

Key Leaders Network
Session #4: March 2019

Essential Question: *How can we use the principles and tools of the internal coherence framework to advance instructional improvement across our districts?*

Learning Targets

1. Reconnect with colleagues and with the big ideas associated with internal coherence as we continue to create a community of practice across districts.
2. Enhance skills associated with the use of the Framework of Instructional Conversations.
3. Deepen your understanding of collective efficacy, relating this to leader practices.
4. Reflect on your own and colleagues' learning associated with strengthening internal coherence, and plan next steps.

Learning Design

9:00 Registration and Networking

9:30 Welcome, Reconnect

- Overview of the Day
- Organizing for Work in Collaborative Groups
- Recalling the "Big Picture": *Reflect and Connect*

Enhancing Skills Associated with the Framework of Instructional Conversations

- A Tool to Use to Enhance Instructional Conversations: *Sample Stems to Support Depth of Inquiry*
- Using the Framework for Instructional Conversations: *A Simulation*

Collective Efficacy

- Benefits of Positive Efficacy Beliefs: *Take Two*
- Key Concepts Associated with Individual and Collective Efficacy: *Learning Line*
- Six Enabling Conditions for Collective Teacher Efficacy: *Think, Puzzle, Explore and Jigsaw Cooperative Learning*

Insights from the Field: *Implications for Our District's Work*

Team Reflection and Preparation for "Learning Fair"

2:30 ADJOURN

Organizing for Work in Collaborative Groups

Roles and Responsibilities

Over the course of the day, your table team will engage in a number of collaborative learning activities. Decide who will serve in each of the following roles. Rotate roles during the course of the day to ensure that all have opportunities for different leadership responsibilities.

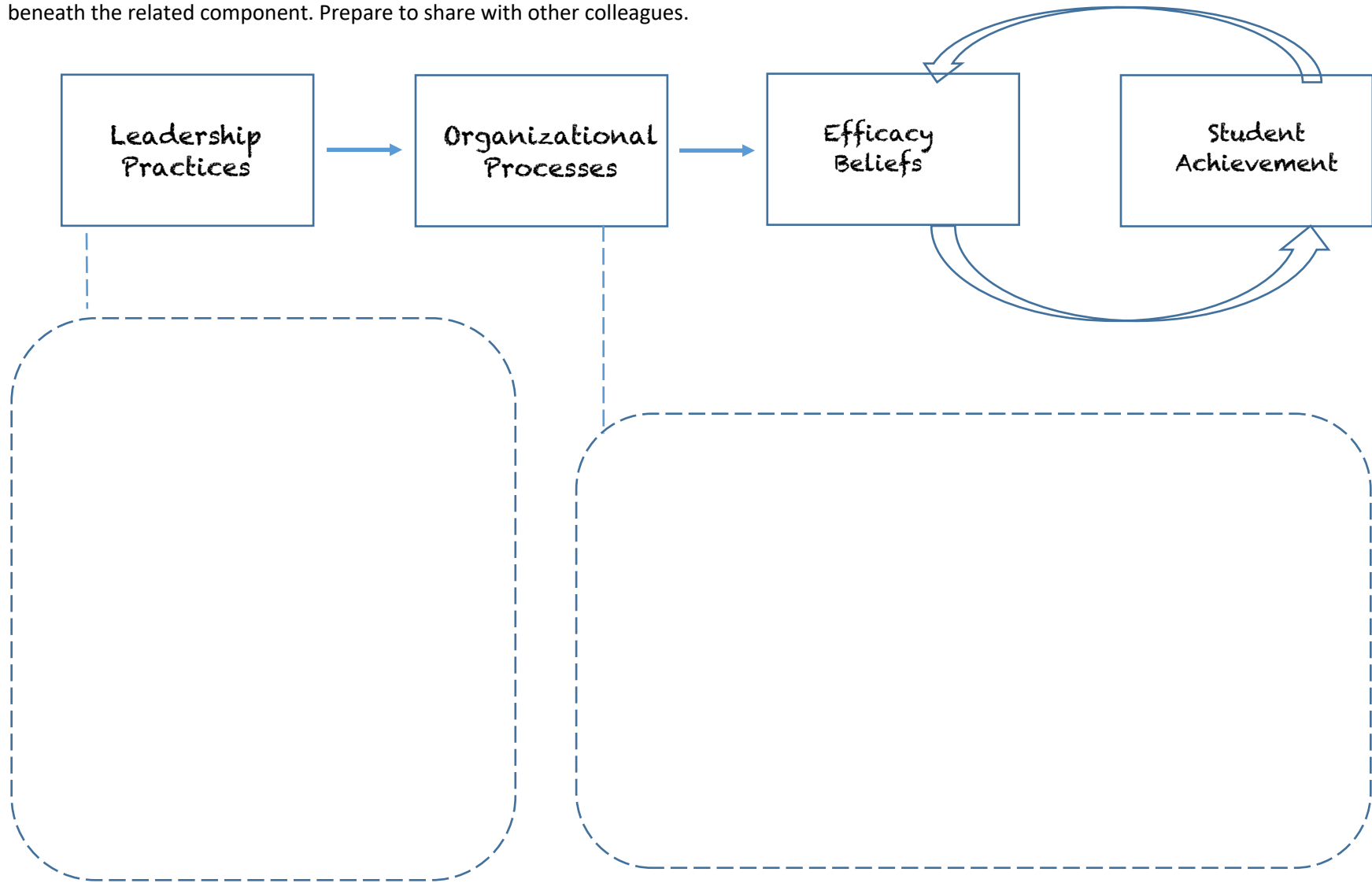
- **Group facilitator's** role is to:
 - Ensure that all group members stay focused on the task at hand, following the directions or protocol for the activity.
 - Remind group members of the norms as appropriate.
 - Help facilitate the participation of all members, e.g., by asking a group member who has remained silent to offer a comment or by probing for clarification.
- **Recorder/Reporter's** role is to:
 - Document group work in the format called for by the activity, e.g., writing on easel paper, taking informal notes to help with group memory, etc.
 - Be prepared to provide a brief report to the large group, as required.
- **Timekeeper's** role is to:
 - Assist the facilitator with pacing by monitoring time at appropriate intervals.
 - Keep time for speakers for activities that allot a specific amount of time.
 - Observe and give feedback to the group on the appropriate use of "wait times."
- **Materials Manager's** role is to:
 - Obtain any necessary materials for group work, e.g. easel sheet, markers, etc.
 - Organize, and when indicated, post group products.
- **Direction Clarifier's** role is to:
 - Listen carefully as directions are given and ask for clarification, as needed.
 - Re-state and summarize for the group, if group members have questions.

Norms for Thinking and Learning in Community

1. Be open to and respect all points of view.
2. Listen with an open mind and expect to learn from one another.
3. Accept responsibility for active and equitable participation by each group member.
4. Check for understanding. Before you counter an idea, be sure you fully understand what has been said.
5. Allow think time—before and after a group member speaks.
6. Welcome questions.
7. Use technology as it supports learning.

Recalling the “Big Picture”: *Reflect and Connect*

Directions: Collaboratively generate the practices and processes you are intentionally using to advance each of the two components of the Internal Coherence Framework that lead to increased individual and collective efficacy and student achievement. Record in the space provided beneath the related component. Prepare to share with other colleagues.



**A Tool to Use to Enhance Instructional Conversations: *Sample Stems*
to Support Depth of Inquiry**

DESCRIBE: Share Experiences

- *Would you say more about . . . ?*
- *Could you give us an example of . . . ?*
- *Can you remember a time when . . . ?*
- *What were the characteristics of . . . ?*

EXAMINE: Build understandings

- *Can you help us get behind your thinking?*
- *What makes you say that?*
- *How can we deconstruct _____?*
- *How might we unpack [this standard] to create [student-friendly learning targets]?*
- *What kinds of questions do we have about [how to teach students these new skills]?*
- *What would [student demonstration of deep knowledge] look and sound like?*

CONSTRUCT: Build understandings

- *What might be the relationship between [a specified instructional strategy] and [student learning]?*
- *How might choice of [content] and [design of an academic task] intersect to influence student motivation and engagement?*
- *What possible variables (e.g., teaching strategies) may be affecting [student mastery of this standard]?*
- *What is our understanding of...?*
- *How are you defining _____?*

PLAN: Test understandings

- *What if we [asked our students]?*
- *How might we . . . ?*
- *Where would we begin . . . ?*
- *What would be the steps in . . . ?*
- *Under what conditions might. . . ?*

MONITOR: Test understandings

- *What data could we collect to . . . ?*
- *What specific [student] behaviors should we notice to determine if [our selected strategy is working]?*
- *What should we expect to see . . . ?*
- *How can we determine . . . ?*
- *What should we be looking for. . . ?*
- *In what ways can we monitor . . . ?*

Using the Framework for Instructional Conversations: A Simulation

Directions: Your district team will have an opportunity to practice the use of the framework for instructional conversations by either: (a) simulating a conversation based on the scenario below, or (b) identifying an instructional issue in your district on which you'd like to focus such a conversation. You will have 5 minutes to prepare for the conversation by either (a) individually reading, making meaning of, and thinking about how you might contribute to the simulated conversation, or (b) collaboratively defining as a team the parameters of your real-life situation which you will address. Remember to select a true instructional issue, one to which you can apply the horizontal axis, the one related to the instructional core. You will have six minutes to engage in an instructional conversation. One member of your team should be the designated observer, taking notes to assist the team in a debrief following the simulation during which you will assess the quality of your conversation using the Framework.

Scenario: Mary Ann King, Assistant Superintendent of Instruction, is meeting with the Instructional Leadership Team (ILT) at High Efficacy Middle School (HEMS) following their completion of a series of instructional rounds focused on a problem of practice associated with the district's vision for teaching and learning. The principal, assistant principal, and three teacher leaders have joined Ms. King to plan next steps for the school based on results of the Rounds. The problem of practice is:

Over the past two years the faculty at HEMS has been engaged in professional learning, collaborative team planning, and classroom implementation focused on improving formative assessment practices. Our goal is to (a) be intentional in designing checks for understanding that are strategically integrated into our lessons and use resulting information to decide on next steps in instruction, (b) teach students how to self-assess and monitor their own learning and provide structured opportunities for this to happen, and (c) provide procedures, structures, and opportunities for students to engage in peer assessment and feedback.

Under the leadership of the ILT, all teachers at HEMS participated in at least one of the 24 classroom visits that occurred over a two-week time period. The culminating data analysis and debrief revealed the following patterns of practice:

- In 21/24 classrooms, teachers had posted daily learning targets with accompanying success criteria to support self- and peer-assessment.
- During 20/24 classroom visits, teachers used hand signals (e.g., thumbs up/thumbs down) to check for student understanding.
- In 17/24 classrooms, teachers provided Think Time 1 (instructing students to think about what they knew about the question.)
- In 16/24 classrooms, teachers posed at least one strategic question (designed to track student progress toward learning target) with follow-up questions to scaffold as necessary.

The following contrasts emerged from data analysis:

- In 9/24 classrooms, teachers were using some type of electronic response system (e.g., Padlet, a Google app, Flipgrid) to engage all students in responding to a question or displaying their work product.
- In 6/24 classrooms, students were engaged in a structured protocol that provided scaffolding for their giving of feedback one to another.
- In 3/24 classrooms, teachers used real-time feedback to create ad-hoc small groups designed to provide differentiated instruction (e.g., to build required prior knowledge, to extend learning.)

Template for Observer’s Note-Taking. As you listen to the conversation, take note of statements and questions posed by your colleagues. Following the conversation, review comments with your team, leading them in assessing the Instructional Relevance and the Depth of Inquiry of each. Consult Figure 7.1 on p. 163 of *TICF* and the “Sample Stems” on p. 4 of this packet to assist in categorization.

Comments and Questions	Instructional Relevance			Depth of Inquiry					
	Students	Teachers	Content	React	Describe	Examine	Construct	Plan	Monitor

As a team, decide how you would graph your conversation onto the IC graph. Then talk about the experience and value of using these tools.

Depth of Inquiry:

Extensive

Partial

Limited

Lacking

Instructional Relevance:

Lacking

Limited

Partial

Extensive

Who Could Benefit From the Use of the Framework of Instructional Conversations?

Give One-Get One

Directions: Collaboratively respond to the three questions featured in the template below, recording your responses in the space provided. When indicated, stand and find a conversation partner from another district. Share your team's response to the question indicated by your partner. Then, request your partner's team response to a question of your choice. When you have completed your exchange, find a different partner, and repeat the process. Record all responses in space provided.

Who? Which teams across your district might benefit from engaging in more intentional instructional conversations?
Our Team's Response:
Response from _____ (name of district)
Response from _____ (name of district)
Why? Why do you think these teams could benefit from knowledge of and skill development in the use of the Framework for Instructional Conversations?
Our Team's Response:
Response from _____ (name of district):
Response from _____ (name of district):
How? How might you go about sharing this Framework with one or more teams and supporting them in skill development?
Our Team's Response:
Response from _____ (name of district):
Response from _____ (name of district):

II. When directed, return to your home table to share insights gained from exchanges with other districts. Engage in a concluding conversation to decide which, if any, teams you will "train" in the use of this Framework.

Benefits of Positive Efficacy Beliefs: *Take Two*

Directions: Individually and silently read the last paragraph on p. 188 of *The Internal Coherence Framework*. As you read, highlight the benefits research relates to positive efficacy beliefs. Upon completion of your reading, select the two benefits that you would most value for your students. Record your selections in the chart below. Then respond to the two questions

Benefit (A Highly Productive Teaching Behavior)	Call to mind a highly efficacious teacher whom you have known, along with an example of her/his demonstrating the identified productive teaching behavior.	Speculate as to why positive efficacy beliefs might yield this productive teaching behavior.

II. Share your choices and responses to the above questions in your table team. After all have shared, think together about the ways in which this teacher is currently influencing her peers and what you might do to increase her sphere of influence.

Key Concepts Associated with Individual and Collective Efficacy: *Learning Line*

Directions: Listed below are six concepts the authors of *The Internal Coherence Framework* associate with efficacy beliefs. Select the two that seem most interesting to you and for which you'd like to confirm and/or deepen your understanding. Look to the indicated page number in the text to review the authors' definition or explanation and to make personal meaning. Record your understanding of the concept—using your own words to convey your understanding of the authors' words and to add your interpretation. Be ready to explain your concept and your understanding of its importance to others.

Concept	My Understanding of the Term	Importance
1. Locus of control, p. 187		
2. Enacted mastery, p. 187		
3. Human agency, p. 188		
4. Organizational agency, p. 189		
5. Normative press p. 189		
6. Efficacy for instructional improvement, p. 202		

II. Directions: Taking your participant packet, book, and a pen, move to the designated area of the room. Follow directions to line up facing one other and to exchange choices and insights.

Six Enabling Conditions for Collective Teacher Efficacy: *Think, Puzzle, Explore and Jigsaw Cooperative Learning*

Directions: Jenni Donohoo, in her book, *Collective Efficacy: How Educators' Beliefs Impact Student Learning*, surfaces six conditions that facilitate teacher collective efficacy. Number off at your table to receive an assignment. Individually and silently read the short paragraph describing your condition.

	Think: Here's what I think this condition means.	Puzzle: Here's what I wonder about this condition.	Explore: I'd like to learn more about this specific condition.
1. Advanced Teacher Influence			
2. Goal Consensus			
3. Teachers' Knowledge About One Another's Work			
4. Cohesive Staff			
5. Responsiveness of Leadership			
6. Effective Systems of Intervention			

- 1. Advanced Teacher Influence: Collective efficacy is enhanced when teacher leadership is enabled and honored in a school.** “Advanced teacher influence involves teachers assuming specific leadership roles and, along with that, the power to make decisions on school-wide issues...when teachers are entrusted with the responsibility to make important decisions, they not only form a strong sense of collective efficacy, but they also feel empowered as well. When teachers’ voices count in regard to designing curriculum, assessment, and professional learning, efficacy increases” (pp. 28-29).
Getting Started: Identify priority improvement areas (e.g. environment, curriculum development and delivery, professional learning, etc.) and seek input from teachers. Consider ways teachers can be given more of a voice in these important improvement areas (p. 30).
- 2. Goal Consensus:** “Setting measurable and appropriately challenging school goals helps educators achieve purposeful results—especially when the staff reaches consensus on which goals to set. Kurz and Knight (2003) found that consensus on school goals was a significant predictor of collective efficacy...In addition to impacting collective efficacy, reaching consensus on goals has a direct and measurable impact on student achievement. Robinson, Hohepa, and Lloyd (2009) synthesized the research that examined the impact of leadership dimensions on student outcomes and reported that goal setting had an effect size of 0.42...when teachers actively participate in setting goals, they are more likely to pay attention to them as they helped in selecting them” (pp. 30-31).
Getting Started: To build collective efficacy, leadership should authentically communicate their belief in the capacity of their faculty to improve teaching quality and student learning. Setting goals and supporting faculty in attaining them can create small wins and reinforce collective efficacy (p. 31).
- 3. Teachers’ Knowledge About One Another’s Work:** “...collective teacher efficacy was significantly associated with teacher knowledge of other teachers’ courses (Newmann, Rutter, & Smith, 1989) ...If knowledge about one another’s work develops via learning together collaboratively and a learning stance is assumed, then teachers could co-construct knowledge about effective teaching practice. Co-constructing new knowledge can be empowering and motivating and would likely lead to increased teacher efficacy” (p. 32).
Getting Started: Create opportunities for teachers to learn from each other such as: peer observation, videotaping, lesson study, content-and grade-level meetings to develop common assessments, review results, and plan next steps (p. 32).
- 4. Cohesive Staff:** “Cohesion is defined as the degree to which teachers agree with each other on fundamental and organizational issues (Fuller & Izu, 1986). School staff can hold unified or disparate beliefs about goal priorities, urgent student learning needs, promising instructional approaches, sound assessment strategies, and expectations about student performance...Ross et al. (2004) pointed out that the greater the cohesion, the more opportunities for teachers to see examples of successful collaborations, and this helped persuade teachers’ perceptions regarding the efficacy of their colleagues” (pp. 32-33).

Getting Started: Leaders should begin to nurture teamwork by referencing teams and encouraging teachers to think like a team. Provide opportunities for teachers to intentionally work together and work to establish interdependence between your faculty (p. 33).

- 5. Responsiveness of Leadership:** Responsive leaders “show concern and respect for their staff and demonstrate an awareness of the personal aspects of teachers,” protecting them from actions/influences that are not directly focused on teaching. Examples include: ensuring teachers have the needed materials, support, and coaching to effectively teach their students. “When principals demonstrate the ability to respond to the needs of the staff, teachers feel supported and have a greater belief in their collective ability to affect student outcomes” (p. 33)

Getting Started: To be responsive, leaders need to be attuned to the needs of teachers and specific issues and challenges: “Is anything preventing the team from carrying out their duties effectively,” and what can be done to address those challenges? (p. 33)

- 6. Effective Systems of Intervention:** “Effective interventions help ensure that *all* students are successful. Everyone plays an instrumental role in carrying out the various aspects of the plan to ensure high levels of learning...DuFour et al. (2010) noted that ‘teachers in schools with effective systems of interventions and enrichment have a strong sense of both self-efficacy and collective efficacy. It is not so much their perception of their students’ abilities that creates a culture of high expectations in these schools, but their conviction regarding their own collective abilities to impact student achievement in a positive way’” (DuFour, p. 212; Donohoo, pp. 33-34).

Getting Started: Create a task force to study and make recommendations about effective systems of intervention in order to identify the aspects that could be implemented in your school or district (p. 34).

Part IV: Home Table Sharing. Table facilitator asks colleagues to share their insights about their assigned reading beginning with 1. Advanced Teacher Influence. Use the template below for note-taking/making.

Collective Efficacy Condition	Insights	Possible Next Steps
1. Advanced Teacher Influence		
2. Goal Consensus		
3. Teachers' Knowledge About One Another's Work		
4. Cohesive Staff		
5. Responsiveness of Leadership		
6. Effective Systems of Intervention		

**Enabling Conditions for Collective Teacher Efficacy Questionnaire—Developed by Dr.
Jenni Donohoo**

Directions: Please indicate your level of agreement with each of the following statements about your school from **strongly disagree** to **strongly agree**. Your answers are confidential.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
1. Teachers are entrusted to make important decisions on school-wide issues.	1	2	3	4	5	6
2. Improvement goals are established and understood by all faculty.	1	2	3	4	5	6
3. Administrators help us carry out our duties effectively.	1	2	3	4	5	6
4. The staff holds shared beliefs about effective instructional approaches.	1	2	3	4	5	6
5. Teachers are provided authentic leadership opportunities.	1	2	3	4	5	6
6. I know about the classroom management strategies my colleagues use in their classrooms.	1	2	3	4	5	6
7. There is consensus on school goals among staff.	1	2	3	4	5	6
8. The staff agrees about what constitutes effective classroom instruction.	1	2	3	4	5	6
9. The leaders show concern for the staff.	1	2	3	4	5	6
10. There is a system in place to ensure high levels of success for all students.	1	2	3	4	5	6
11. The staff agrees about assessment strategies that are the most effective.	1	2	3	4	5	6
12. There are systems in place for tracking and monitoring at-risk students.	1	2	3	4	5	6
13. I know about the feedback my colleagues provide to students.	1	2	3	4	5	6
14. The leaders protect the staff from issues that detract us from focusing on learning and teaching.	1	2	3	4	5	6
15. Teachers have a voice in matters related to school improvement.	1	2	3	4	5	6
16. Students meet with success because of interventions that are in place.	1	2	3	4	5	6
17. I am aware of the teaching practices used by others on staff.	1	2	3	4	5	6
18. Teachers actively participate in setting school-wide improvement goals.	1	2	3	4	5	6

Insights from the Field: *Implications for Our District's Work*

Directions: Distribute the following readings from *TICF* across your team. Engage in individual silent reading and reflection, preparing to share with colleagues. Suggestion: Note applicable page numbers, and use a text-based approach in communicating the highlights of this excerpt to colleagues.

Teachers As Learners—pp. 211-213

Important Ideas:

Suggested Strategies:

Potential Take-Away for Our District:

Peer Observations and School-Wide Response—pp. 213-215

Important Ideas:

Suggested Strategies:

Potential Take-Away for Our District:

Principal As Learner and Teacher and Principal As Leader—pp. 215-217

Important Ideas:

Suggested Strategies:

Potential Take-Away for Our District:

Team Reflection and Preparation for “Learning Fair”

Directions: The culminating activity will be a 30-minute “learning fair,” in which you will have an opportunity to share what you have done and what you have learned related to internal coherence over the past two years. In preparation for this, engage in collaborative team dialogue focused on the questions below. Your team recorder should summarize responses on a sheet of easel paper. Additionally, if your team brought artifacts of your work, plan how you will display these. Finally, designate someone(s) to serve as interpreters for your team display during each of two segments of the learning fair. Group facilitators will announce the end of Round 1, allowing the interpreters to switch off, so that everyone will have an opportunity to visit and learn from other team displays.

What We Did: Summarize what you have done to transfer your learning about internal coherence to your home district. Include both (a) how you have incorporated principles, practices, and/or tools associated with the framework into your personal work responsibilities, and (b) what your team has done to share learning with colleagues.

What We Learned: Think together about what you learned from your use of principles, tools, and strategies in your home setting. Record these learnings, along with a brief explanation.

Our Next Steps: What, specifically, is your team committed to do to expand and sustain your work to use the practices and tools of the ICF to enhance instructional improvement in your district?

II. Open Space Learning. Leaving someone behind at your district table to interpret your team’s artifacts to visitors, other team members move around the room (together or separately) to learn about other district’s transfer of internal coherence processes and practices to their local setting. Engage in dialogue, as appropriate, to go deeper into your experiences. Note: Have your team recorder turn in one completed copy of this template to serve as documentation of your team’s transfer of learning.