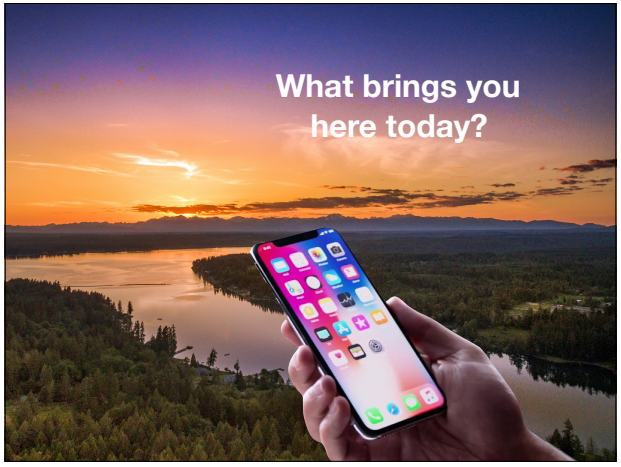
Organizational Alignment
for Results
Dr. David Hammond, Assistant
Superintendent Bethel Schools
Kelley Boynton, Executive Director
Bethel Schools

Our Story


What brings you
here today?

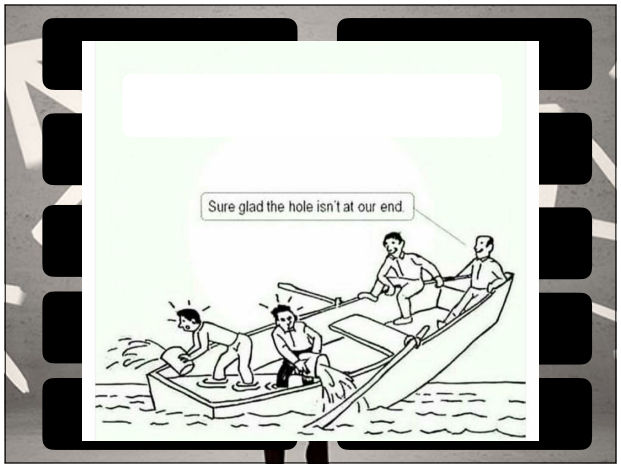
Before & After

BACK TIME

BACK TIME
CHALLENGES AHEAD

"The problem is not the absence of goals in districts and schools today but the presence of too many that are ad hoc, unconnected, and ever-changing. Multiple mandates from states and districts combine with the allure of grants and innovations, resulting in overload fragmentation. The overload results from many goals, projects, and initiatives. Even if they are good ideas, the sheer volume makes it impossible for people to manage in a way that gives depth. The second problem is fragmentation. Even when goals are the right ones, they may not be experienced as connected ideas by the users. People see them as discrete demands with little or no connection to each other or their daily work; scrambling to implement too many directions and lacking a coherent sense of how they connect results to paralysis and frustration."

Fullan, Michael, and Joanne Quinn. *Coherence: the Right Drivers in Action for Schools, Districts and Systems.* Corwin, 2016. (19-20)



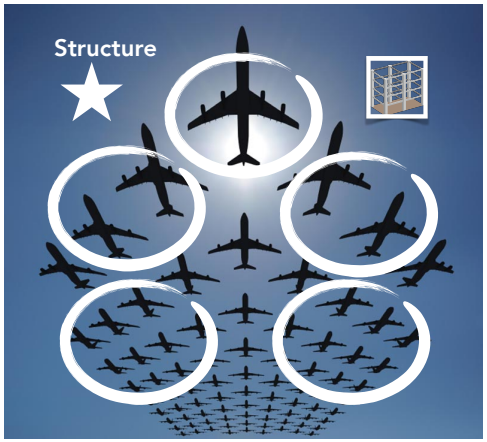
"Most teachers only experience traditional, workshop-based professional development, even though research shows it is ineffective"

"Over 90% of teachers participate in workshop-style training sessions during a school year. This stands in stark contrast to teachers' minimal exposure to other forms of professional development. Despite its prevalence the workshop models track record for changing teachers practice and student achievement is abysmal. Short, one-shot workshops often don't change teacher practice and have no effect on student achievement."

Darling-Hammond 2009

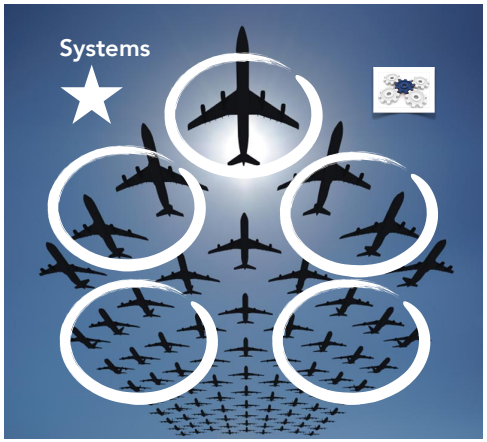
KEEP
CALM
You're going to
crash and
burn

Stakeholders

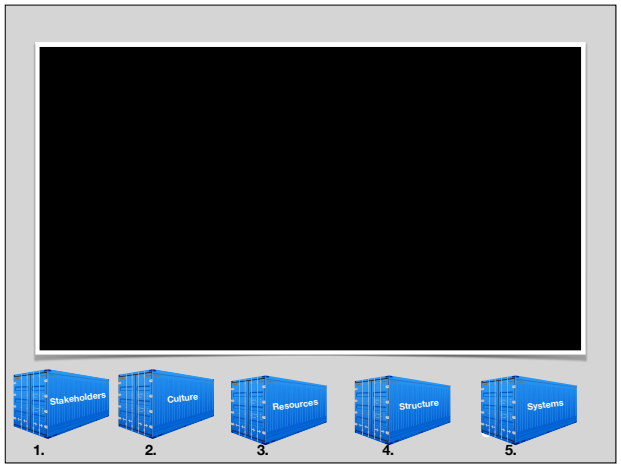

Structure

Resources

Culture


Systems

Stakeholders
Culture
Resources
Structure
Systems
1.
2.
3.
4.
5.


Stakeholders
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Stakeholders
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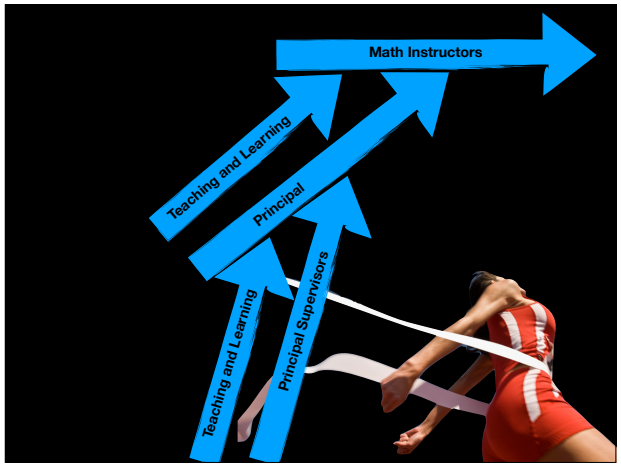
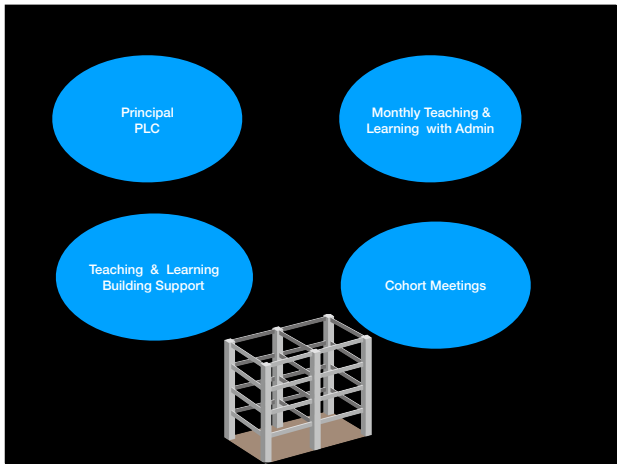
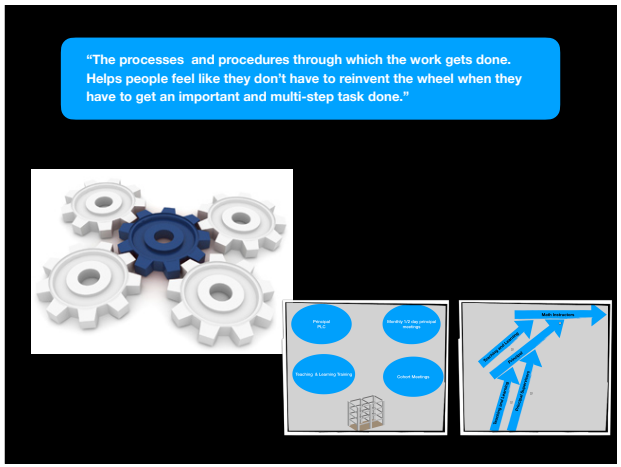

Math Instructors
Teaching and Learning
Principal
Teaching and Learning
Principal Supervisors


Principal
PLC
Monthly Teaching &
Learning with Admin
Teaching & Learning
Building Support
Cohort Meetings


"The processes and procedures through which the work gets done. Helps people feel like they don't have to reinvent the wheel when they have to get an important and multi-step task done."

Flywheel Concept Jim Collins.mp4
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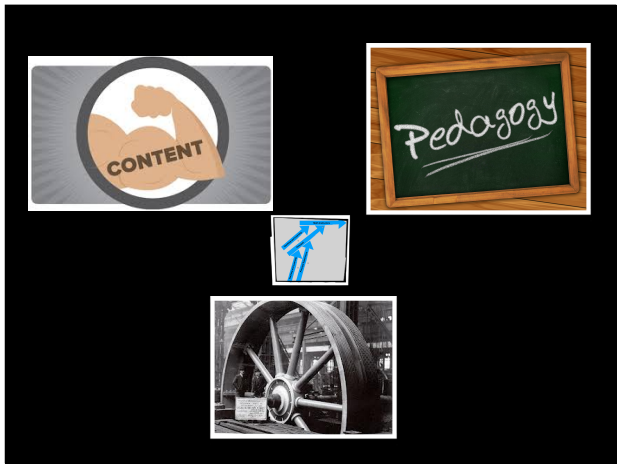
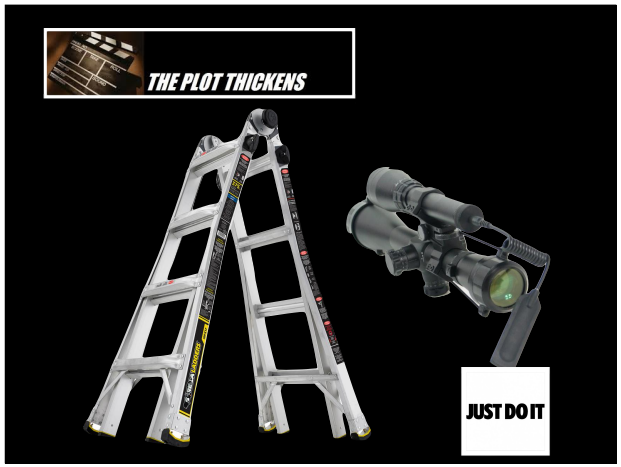
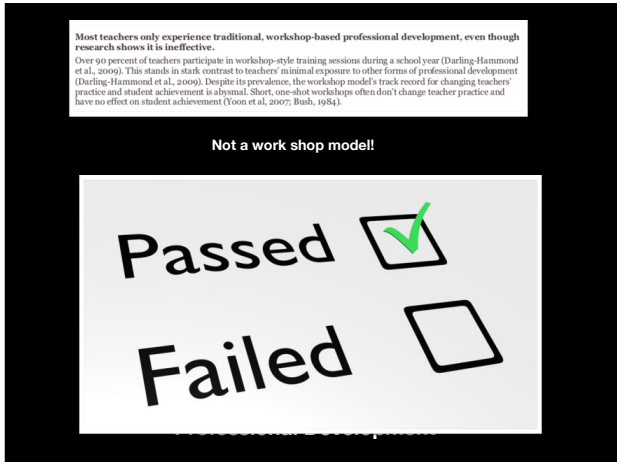

CONTENT
Pedagogy

Lesson Study
the gift that
KEEPS ON GIVING


THE PLOT THICKENS
JUST DO IT


Most teachers only experience traditional, workshop-based professional development, even though research shows it is ineffective.
Over 90 percent of teachers participate in workshop-style training sessions during a school year (Darling-Hammond et al., 2009). This stands in stark contrast to teachers' minimal exposure to other forms of professional development (Darling-Hammond et al., 2009). Despite its prevalence, the workshop model's track record for changing teachers' practice and student achievement is abysmal. Short, one-shot workshops often don't change teacher practice and have no effect on student achievement (Yoon et al, 2007; Bush, 1984).
Not a work shop model!
Passed
Failed

Effective Professional Development

In order to use professional development as a vehicle for improvement, districts need to know how teachers learn new skills. Districts have typically assumed teacher learning is straightforward, with teachers merely needing to be presented with information about effective teaching strategies. But research suggests teachers' learning process is more complex than that.

Not merely presenting presenting information

The largest struggle for teachers is not learning new approaches to teaching but implementing them.

The reason traditional professional development is ineffective is that it doesn't support teachers during the stage of learning with the steepest learning curve: implementation. In the same way that riding a bike is more difficult than learning about riding a bike, employing a teaching strategy in the classroom is more difficult than learning the strategy itself. In several case studies, even experienced teachers struggled with a new instructional technique in the beginning (Ermeling, 2010; Joyce and Showers, 1982). In fact, studies have shown it takes, on average, 20 separate instances of practice, before a teacher has mastered a new skill, with that number increasing along with the complexity of the skill (Joyce and Showers, 2002).

Accounts for implementation as the largest struggle

In order to truly change practices, professional development should occur over time and preferably be ongoing.

During the implementation stage, initial attempts to use a new teaching strategy are almost certain to be met with failure, and mastery comes only as a result of continuous practice despite awkward performance and frustration in the early stages. Without support during this phase, it is highly unlikely that teachers will persevere with the newly learned strategy. Research bears this out. When professional development merely describes a skill to teachers, only 10 percent can transfer it to their practice; however, when teachers are coached through the awkward phase of implementation, 95 percent can transfer the skill (Bush, 1984; Truesdale, 2003). Therefore, if districts want real changes in teaching practice, they have to provide ample and ongoing support during implementation. Studies show that effective professional development programs require anywhere from 50 to 80 hours of instruction, practice, and coaching before teachers arrive at mastery (French, 1997; Banilower, 2002; Yoon et al., 2007).

Occurs over time and is ongoing

Professional development is best delivered in the context of the teacher's subject area.

Regardless of whether teachers are working with coaches or in professional learning communities, teachers need to be working with the content they teach. Teachers don't find professional development on generic topics useful (Peery, 2002; Redding and Kamm, 1999; Dunn and Dunn, 1998). However, professional development that focuses on teachers analyzing the specific skill and concept they'll teach in their discipline is not only well-received by teachers, but has also been shown to improve both teacher practice and student learning (Blank, de las Alas, and Smith, 2007; Carpenter et al., 1989; Cohen and Hill, 2001; Lieberman and Wood, 2001; Merek and Methven, 1991; Saxe, Gearhart, and Nasir, 2001; Wenglinsky, 2000; McGill-Franzen et al., 1999; Darling-Hammond et al., 2009).

In context of the teacher's subject area

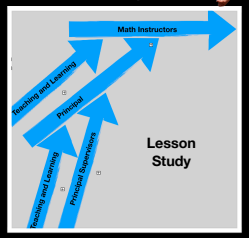
What did it look like?

Principal PLC

Monthly 1/2 day principal meetings

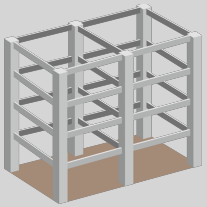
Teaching & Learning Building Support

Cohort Meetings



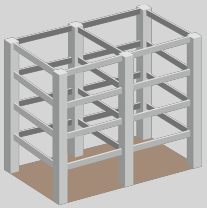
Teaching Learning Support to the Building

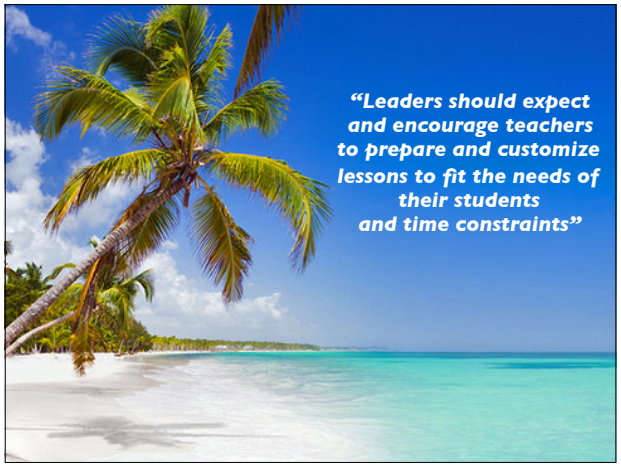
- Prep TOSA facilitators to lead experience
- Identify priority buildings
- Principal launch
- Waiver Day: TOSA teaches lesson study
- Grade level release for application with problem of practice and observation

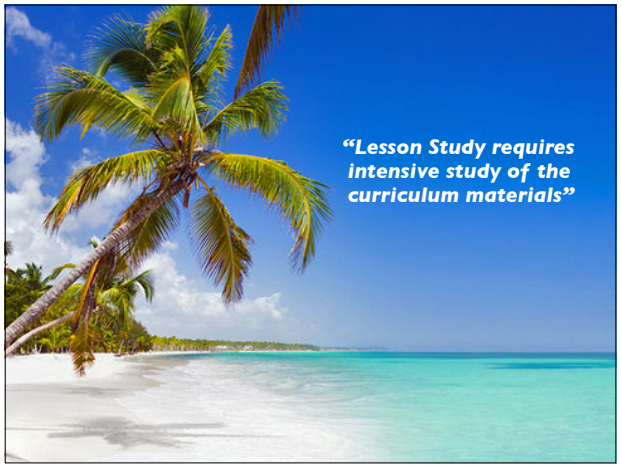


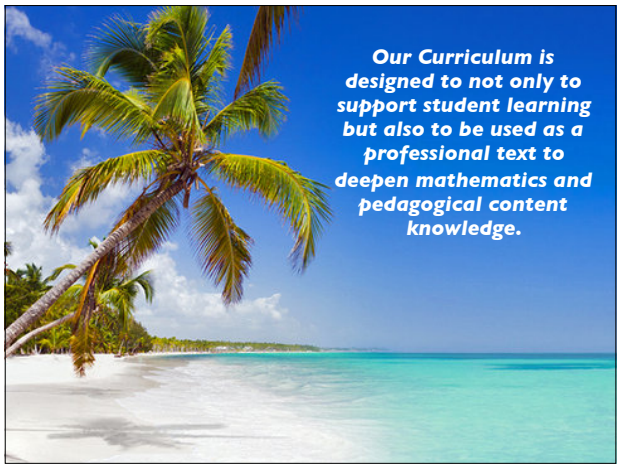
Principal 1/2 Day

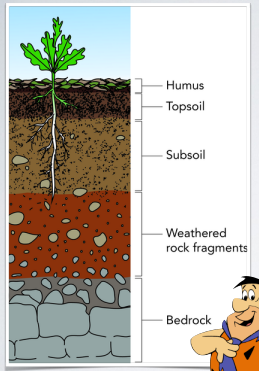
- Principal supervisors teach process to principals
- Teaching and Learning facilitates experience for principals
- Principals go to balcony and consider actions for support
- Repeat




"Leaders should expect and encourage teachers to prepare and customize lessons to fit the needs of their students and time constraints"


"Lesson Study requires intensive study of the curriculum materials"


Our Curriculum is designed to not only to support student learning but also to be used as a professional text to deepen mathematics and pedagogical content knowledge.



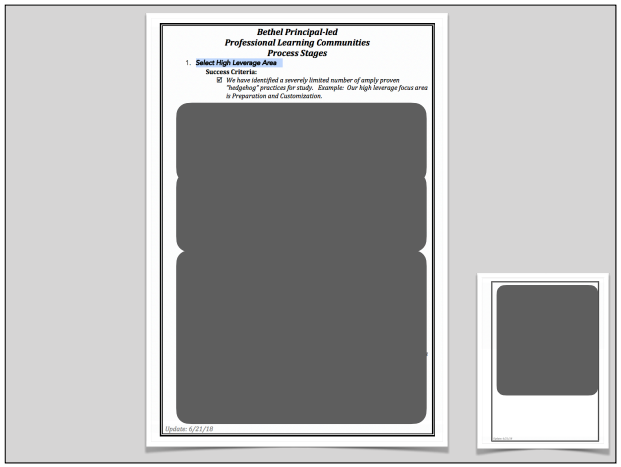
"The three-step Preparation and Customization Process is the bedrock of effective classroom instruction"

Leaders must support teachers by providing designated time for the work of study and preparation

Principal PLC

- Structure
- Process Stages

4 PLC Leaders
District Admin



Bethel Principal-led
Professional Learning Communities
Process Stages

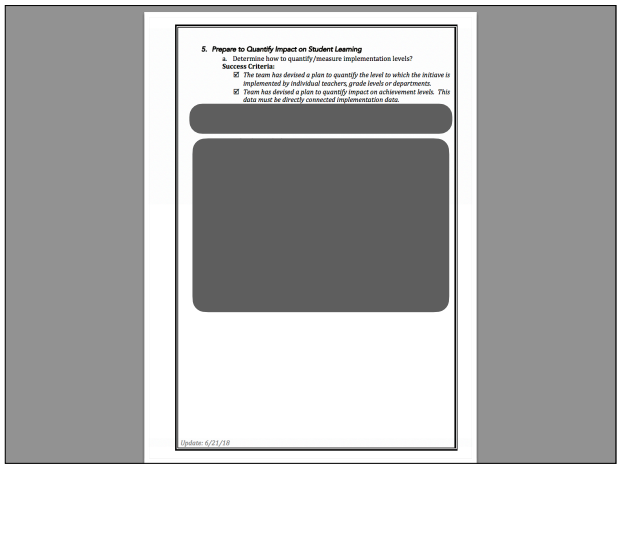
1. **Select High Leverage Area**

Success Criteria:

☑ *We have identified a severely limited number of amply proven "hedgehog" practices for study. Example: Our high leverage focus area is Preparation and Customization.*

[redacted]

Update: 6/21/18



5. ***Prepare to Quantify Impact on Student Learning***

- Determine how to quantify/measure implementation levels?

Success Criteria:

☑ *The team has devised a plan to quantify the level to which the initiave is implemented by individual teachers, grade levels or departments.*

☑ *Team has devised a plan to quantify impact on achievement levels. This data must be directly connected implementation data.*

[redacted]

Update: 6/21/18

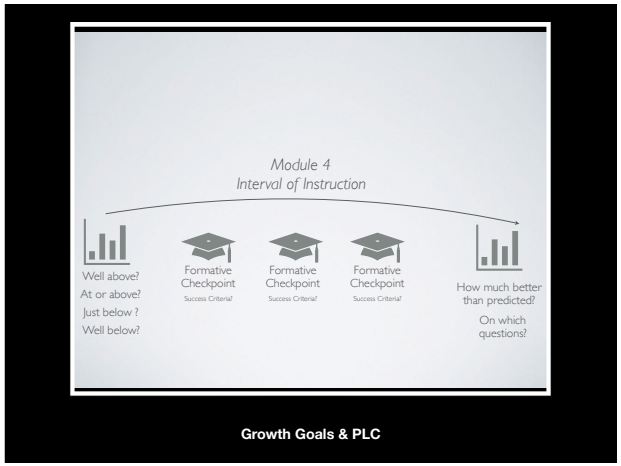
Your Next Agenda

* Examine Process Stages Document and determine what you hope to accomplish during your next meeting.
* Consider the challenges that may surface.
* List two courses of action that might address the challenges
* Predict consequences for each course of action.
* Assign letter grades to each course of action for the level of good it's likely to produce.
* Determine Partner A and Partner B
* A shares
* B probes for clarity
* B offers alternative course/s of action
* A & B reassign letter grades
* Rotate!

My Learnings

* Process matters! It's not a natural process for us. We're typically in a hurry. This work slows us down to go deep.
  * When done well, it looks more more like action research
  * Teams will course correct along the way
* It's not linear. However, the balcony view can help us examine where we are in the process, where we've been, where we're stuck, and find the next logical step.
* The best agendas include activities/experiences that deeply engage the entire team in: learning, translation, criteria creation.
* If we attempt go after something we already understand and are doing, the process feels more like sharing instead of learning and growing.
* Data collection is complex. We need data for implementation levels & impact. Implementation data requires clear understanding of what it looks like when implemented well, which is only developed through quality learning experiences. Impact data is a joke without implementation data.
* Teams will experience patterns of greatness and wheel spinning. The wheel spinning is not permanent.
* We prefer to present content instead of our story.
* It will suck and reward!

Teaching and Learning Cohort



Growth Goals & PLC

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