capacity.
- Staggered Schedule - staggered times in which students attend school as a way to minimize congestion. (e.g. 7am – 2pm group and a 10am -5pm group)
- Year-Round – Operate schools year round with groups of students being in school at different times. (e.g. four tracks of students where one track is constantly “off,” thereby reducing congestion by 25%)

Category 2 - All Students Participate in Virtual and Distance Education

Options within the “remote” schooling category might include:

- Fulltime Distance Education – Students are enrolled in a fulltime education program or school. TN DOE notes that full sets of instructional materials, with videos and assessments will be provided at no cost to all districts in Tennessee, if needed.
- Self-Paced or Semi-Independent – Students are enrolled in a self-paced program of study, either through an existing platform adopted by local districts or through recommended programs. This may also include packet-based instruction with virtual teacher support. Not broadly recommended, since a significant amount of support and onboarding necessary to implement this model well.

Category 3 - Some Students in Physical Buildings & Some Students Virtual

Options within the “hybrid” schooling category might include:

- Split Days - Students attend half days at school and half days virtually.
- Alternating Days - Students attend alternating days of instruction, typically on a 2-week cycle. For example, a student may be in school Monday, Wednesday, and Friday on Week A and then Tuesday and Thursday on Week B.
- Physical Attendance Based on Need - Schools allow for some students to be physically in school while others attend school virtually. Distance instruction can occur in synchronous format (livestream the class), through recordings, or similar.

Category 4 - Cyclical or Intermittent Physical and Virtual Education

Options within the “intermittent” schooling category might include:

- Staff and Family Choice - Some districts may opt for families and staff members to select the form of education that they would like to use. Some students and teachers may choose to learn or teach virtually from home, while others may choose to be physically in school.
- Emergency or Responsive Situations Only - Contingency plans for remote learning that would be immediately implemented by districts based on the community, regional or state resurgence of the virus.

Reality: TN DOE School Opening Guide

Small Group Conversation (10 minutes):

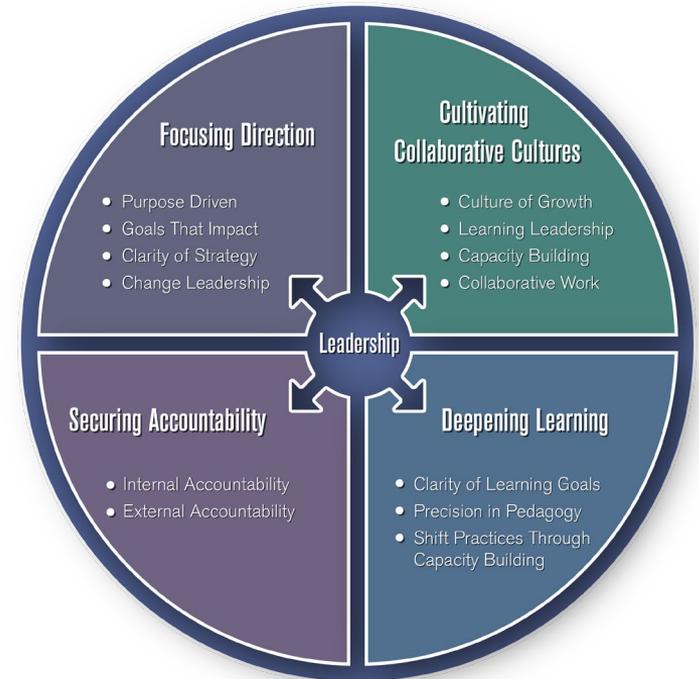
- What implications does this School Opening Guide have for your planning?
- What level of autonomy will your school be given to make decisions around school schedule and structure?
- If school were opening next week, would you be considering any of the options outlined in the School Opening Guide?
- Are there other options besides those delineated in the Department of Education's Guide?

Fullan's Coherence Framework

- What is coherence?
 - Shared depth of understanding about the purpose and nature of the work.
 - More than alignment: having a collective understanding and direction.
 - Deep specificity and clarity of action across an organization.
- Fullan's research has identified “the right drivers” for educational improvement, and integrated them into the Coherence Framework.

Fullan's Coherence Framework

- Four interrelated “Drivers” make up the Coherence Framework:
 - Focusing Direction
 - Deepening Learning
 - Cultivating a Collaborative Culture
 - Securing Accountability
- Our school transformation effort will align to these four drivers.



Fullan's Coherence Framework

Focusing Direction: “The ability to develop and sustain focused direction in the face of competing and complex demands internally and externally.”

- Purpose Driven: “develop a shared moral purpose and meaning” as well as a pathway for attaining it.
- Goals That Impact What Matters Most: few goals, aligned to the most important purposes
- Clarity of Strategy: reduce, reframe & remove to achieve simplicity and transparency
- Change Leadership: cycles of innovation, along with push and pull strategies (direct and invite).

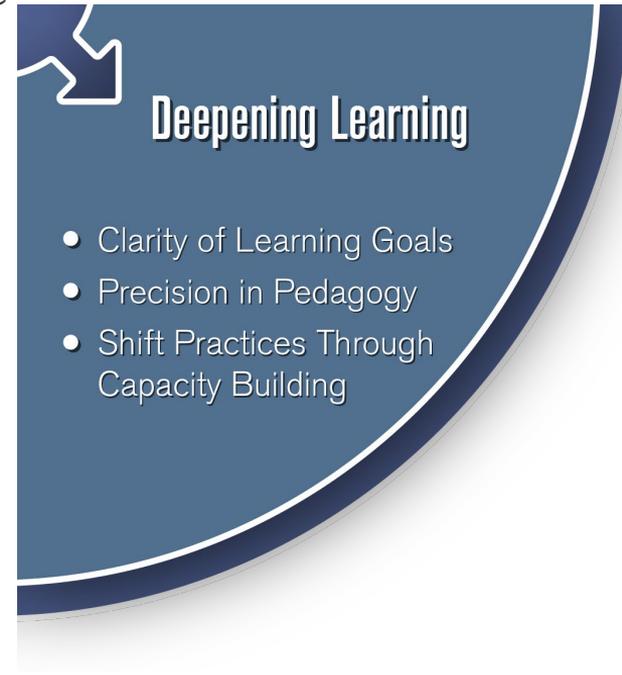
Focusing Direction

- Purpose Driven
- Goals That Impact
- Clarity of Strategy
- Change Leadership

Fullan's Coherence Framework

Deepening Learning: “becoming both learners and reflective doers who are working on continuous improvement and innovation simultaneously.”

- Clarity of Learning Goals: consensus on specific desired competencies and outcomes for students.
- Precision in Pedagogy: Develop “instructional guidance systems” or explicit frameworks and models to guide the leaning process.
- Shift Practices Through Building Capacity: identify the processes that will support a shift in practice for *all* educators.



Deepening Learning

- Clarity of Learning Goals
- Precision in Pedagogy
- Shift Practices Through Capacity Building

Fullan's Coherence Framework

Cultivating Collaborative Cultures: “We need leaders who... know how to engage the hearts and minds of everyone; and focus their collective intelligence, talent, and commitment to shaping a new path.”

- Culture of Growth: built by organizations that support learning, innovation, and action.
- Learning Leadership: principals as “lead learners” model learning, shape culture, and maximize the impact on learning.
- Capacity Building: as knowledge and skills are developed, collaborative culture is deepened, shared meaning is clarified, and commitment is reinforced.
- Collaborative Work: people are motivated to change through meaningful work done in collaboration with others.

Cultivating Collaborative Cultures

- Culture of Growth
- Learning Leadership
- Capacity Building
- Collaborative Work

Fullan's Coherence Framework

Securing Accountability: Successful schools build “a collaborative culture that combine[s] individual responsibility, collective expectation, and corrective action.”

- Internal Accountability: individuals and groups willingly take on personal professional and collective responsibility for continuous improvement and success for all students, and are accountable to themselves and to the group.
- External Accountability: standards, expectations, and selective interventions promulgated by various authorities. Should seek to support and reinforce internal accountability.



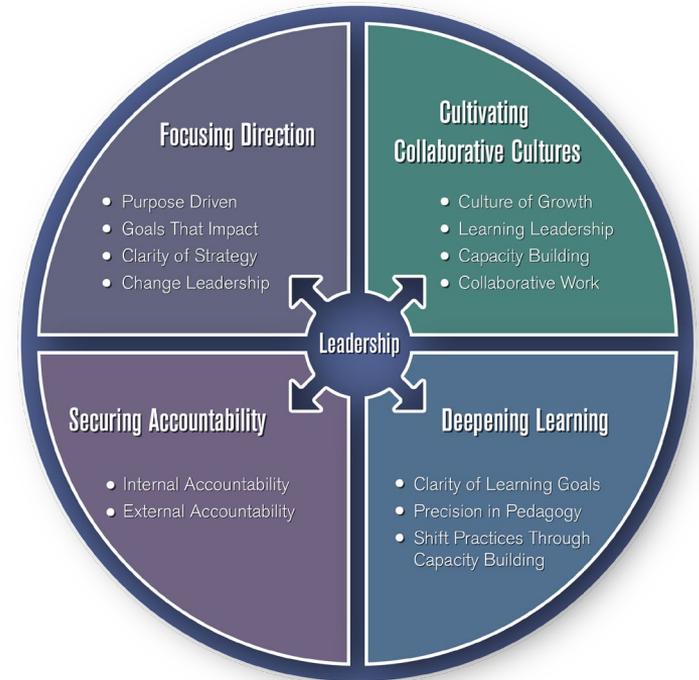
Securing Accountability

- Internal Accountability
- External Accountability

Fullan's Coherence Framework

Small Group Conversation (10 minutes):

- How does Fullan's Coherence Framework compare with your perspective on school improvement, instructional leadership, and change management?
- What components of the Coherence Framework might be most helpful in thinking about school transformation?
- Are there other elements of coherence are not explicitly addressed by the Framework?



Possibility: School Transformation Plan

- Rashidah Lopez Morgan, Education First
- The School Transformation Plan (STP) will give structure and direction to our planning over the next three weeks.
- STP is aligned both to the Fullan Coherence Framework, and also to our ITC collaborative learning progression.
- You will work with your ITC Team to work through a series of questions each week that will help clarify your thinking and articulate your strategies and overall plan to address student learning this fall.

Looking Ahead: PPLS Module #5

- Dr. Krissy Turner, Instruction Partners
- Principal Professional Learning Series Module #5 addresses Differentiation, Personalization, and Intervention.

Review & Process Check

- Any reflections, comments, questions, or concerns about Friday's ITC School Teams meeting?
- Any reflections, comments, questions or concerns about today's ITC Principals meeting?
- Are we on the trajectory needed to support you in your planning for the fall?

Wrap Up & Next Steps

- Questions, comments, takeaways
- PPLS Module #5 is Wednesday at 1:30 p.m. eastern
- ITC School Team Meeting is Friday at 10:00 a.m. eastern
- Survey: [ITC Monday Survey \(Principals\)](#)