

Building Instructional Leadership

Capacity in Classrooms, Schools, and Districts

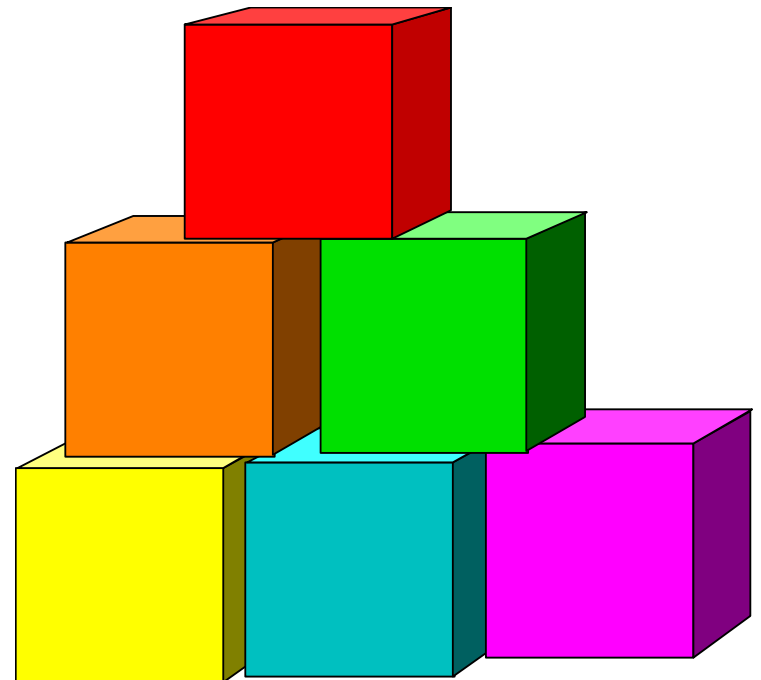
Alaska School Leadership Institute

May 27, 2016

Anchorage, Alaska

Facilitated By

Al Bertani, Senior Design Consultant; Lexie Domaradzki, Consultant; Jacqueline Edmond-Long, Consultant; and Shelby Skaanes, Consultant



Welcome Back to ASLI 2016



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 – Finish the sentence you are speaking not the paragraph you are thinking.
10. Place your cell phone on **SILENT** or **VIBRATE** to limit distractions.

INSTITUTE DESIGN

Use Our Time To:

1. Consider new ideas
2. Meet and learn with other rural educators from around the state
3. Work with your team to reflect on the last school year and jump start your planning for next year.

OUTCOMES

1. New ideas and skills for leading learning.
2. A vision and draft plan for 2016 – 2017.
3. A network to support and push your work.

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

**Plenary
Theme**

Building District Capacity to Scale

HOW TO THINK ABOUT SCALE...

Let's move beyond McDonald's version of scale... 99 billion sold...

Depth

Altering teachers' beliefs, norms of social interaction, and pedagogical principles as enacted in the curriculum

Sustainability

Adoption and distribution of an innovation are only significant if it can be sustained

Spread

Altering norms and principles across multiple levels – district, school, and classroom

Ownership

To be considered 'at scale' ownership must shift from external to internal

HOW DO GOOD IDEAS SCALE...

With your home group, take the next **five** minutes to identify **5** hypotheses about how good ideas scale...

1.

2.

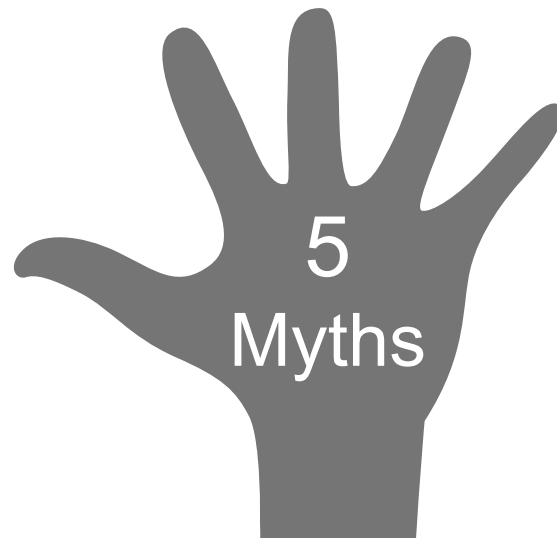
3.

4.

5.



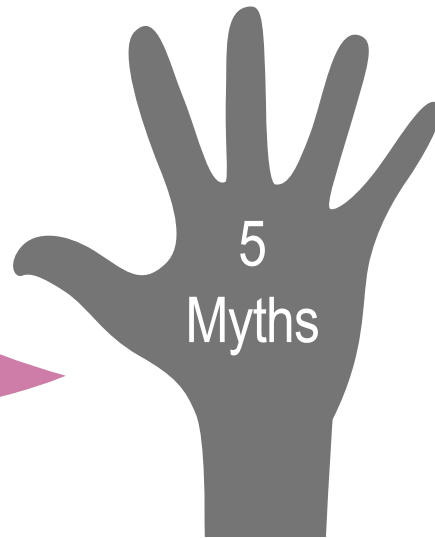
About Scaling and Diffusion



**About
Scaling and Diffusion**

Myth 1:

Scaling and adoption
are just informational
issues



Myth 2:

Practices spread
and scale through
transfer from one
teacher

(or classroom)
to another



Myth 3:

Innovation and scaling ('pilots' and 'roll out') are separate and sequential processes





Myth 4:

Increasing the pipeline of innovations increases the likelihood of scaling and adoption



Myth 5:

Teachers are the
key agents of
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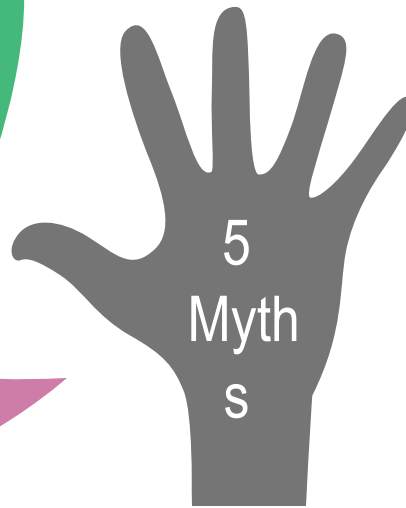
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Myth 4:

Increasing the pipeline of innovations increases the likelihood of scaling and adoption

Myth 5:

Teachers are the key agents of scaling and adoption

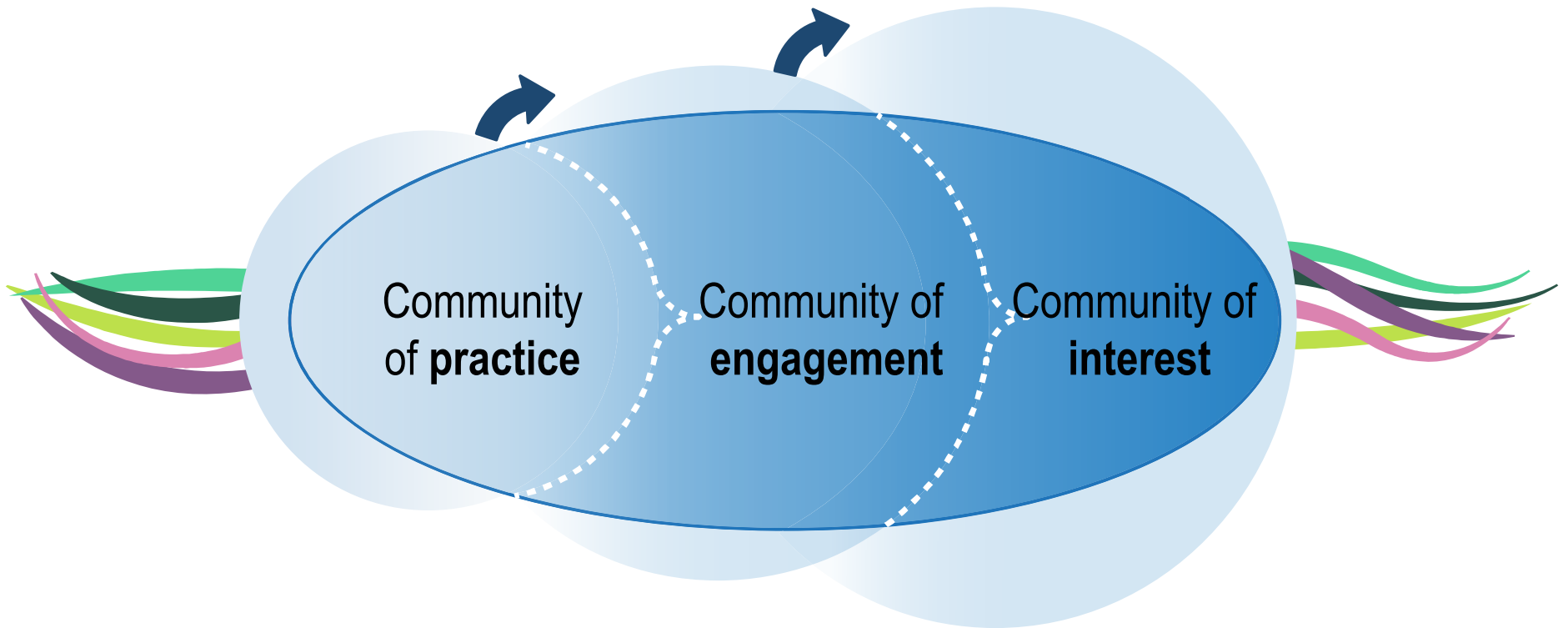


Mistaken
Assumptions
about Scaling

Three effective approaches to scaling and widespread adoption



Organic Growth



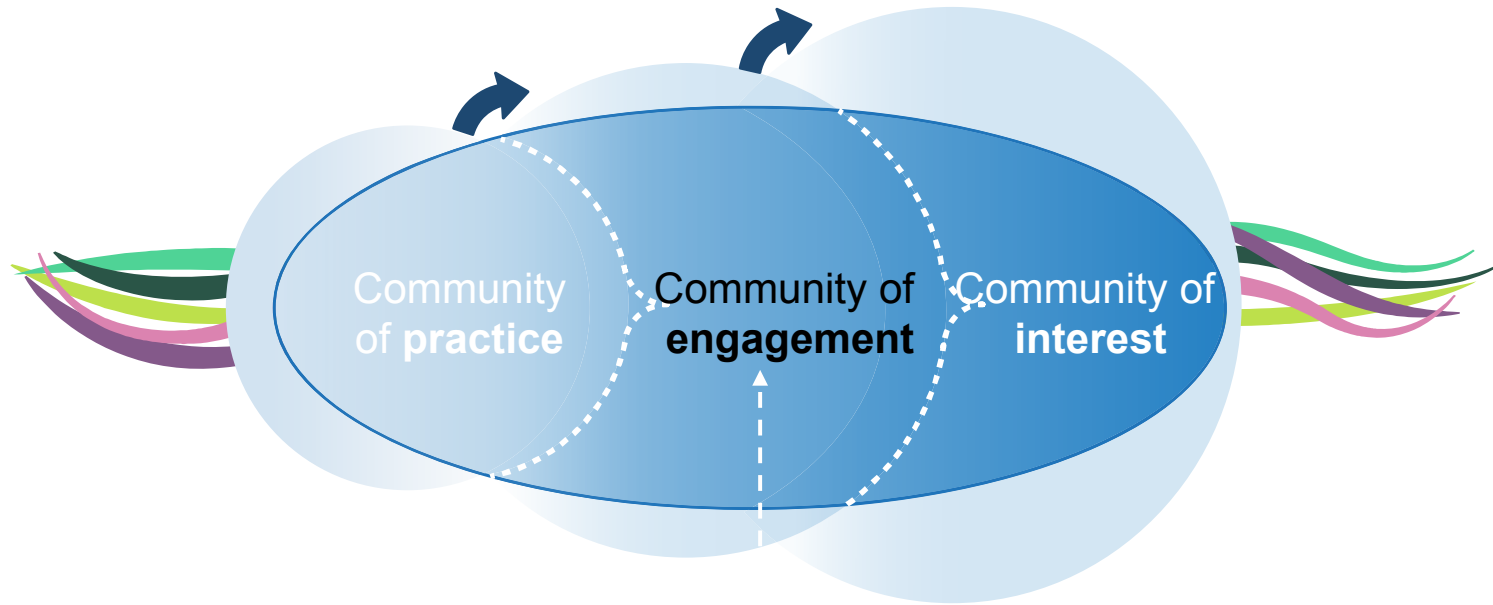
Organic Growth



DEVELOPERS AND INNOVATORS

- Share research and knowledge
- Work together to use disciplined innovation methods
- Draw on the expertise of relevant partners
- Learn from each other collaboratively

Organic Growth



POTENTIAL EARLY ADOPTERS

- Critical friends to the early adopters
- Overcoming the not invented here syndrome
- Makes models more transferable and scalable
- Broadens the base of innovation capacity

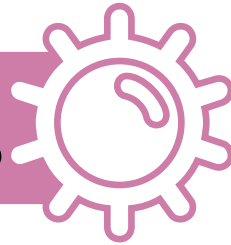
Organic Growth



BUILDING INTEREST AND DEMAND

- Parties interested in the case for change
- Interested in being and staying informed
- (Newsletters, Websites, Conferences, Workshops)
- Engaging interested parties in participation
- Creating readiness for participation

Enabling Conditions



How Should We Design Learning...

YouTube – Apple Clip on Designing

CRITICAL FRIENDS CONVERSATIONS

- ✓ Each day begins with a critical friends conversation
- ✓ Table groups divide into role alike trios
- ✓ Attendees organize and serve as time keepers
- ✓ Use The Consultancy Protocol for conversations
- ✓ Each member will have an opportunity to discuss a specific challenge one day during the week
- ✓ Trio members serve as Critical Friends for one another

THE CONSULTANCY PROTOCOL

- | | |
|---------------|---|
| Step 1 | Description of Challenge, Problem, Dilemma
<i>(4 minutes)</i> |
| Step 2 | Clarifying Questions
<i>(2 minutes)</i> |
| Step 3 | Discuss and Recommend
<i>(15 minutes)</i> |
| Step 4 | Presenter Reflection
<i>(5 minutes)</i> |

**SEE TAN AND
GOLDENROD SHEETS**

Adapted from The Facilitator's Book of Questions; Allen and Blythe; Teachers College Press; 2004

THE CONSULTANCY PROTOCOL

- Step 1 Description of Challenge (4 minutes)
- Overview of Challenge
 - Frames a Question for the Group to Consider
 - Presents Evidence as Appropriate

Adapted from The Facilitator's Book of Questions; Allen and Blythe; Teachers College Press; 2004

THE CONSULTANCY PROTOCOL

Step 2

Clarifying Questions (2 minutes)

- Group Asks Questions for Clarification Purposes
- Questions that Have Brief, Factual Answers
- Presenter Responds with Brief, Factual Answers

THE CONSULTANCY PROTOCOL

Step 3

Discuss and Recommend (15 minutes)

- Group Members Talk to One Another about the Challenge Described
- Potential Questions

What did we hear?

What didn't we hear that we think might be relevant?

What assumptions seem to be operating?

What questions does the challenge raise for us?

What do we think about the challenge?

What might we do or try if faced with a similar challenge?

What would we recommend?

- Group Members Make Suggestions serving as Critical Friends
- Presenter Doesn't Speak – Only Listens and Takes Notes

Adapted from The Facilitator's Book of Questions; Allen and Blythe; Teachers College Press; 2004

THE CONSULTANCY PROTOCOL

Step 4

Presenter Reflection (5 minutes)

- Challenge Presenter Reflects on What He/She Heard
- Challenge Presenter Shares What He/She Is Now Thinking
- Challenge Presenter Highlights Specific Ideas/Comments that Resonated

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Learning Labs

Institute Content Themes for ASLI 2016

- ◆ Lab 1 – Human Capital Strategies
Al Bertani
- ◆ Lab 2 – Instructional Excellence
Shelby Skaanes
Jacqueline Edmond-Long
- ◆ Lab 3 – Leading Effective Implementation
Lexie Domaradzki

SCHEDULE

- 7:00-8:00 a.m. Morning Coffee and Collegial Conversation**
Alaska/Aleutian Ballroom
- 8:00-9:00 a.m. Opening Plenary Sessions**
 > Leadership Themes Across the Institute
 > Critical Friends Conversations
- 9:00-10:30 a.m. Learning Lab 1A – Dillingham**
 Learning Lab 2C – Katmai
 Learning Lab 3B – King Salmon
- 10:30-10:45 a.m. BREAK**
- 10:45-12:00 p.m. School & District Team Time (Separately)**
Alaska Ballroom
- 12:00-1:00 p.m. LUNCH**
- 1:00 – 2:30 p.m. Learning Lab 1A – Dillingham**
 Learning Lab 2C – Katmai
 Learning Lab 3B – King Salmon
- 2:30 - 3:00 p.m. Closing Session**
Alaska Ballroom

Maximize Your Participation...

You Tube – Shoulda Said Sumthin...

Closing

- ◆ **Thank You's and Appreciations**
Kathy Blanc, Administrator
- ◆ **Next Steps – Institute Follow-Up**
Kathy Blanc, Administrator – ASDN
- ◆ **ASLI 2016 Evaluation**
Kathy Blanc, Administrator - ASDN



Fall Webinar Series

- **Visible Learning for Literacy** with Doug Fisher
- **Blend the Best of Technology and Tradition to Personalize Learning** with Catlin Tucker
- **Student Engagement Through Deep Learning** with Joanne Quinn
- **Latest News from Trauma Informed Schools** with Linda Chamberlain

6th Annual Alaska RTI / Effective Instruction Conference

January 28-29, 2017 at the Dena'ina Center



Thank You

ASLI 2016 Design Team

Al Bertani, Senior Design Consultant

Brad Billings, EED

Kathy Blanc, ASDN

Gerry Briscoe, SERRC

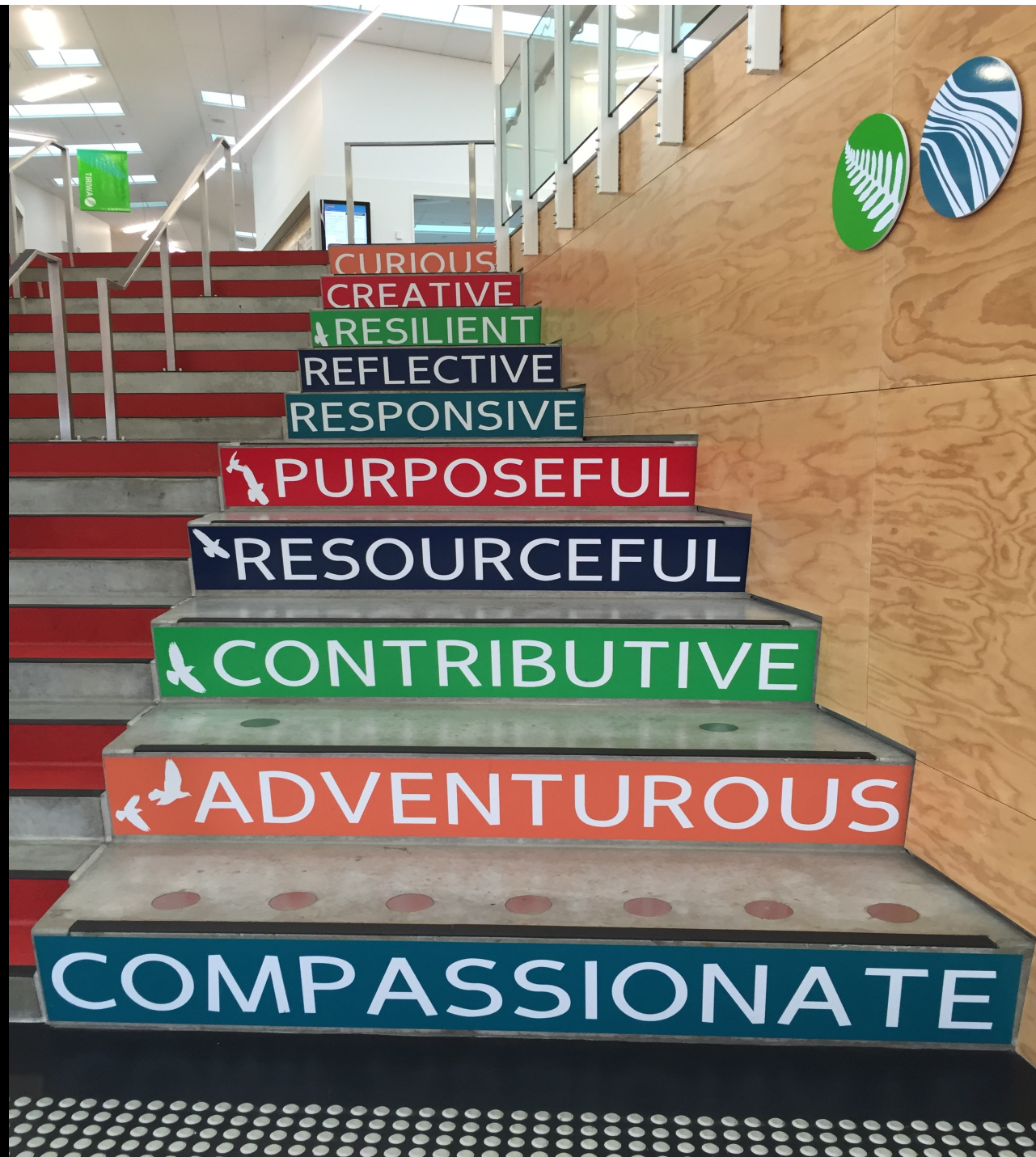
Lexie Domaradzki , Consultant

Jacqueline Edmond-Long, Consultant

Lisa Paraday, ACSA

Shelby Skaanes, Consultant

Kelly Tonsmiere, ASDN





www.alamy.com - F5X058



WORLD WITHOUT TEACHERS

You Tube – A World Without Teachers

