Tennessee Intensive Transformation Cohort (ITC)

June, 2020
Intensive Transformation Cohort

• A collaboration of Tennessee SCORE, the Tennessee Department of Education, and the Center for Educational Leadership at the University of Tennessee.

• A small group of innovation-minded public school principals in Tennessee will explore meaningful school redesign and transformation that will better serve our students in the midst of the current public health crisis.

• Fifteen principals and schools from four school districts.
Intensive Transformation Cohort

• Agenda

1. Welcome & Introduction to the ITC
2. Review and Application of Principal Professional Learning Series (PPLS) Module #4: Assessment
3. Thinking About Possibility
4. Defining the Problem We’re Trying to Solve
5. Next Steps & Wrap Up
Quickly Introduce Your School

One person from each ITC School Team (not the principal):

- School Name, District
- Is your school named after someone / something? (person, neighborhood, etc.)
- Enrollment / Grades Served
- Share one thing you are proud of about your school.
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Goals

• Bring together innovative principals to collectively grapple with issues associated with the current public health crisis.

• Provide access to national experts around topics relevant to school redesign and transformation.

• Facilitate dialogue with ITC principals and school teams to enable principals to develop and execute a school transformation plan for school year 2020-21 and beyond.
Intensive Transformation Cohort

Expectations

• Be present and engaged (video on in small group!).

• Think creatively about how to best serve your children.

• Collaboratively apply lessons from this experience to re-design and transform schooling in your building.
# Intensive Transformation Cohort

## Calendar

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<td>Overview of ITC:</td>
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<td>Assessment &amp; Data</td>
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<td>What Problem Are We Trying to Solve?</td>
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<td>Leading &amp; Innovating with Coherence</td>
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<td><strong>June 26</strong>&lt;br&gt;10am – 12noon EDT&lt;br&gt;<strong>ITC Principals Group:</strong>&lt;br&gt;Developing Solutions and Building Capacity&lt;br&gt;<a href="https://tennessee.zoom.us/j/99909733099">Link</a></td>
<td><strong>June 29</strong>&lt;br&gt;1:30 – 3pm EDT&lt;br&gt;<strong>PPLS Module #7:</strong>&lt;br&gt;School Culture, Collaboration &amp; Community&lt;br&gt;<a href="https://tennessee.zoom.us/j/98532786973">Link</a></td>
<td><strong>July 1</strong>&lt;br&gt;10am – 12noon EDT&lt;br&gt;<strong>ITC School Teams:</strong>&lt;br&gt;Planning for Implementation and Change&lt;br&gt;<a href="https://tennessee.zoom.us/j/95362648707">Link</a></td>
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<td><strong>Week of June 29</strong></td>
<td><strong>July 1</strong>&lt;br&gt;10am – 12noon EDT&lt;br&gt;<strong>ITC School Teams:</strong>&lt;br&gt;What Are We Committing To Doing?&lt;br&gt;<a href="https://tennessee.zoom.us/j/94236953603">Link</a></td>
<td><strong>July 2</strong>&lt;br&gt;10am – 12noon EDT&lt;br&gt;<strong>ITC Principals Group:</strong>&lt;br&gt;Planning for Implementation and Change&lt;br&gt;<a href="https://tennessee.zoom.us/j/95362648707">Link</a></td>
<td><strong>June 29</strong>&lt;br&gt;1:30 – 3pm EDT&lt;br&gt;<strong>PPLS Module #6:</strong>&lt;br&gt;Strategic Resource Use&lt;br&gt;<a href="https://tennessee.zoom.us/j/98915286299">Link</a></td>
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Intensive Transformation Cohort

Support

• School Transformation Plan document
• School Teams
• Transformation Coach
• Principal Professional Learning Series (PPLS)
• Tennessee SCORE / COVID Innovative Recovery Network (CIRN)
# Review & Application of PPLS Module #4

## Principles to guide assessment

1. **Do no harm**
   - **Do**
     - Focus on building supportive relationships
   - **Do NOT**
     - Trigger trauma
     - Use invalid or unreliable assessments
     - Label and sort

1. **Prioritize instructional purposes**
   - **Do**
     - Prioritize content
     - Support teachers in examining student work
     - Use the assessments in your curriculum first
     - Use assessment results to scaffold within grade level instruction
   - **Do NOT**
     - Assess on non-priority content
     - Use assessment results to go back
     - Layer on additional assessments that do not provide new information

3. **Reduce or minimize everything else**
   - **Do**
     - Proactively understand every assessment students are taking
   - **Do NOT**
     - Assess unless you have a worthy purpose and plan for how you will use the data
Review & Application of PPLS Module #4

School Team Discussion (~12 Minutes)

- What do we know about what our students have learned this spring?
- What will we do in our school to gather information and data on student learning to inform instruction?
- What strategies will be essential to gathering necessary information about our students’ learning, and what strategies might be extraneous?
- Explore TN DOE Innovative Assessment Supports document – will any of these ideas and strategies meet your purpose of assessment?
Current Reality & Future Possibility

• Share out thoughts and reflections on PPLS Module #4.

• Theme: reality and possibility.

• Our perspective: realistic about the challenges we currently face, while hopeful about the commitment and creativity of our staff, and the resilience of our students.

• Understand constraints and challenges, but recognize that innovation and perseverance can overcome them.
Current Reality & Future Possibility

Possibility: Choose one article:

• Blad (EdWeek); Mathewson (Hechinger); or Reville (Globe)
  ○ Take 5 minutes to read and reflect.
  ○ What do you agree with / disagree with?
  ○ What made you think?
  ○ What made you excited or angry?
  ○ Was the focus on innovative new ideas or familiar strategies?
Current Reality & Future Possibility

School Teams (10 minutes):

• Possibility: What could schooling look like in 2020-21 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, technology, intervention, self-pacing, student mastery, etc.
  o What would we have to be good at to make these possibilities a reality?
What Problem Are We Trying to Solve?

• “The Mother of all Problems of Practice”

• Overwhelming: Many interrelated and significant dynamics that will be challenging this fall.

• But, what specific problem(s) are we actually trying to solve?

• Can we narrow in on a specific challenge related to student learning that we will need to address this fall, and that will have a significant and meaningful impact?

• Over work together over the next few weeks will help us to develop a plan to address the problem.
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.

Design Thinking - Define the Challenge.

- **List the possible topics.** What are the substantial problems or opportunities that you may want to tackle?

- **Frame the problem.** Rewrite problem statements into “how might we” questions, to frame the problem as a possibility.

- **Keep it simple.** Describe the challenge simply and optimistically.

- **Sketch out end goals.** Broadly, what do we want to accomplish, and what are the “deliverables” for this process?

- **Define measures of success.** What will success look like?

- **Establish constraints.** What are some possible barriers and limitations you might face?

- **Write it out.** Write out the challenge in clear, simple, brief language, addressing the considerations above.

Design Thinking - Define the Challenge.

The *Equity Meets Design* framework provides helpful perspectives as well:

- Who are the “People most Proximate to the Problem” and how would their perspective inform the problem definition?

- Ask yourself WHY it is important to address this problem, and how the solution might impact the People most Proximate to the Problem.

Source: Equity Meets Design
Design Thinking - Define the Challenge.

School Team Activity (~15 minutes):

• Using the principles from Design Thinking on the previous slides, define the main problem that your school will need to address this fall concerning student learning.

• In a few sentences, define the problem (in writing), identify potential constraints to addressing it, and think about what success might look like. (Please note that you are not yet defining how you will address the problem, just what the problem is.)

• Also, answer these three questions:
  o **Why** is it important for us to change in order to address this problem?
  o Where is our school community’s comfort level for change and redesign (on the continuum from incremental to fundamental)?
  o Does our individual and collective comfort level match the level of change needed and required to address our problem?

Wrap Up & Next Steps

• Quickly share out your problem definition (& send to me + transformation coach)
• Questions, comments, takeaways
• ITC Principals Meeting is Monday 10:00 a.m. eastern
• PPLS Module #5 is next Wednesday at 1:30 p.m. eastern
• Surveys:
  • ITC Friday Survey (Principals)
  • ITC Friday Survey (School Team Members)