Intensive Transformation Cohort

• Agenda

1. Introduction
2. Possibility: What Could Schooling Look Like in the Fall?
3. Going Deeper: Personalized Learning
4. Fullan’s Coherence Framework (time permitting)
5. School Transformation Plan
6. ITC School Team Time
7. Next Steps & Wrap Up
Looking Back & Looking Ahead

• Last Friday: Application of PPLS Module #4 Assessment
• Last Friday: Problem Definition Worksheet
• Wednesday: PPLS Module #5 Personalized Learning for Students
• TODAY’S MEETING
• Next Week: Strategic Use of Resources
Design Thinking

- From IDEO Design Thinking Toolkit, and aligned to the research in *Change By Design*.

- A process for developing effective solutions to thorny problems.

- Step 4 is often referred to as “Prototyping” which fits better for public education.

- Your ITC School Team will undertake steps 1-4 this summer and step 5 in the new school year.

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**The five phases of the design process:**

1. DISCOVERY
   - I have a challenge. How do I approach it?

2. INTERPRETATION
   - I learned something. How do I interpret it?

3. IDEATION
   - I see an opportunity. What do I create?

4. EXPERIMENTATION
   - I have an idea. How do I build it?

5. EVOLUTION
   - I tried something. How do I evolve it?

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Design Thinking

• From IDEO Design Thinking Toolkit, and aligned to the research in *Change By Design*.

• The design process oscillates between divergent and convergent thinking.

• In the early discovery stage of design, more possibilities are considered.

• As one moves into the interpretation stage, the number of possibilities are narrowed.

• Today we will start with divergent thinking, and transition into convergent thinking.

Re-Imagining School Activity

Possibility: Choose one article:

• Blad (EdWeek); Mathewson (Hechinger); or Reville (Globe)
  o Take 5 minutes to read and reflect individually.
  o What do you agree with / disagree with?
  o What made you think? What made you excited or angry?
  o Did the piece introduce any innovative new ideas?
  o In what ways do you think school needs to be different next year?
Re-Imagining School Activity

VERY Small Groups (5-6 minutes):

• What could schooling look like to best serve our students?
  
  o What if there were no constraints? Would school look different?
  
  o How might you think differently about grade levels, assessment, collaboration, instruction, school schedule, physical space, staffing, technology, intervention, self-pacing, student mastery, etc.
  
  o What would we have to be good at to make these possibilities a reality?
Going Deeper: PPLS Module #5

• Dr. Krissy Turner, Instruction Partners

• Principal Professional Learning Series Module #5 addressed Personalized Learning for Students.
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’ 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:
  o Focusing Direction
  o Deepening Learning
  o Cultivating a Collaborative Culture
  o 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).


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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 learning process.

- **Shift Practices Through Building Capacity:** identify the processes that will support a shift in practice for all educators.

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.

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.

Discussion:

• 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.
# ITC School Team Work Time

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Please contact Wade McGarity (wade@utk.edu) or Jim McIntyre (jmcinty5@utk.edu) with any issues.
ITC School Team Work Time

School Teams (45 - 60 minutes):

1. Designate a facilitator (not the principal) and a recorder (to type your collective decisions into the STP)

2. Share & discuss ideas from the *Re-Imagining School* activity

3. Complete and refine your Problem Definition (STP Section 1)

4. Consider, discuss, and answer guiding questions on Personalized Learning (STP Section 2)

5. Document Items 3 and 4 above in your School Transformation Plan
   
   [https://drive.google.com/drive/folders/1MgQirihiCiPjymi46czv16dbSt8A0h8z](https://drive.google.com/drive/folders/1MgQirihiCiPjymi46czv16dbSt8A0h8z)

6. Come back to the main ITC [Zoom meeting](https://zoom.com) by 11:50 a.m. EDT
Review & Debrief

• Please share your thinking and progress from ITC School Team time.

• Reflections, comments, or takeaways?

• Questions or concerns?

• Are we on the trajectory needed to support you in your planning for the fall?
Wrap Up & Next Steps

- Questions, comments, takeaways
- ITC Principals Meeting is Monday (June 22) at 10:00 a.m. eastern
- PPLS Module #6 is Wednesday (June 24) at 1:30 p.m. eastern
- ITC School Team Meeting is Friday (June 26) at 10:00 a.m. eastern
- Please complete the survey.
  - [ITC Friday Survey (Principals)]
  - [ITC Friday Survey (School Team Members)]
Thank You!