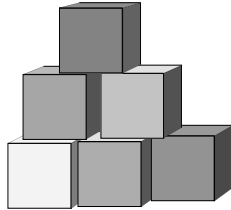


FROM IMPLEMENTATION TO IMPACT: ENHANCING SKILLS FOR SCHOOL AND DISTRICT LEADERS

Alaska School Leadership Institute 2011
Rural Alaska Principal Preparation Project
June 1, 2011 – Building Coherence
Anchorage, Alaska

Facilitated By
Al Bertani, Senior Design Consultant
RAPPS Program
Alaska Staff Development Network



SESSION NORMS

1. The **LEARNING** belongs to you, and it rests largely with you.
2. Enter into the discussions **ENTHUSIASTICALLY!!!**
3. Give **FREELY** of your experience, but don't dominate the discussion.
4. **CONFINE** your discussions to the task assigned.
5. Say what you **THINK...** be honest!
6. Only **ONE PERSON** should talk at a time... avoid private conversations while someone else is talking...
7. Listen **ATTENTIVELY** to the presentations and discussions.
8. Be **PROMPT** and **REGULAR** in attendance.
9. Follow the **HAND SIGNAL** from the session leader and **MONITOR** discussion time by watching the **TIMER** on the screen.
10. Place your cell phone on **SILENT** or **VIBRATE** to limit distractions.

What We Believe About Learning

Consider this:

We Learn About...

10% of what we **READ**

20% of what we **HEAR**

30% of what we **SEE**

50% of what we both **SEE & HEAR**

70% of what we **DISCUSS** with others

80% of what we **EXPERIENCE** personally

95% of what we **TEACH** to someone else

Adapted from Eldon Ekwall, 1974

FOCUS

Building Coherence – June 1, 2011
Al Bertani, Session Leader

→ What is instructional program coherence?

→ Inventory of School Improvement Initiatives

→ Implementation Assessment of Initiatives

BUILDING COHERENCE

The Problem:

“Too many un-related, un-sustained improvement programs!”

Drawn from *School Instructional Program Coherence: Benefits and Challenges*; Newmann, Smith, Allensworth, and Bryk; Consortium on Chicago School Research; 2001

SCHOOL INSTRUCTIONAL PROGRAM COHERENCE

Work with a partner to read and discuss the short case study – ***The Problem: Too Many Un-related, Un-sustained Improvement Programs.***

Consider the following:

1. Does the case study describe your school(s)?
2. Does the case study describe your district?
3. Does the case study describe your state?

Drawn from *School Instructional Program Coherence: Benefits and Challenges*; Newmann, Smith, Allensworth, and Bryk; Consortium on Chicago School Research; 2001

BUILDING COHERENCE

“Instructional program coherence plays an important role in school improvement.”

Drawn from *School Instructional Program Coherence: Benefits and Challenges*; Newmann, Smith, Allensworth, and Bryk; Consortium on Chicago School Research; 2001

WHAT IS INSTRUCTIONAL PROGRAM COHERENCE?

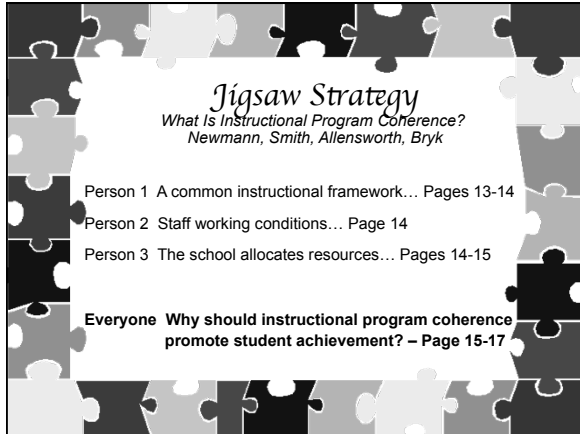
- Working in learning trios, read the specific section you are assigned for the jigsaw reading process
- Be prepared to teach your section to the other members of your trio
- Use the advance organizer to take notes about the key concepts.

Drawn from *School Instructional Program Coherence: Benefits and Challenges*; Newmann, Smith, Allensworth, and Bryk; Consortium on Chicago School Research; 2001

Jigsaw



- Read your assigned section, highlighting the key points.
- Once all group members have read their section, Person 1 begins by teaching the section to the team. You will have 3 minutes each to provide the highlights.
- Continue until each team member has shared their section of the article.



Jigsaw Strategy
What Is Instructional Program Coherence?
 Newmann, Smith, Allensworth, Bryk

Person 1 A common instructional framework... Pages 13-14

Person 2 Staff working conditions... Page 14

Person 3 The school allocates resources... Pages 14-15

Everyone Why should instructional program coherence promote student achievement? – Page 15-17

WHAT IS INSTRUCTIONAL PROGRAM COHERENCE?

1. A common instructional framework guides curriculum, teaching, assessment and learning climate.
2. Staff working conditions support implementation of the framework.
3. The school allocates resources to advance the school's common instructional framework and to avoid diffuse, scattered improvement efforts.

Drawn from *School Instructional Program Coherence: Benefits and Challenges*; Newmann, Smith, Allensworth, and Bryk; Consortium on Chicago School Research; 2001

CHALLENGES TO ACHIEVING INSTRUCTIONAL PROGRAM COHERENCE

FACTORS WITHIN SCHOOLS

- ☒ Demands of multiple, diverse learning outcomes – Behavior, Skills , Conceptual Understanding, Self-Esteem
- ☒ Student diversity reflecting different needs
- ☒ Specializations can create fragmentation
- ☒ Uncertainty about “how best to teach”

Drawn from *School Instructional Program Coherence: Benefits and Challenges*; Newmann, Smith, Allensworth, and Bryk; Consortium on Chicago School Research; 2001

CHALLENGES TO ACHIEVING INSTRUCTIONAL PROGRAM COHERENCE

FACTORS BEYOND SCHOOLS

- ☒ External providers for school improvement assistance
- ☒ Education publishing industry
- ☒ District requirements
- ☒ State requirements

Drawn from *School Instructional Program Coherence: Benefits and Challenges*; Newmann, Smith, Allensworth, and Bryk; Consortium on Chicago School Research; 2001

DEVELOPING AN INVENTORY OF SCHOOL IMPROVEMENT INITIATIVES

- Step 1 Identify the core school improvement initiatives
- Step 2 Identify who is responsible for implementation
- Step 3 Assess the level of implementation (All > Few)
- Step 4 Assess the extent of implementation (4 – 1)
- Step 5 Provide evidence to support your assessments

Drawn from Data Wise–Boudett, City, Murnane; Harvard Education Press; 2006

BUILDING COHERENCE: IMPLICATIONS FOR LEADERS

1. Focus improvement plans, professional development, and acquisition of instructional materials on a few core educational goals.
2. Seek-out partners (organizations, universities, etc...) to support school improvement
3. District policy should emphasize instructional program coherence
4. State and federal categorical programs should support the core educational goals
5. Take care to avoid mandating a framework – build one collaboratively

Drawn from *School Instructional Program Coherence: Benefits and Challenges*; Newmann, Smith, Allensworth, and Bryk; Consortium on Chicago School Research; 2001
