



Carnegie Foundation
for the Advancement of Teaching

D6: Galvanizing Teacher Engagement, Support, and Leadership in Improvement

Lisa Clarke, Director of Improvement, National Board for Professional Teaching Standards

Sara Saldaña, San Francisco Director, Network to Transform Teaching, San Francisco Unified School District

Lauren Moore, Mentor/Special Education Teacher, West Goshen Elementary School

Kristen Van Hook, Chief Policy Officer, National Institute for Excellence in Teaching (NIET)

Kristen C. Wilcox, Associate Professor, SUNY at Albany

Deborah Larabee, Junior/Senior High Principal, Fort Plain Central School District

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WHO'S IN THE ROOM?



Introductions



Lauren Moore
Special Education &
Mentor Teacher,
West Goshen Elementary
School



Kristan Van Hook
Chief Policy Officer,
National Institute for
Excellence in Teaching



Lisa Clarke
Director of Improvement,
National Board for
Professional Teaching
Standards



Sara Saldaña
San Francisco Director,
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Teaching, San Francisco
Unified School District



Deborah Larrabee
Junior/Senior High Principal,
Fort Plain Central School
District



Kristen C. Wilcox
Associate Professor,
SUNY at Albany

Objectives

- Learn about the arc of development for teachers from learning continuous improvement, to participating in it, to leading these efforts.
- Explore cases of teachers engaging in continuous improvement work.
- Think about next steps for continuous improvement work within your context.



Session Agenda

- Overview from each organization
- Practitioner Perspectives and Learned
- Turn and Talk
- Q&A
- Session Evaluations and Closing

Focus on Teacher Quality

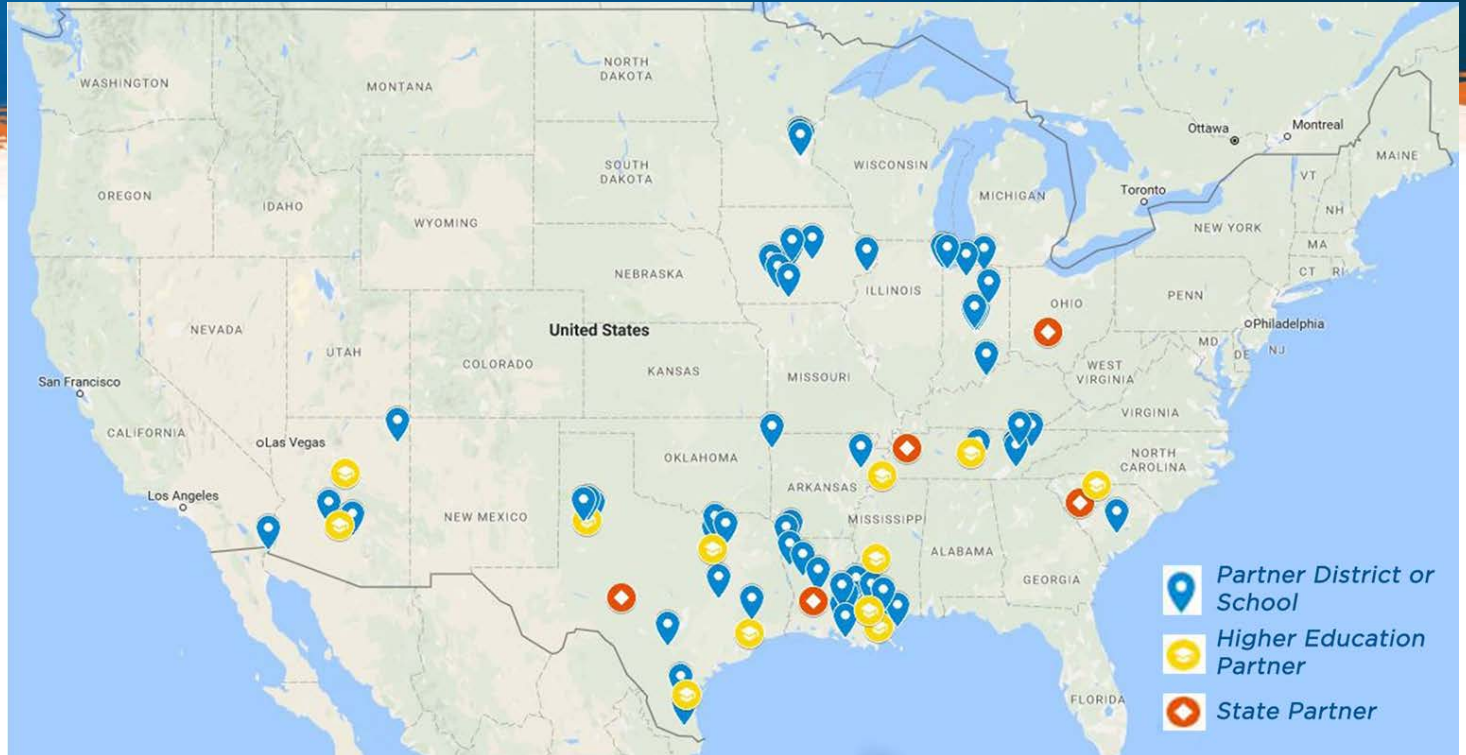
Research confirms that the single most important education element driving student achievement is the quality of the teacher in the classroom.



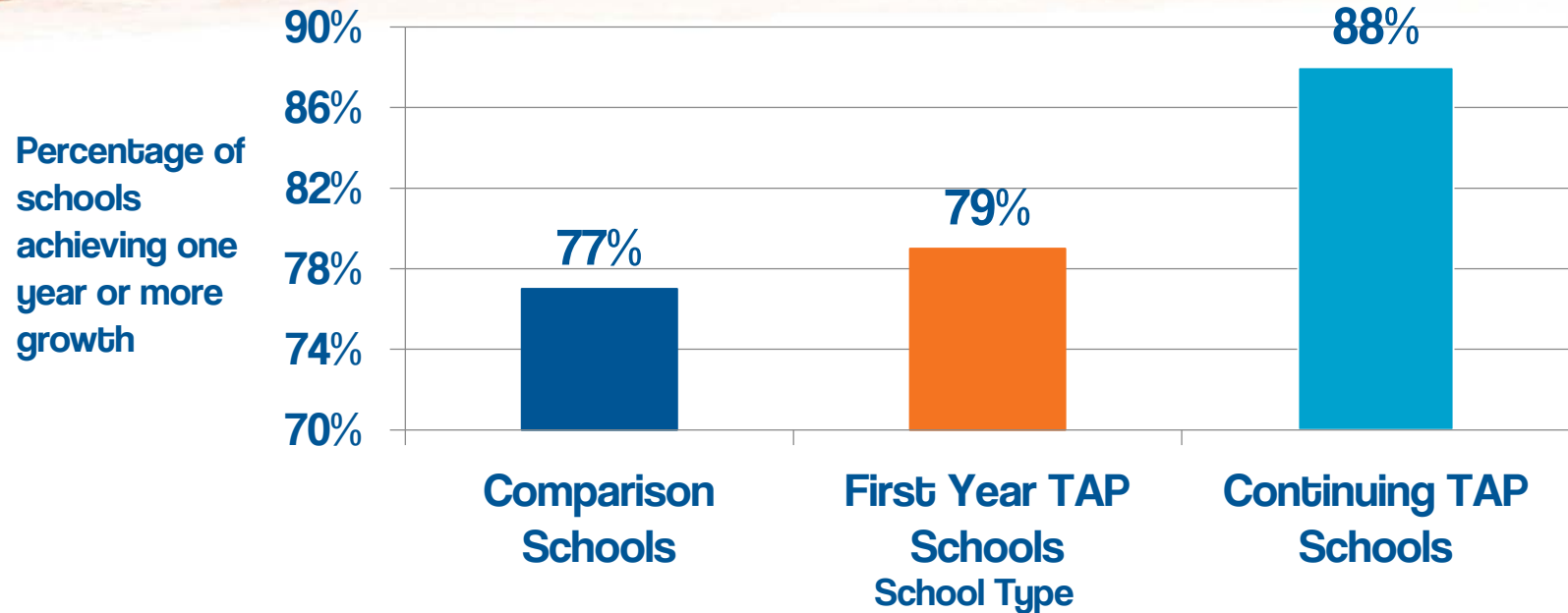
The TAP System's Four Elements



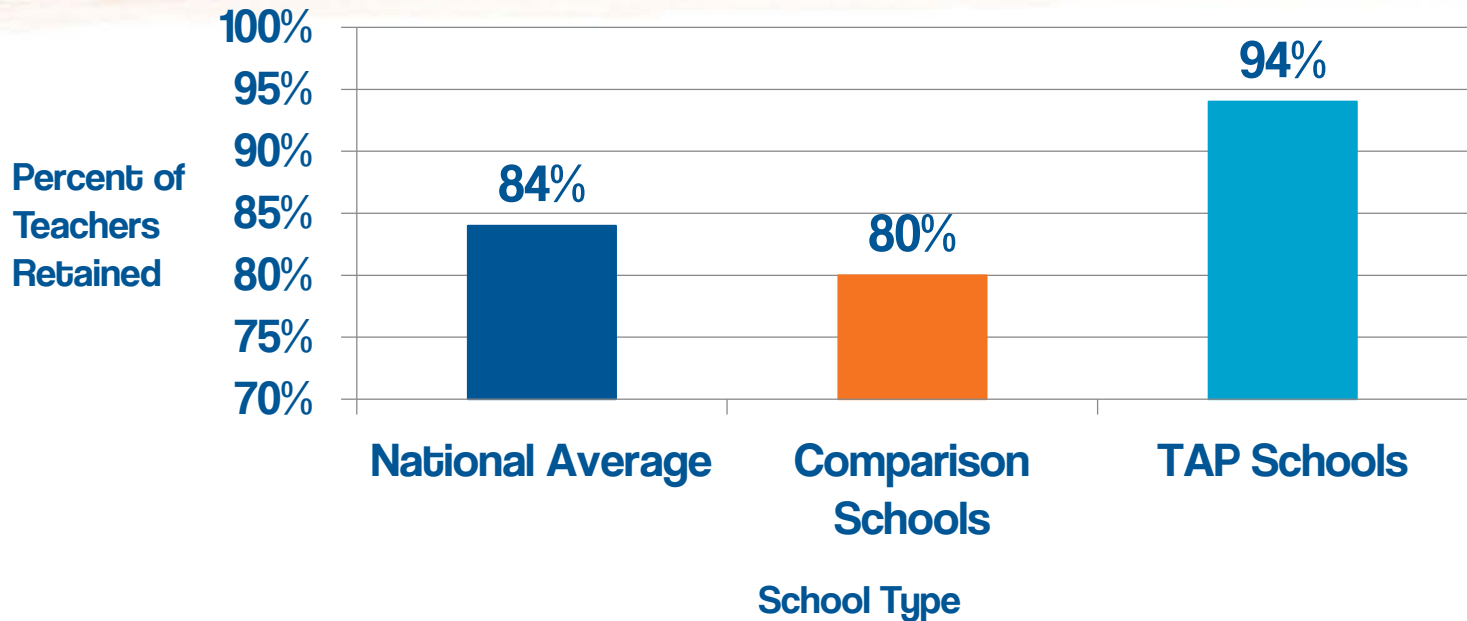
NIET Partners



Nationally, Schools Achieve



Impact on Teacher Retention



What Can “Teacher Leadership” Mean?

“FORMAL”

Restructuring schools to incorporate “middle level” leadership positions with formal titles and commensurate compensation, release time, and professional authority and accountability

Example:

TAP System Master Teacher and Mentor Teacher positions as described in this report

“QUASI-FORMAL”

Incorporating teacher leader roles into the formal structure of schools, along with training and support, but stopping short of conferring formal professional authority and accountability

Example:

Recruiting expert teachers to be literacy coaches in support of a districtwide reading initiative

“IMPROVISED”

Creating opportunities for teachers to take on leadership roles to support schools, providing them with training and resources, but not changing the organizational structure of schools

Example:

Mentoring new teachers without release time

“ORGANIC”

Making efforts to improve education within or beyond the school in self-directed, informal ways

Example:

Collaborating with colleagues on lesson plans
Organizing a book study or designing an educational app

“CONSULTATIVE”

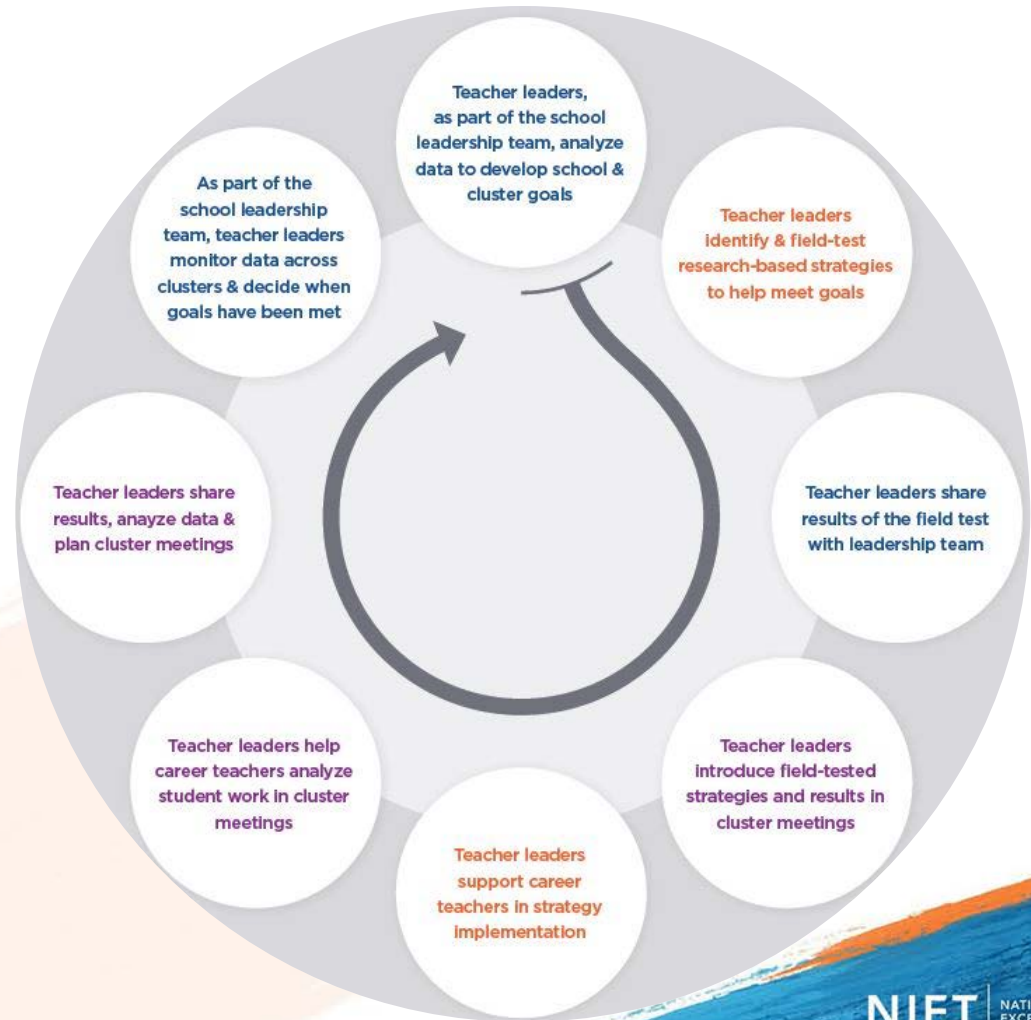
Having a say in schoolwide decisions that impact classroom teaching

Example:

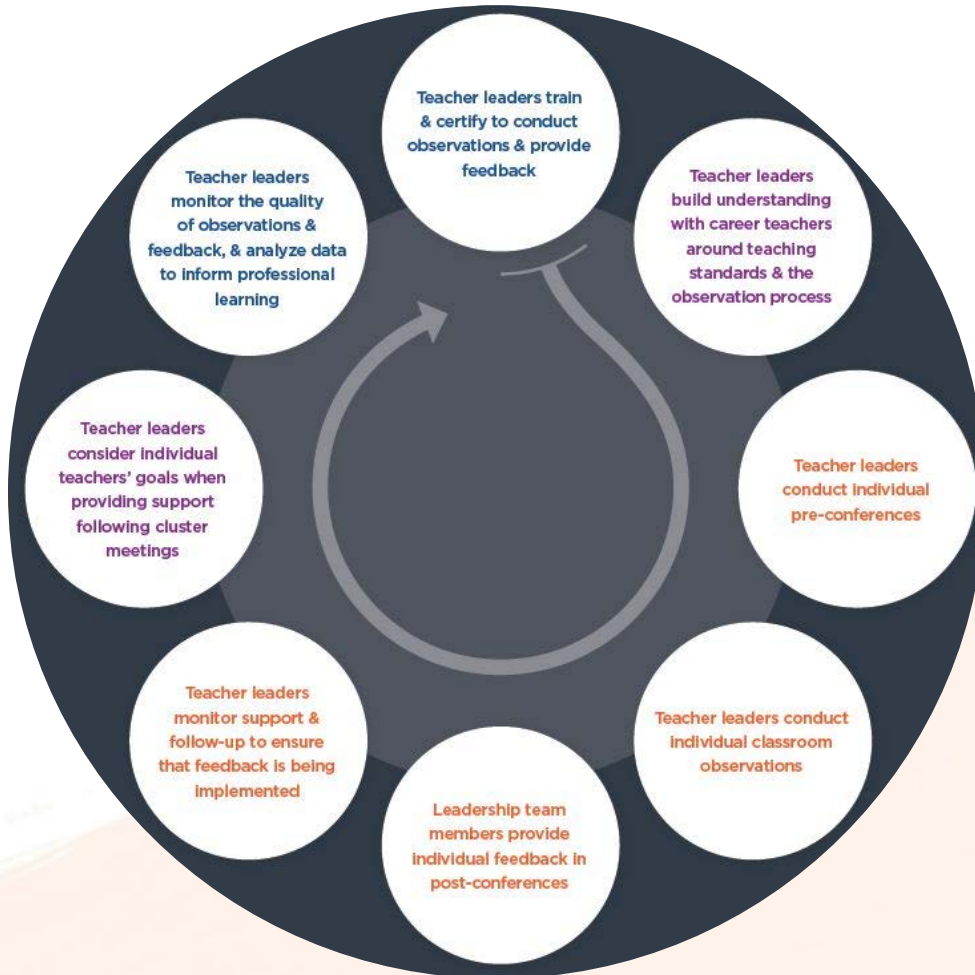
Teachers’ influence on school’s curriculum, instructional, discipline and budget decisions

Teacher Leader Roles in Collaboration & Professional Learning

- Schoolwide Leadership Team
- Teacher Collaborative Teams
- Classrooms



Teacher Leader Roles in Providing Classroom Observations & Feedback



■ Schoolwide Leadership Team

■ Teacher Collaborative Teams

■ Classrooms



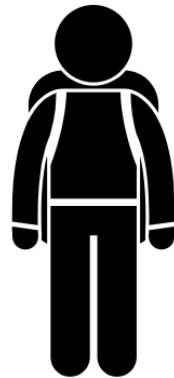
NT3

Network to Transform Teaching



SFUSD
SAN FRANCISCO
PUBLIC SCHOOLS

**Imagine if every student had
teachers who see them, ignite
their passions, and advance their
learning**



NT3 is Transforming Teaching

From ...

To...

Idiosyncratic knowledge and variation in teaching skills



A **coherent body of knowledge** and skills defined by standards for accomplished teaching

Isolated, static teaching practice



Collaborative, public, ever-improving practice

External, individual accountability for students' learning



Internal, **shared responsibility** for students' learning

Accomplished Teaching Body of Knowledge

A coherent body of knowledge and skills, defined by standards for accomplished teaching.

- Five Core Propositions
- National Board Standards
- Architecture of Accomplished Teaching (AAT)

Professional Career Continuum for Teaching



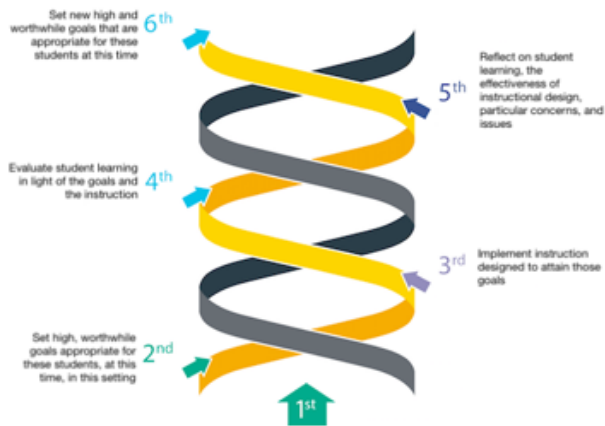
- Mentors
- Coaches

- PLC Leaders
- Department Chairs
- Instructional Coaches

- Support candidates

- Mentors
- Coaches

Architecture of Accomplished Teaching

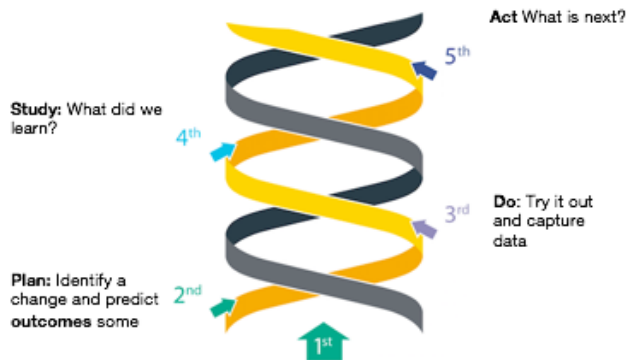


Your Students: Who are they? Where are they now? What do they need and in what order do they need it? Where should I begin?

Five Core Propositions

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students
3. Teachers are responsible for managing and monitoring student learning
4. Teachers think systematically about their practice and learn from experience
5. Teachers are members of learning communities

Plan, Do, Study, Act Cycles



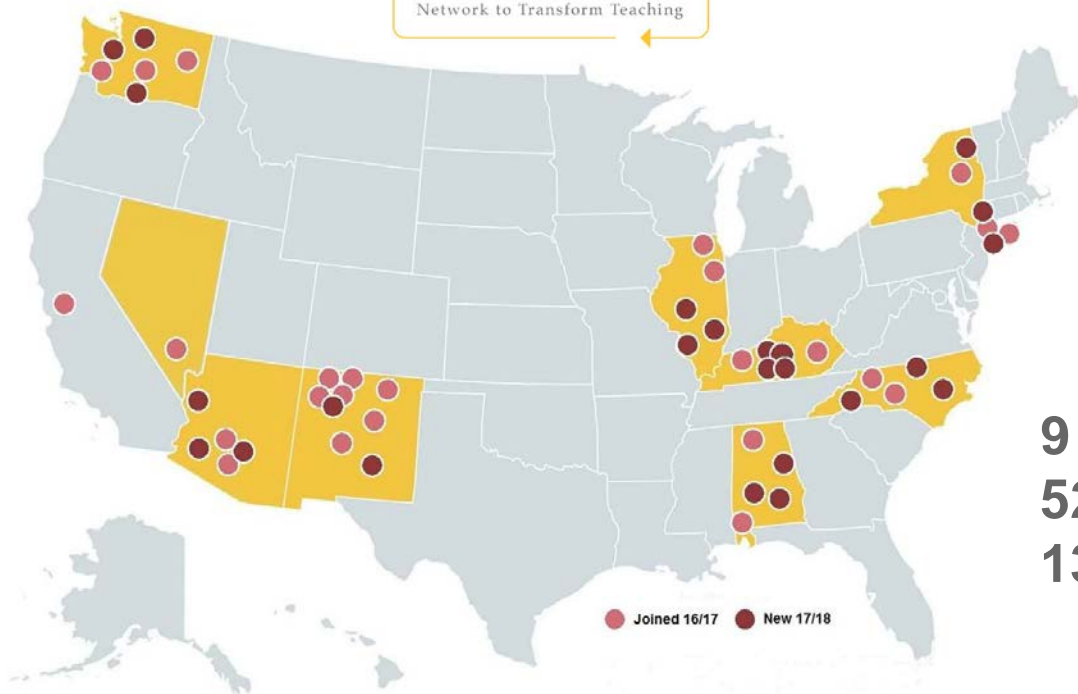
What do we know about the system? The users? The problem?

The Six Principles of Improvement

1. Make the work problem-specific and user-centered.
2. Variation in performance is the core problem to address.
3. See the system that produces the current outcomes.
4. We cannot improve at scale what we cannot measure.
5. Anchor practice improvement in disciplined inquiry.
6. Accelerate improvements through networked communities.

NT3

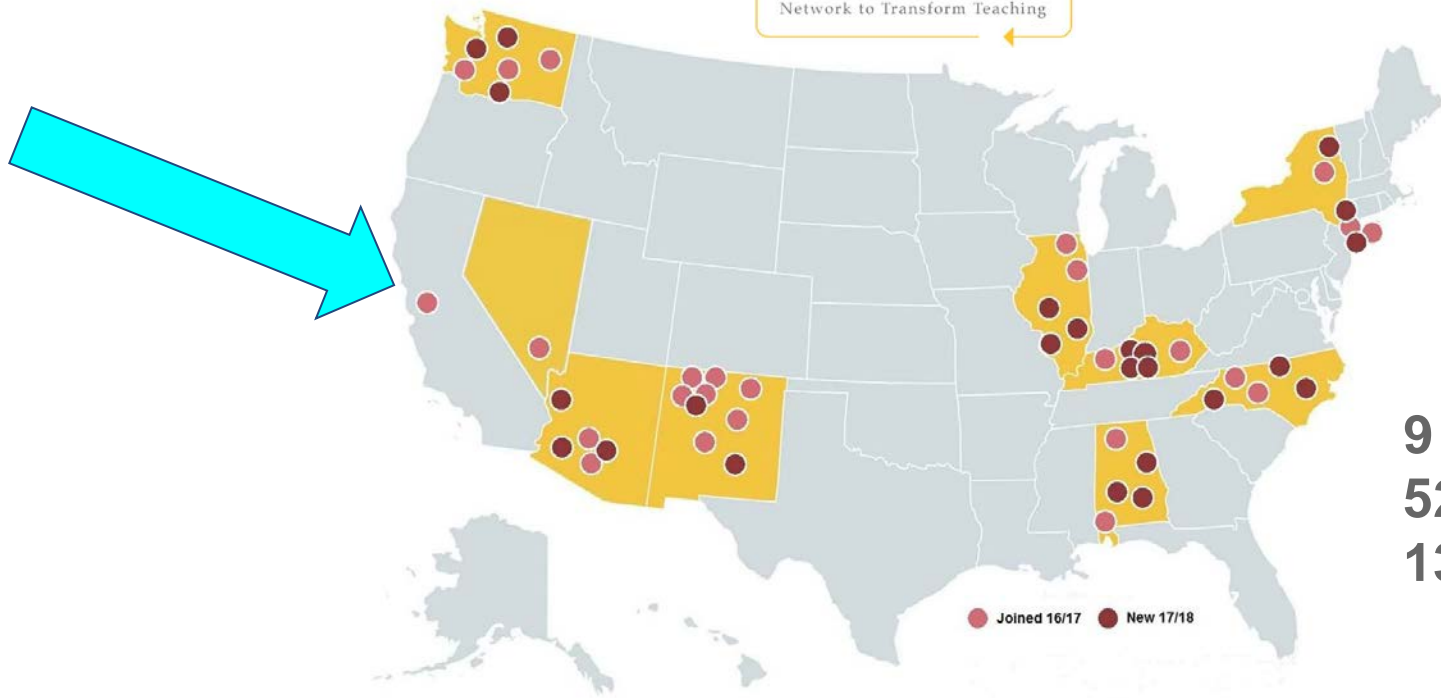
Network to Transform Teaching



9 States
52 Districts
130+ Schools

NT3

Network to Transform Teaching



9 States
52 Districts
130+ Schools

Engaging in the Ground War:

Lessons Learned about Galvanizing Improvement Teams from a Research-Practice Partnership

Kristen C. Wilcox- Associate Professor, University at Albany and R&D Director of NYKids

Deborah Larrabee – Principal Fort Plain Junior-Senior High School



“The problem-solving work of innovation requires access to ‘sticky’ information regarding user needs and the context of use . . . we need design which explicitly aims to function in the hands of diverse individuals working in highly varied circumstances.”

Bryk et al, 2011

Navigation: About | Academics | Admissions | Libraries | Research | Student Life | Athletics | News Center | Giving

NYKids Home

About Us

Research Results

Find Your School

Best Practice Frameworks

Publications and Presentations

Common Core Research

COMPASS Professional Development

Special Interest Topics



Home

NYKids

Welcome to a resource to support school improvement in New York State.

NYKids mission is to *inform*, *inspire*, and *improve* -

- *inform* educators and others about school performance in comparison to other schools in the state
- *inspire* educators through case studies and other reports of promising practices in odds-beating schools
- *improve* schools through professional development in continuous improvement processes (COMPASS-AIM)

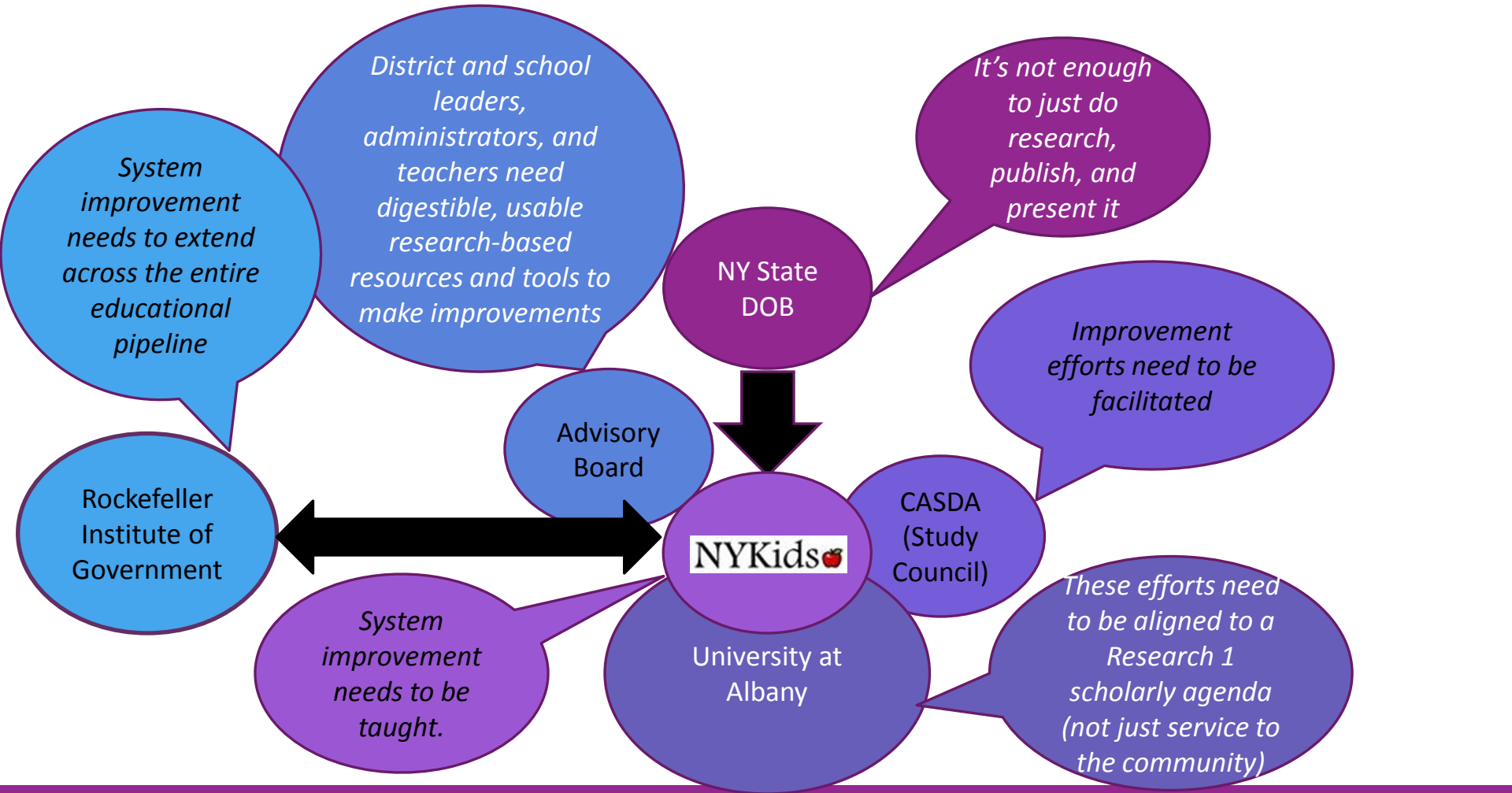
NEW NYKids Study Announced for 2017-18: Critical Needs High School Study

Know Your Schools - for NY Kids
School of Education B9
University at Albany
1400 Washington Avenue
Albany, NY 12222
518-442-5171

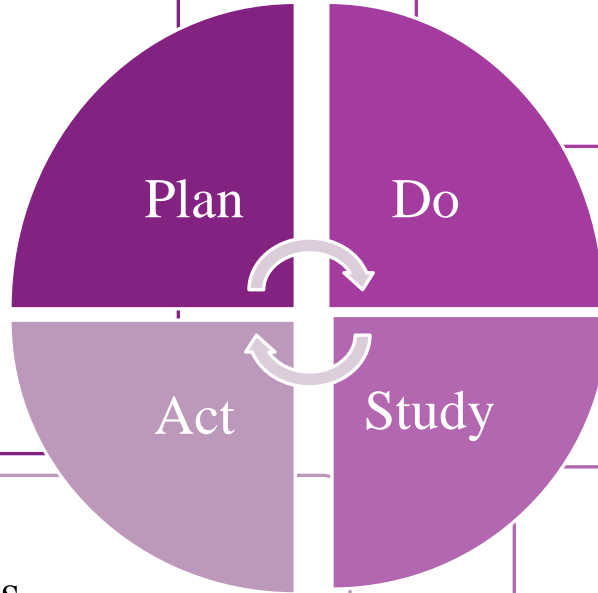
facebook



Name: Know Your Schools For NY Kids
Status: 



- **Compare** processes and practices to evidence-based practices
- **Assess** priorities based upon local constraints and affordances
- **Select** evidence-based practices
- **Set SMART** goals/AIMS

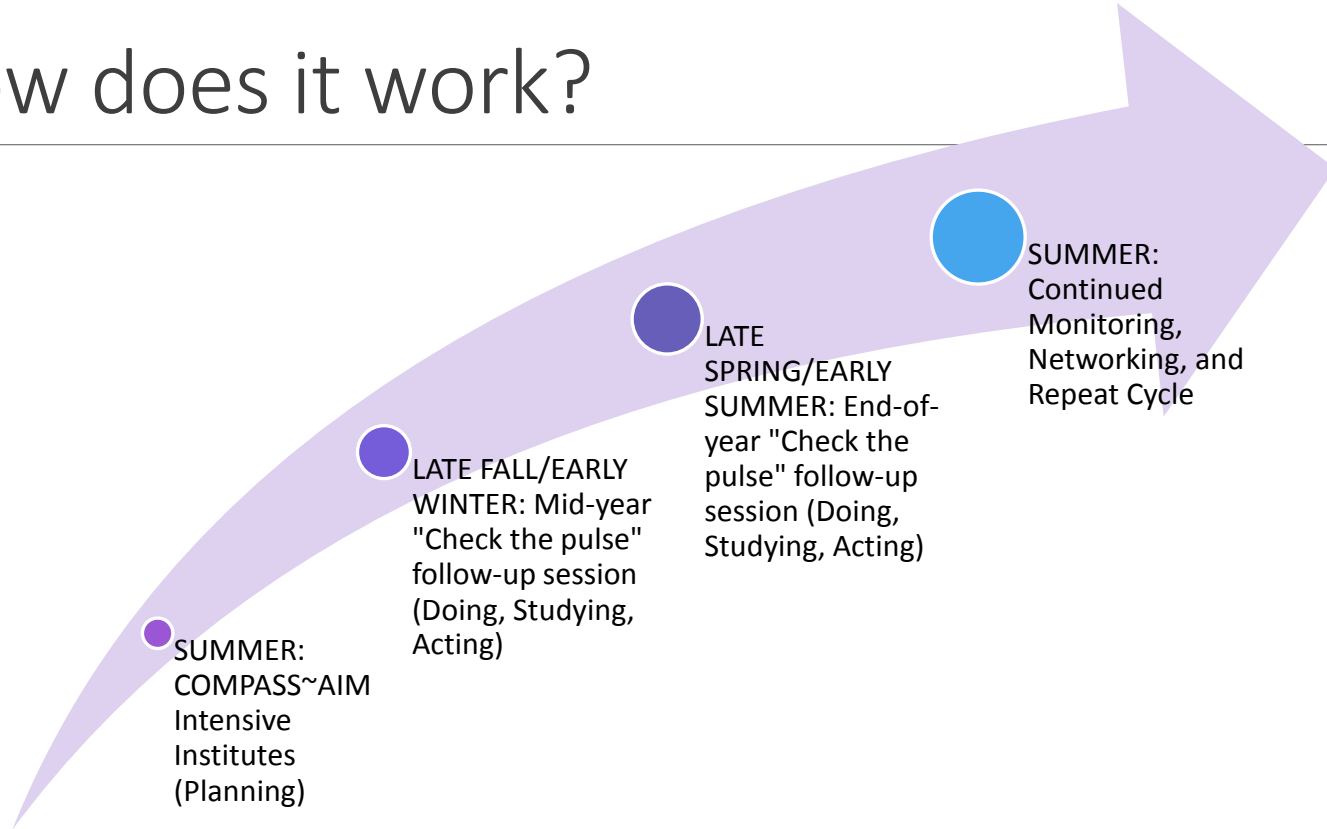


- **Action Plan**
- **Implement Plan**

- **Recalibrate** as needed and continue cycle

- **Monitor** ("check the pulse")

How does it work?



Goshen Community Schools, Indiana

West Goshen Elementary School

Students: 356

- Free & Reduced Lunch: **76%**
- Hispanic: **63%**
- English Learners: **49%**
- Special Education: **28%**

Career Teachers: 23

- Mentor Teachers: **5**
- Master Teachers: **1**



Goshen Community Schools

Students: 6700

- Free & Reduced Lunch: **66%**
- Hispanic: **54%**
- English Learners: **28%**

Schools: 9

- Elementary Schools: **7**
- Middle School: **1**
- High School: **1**

Goshen

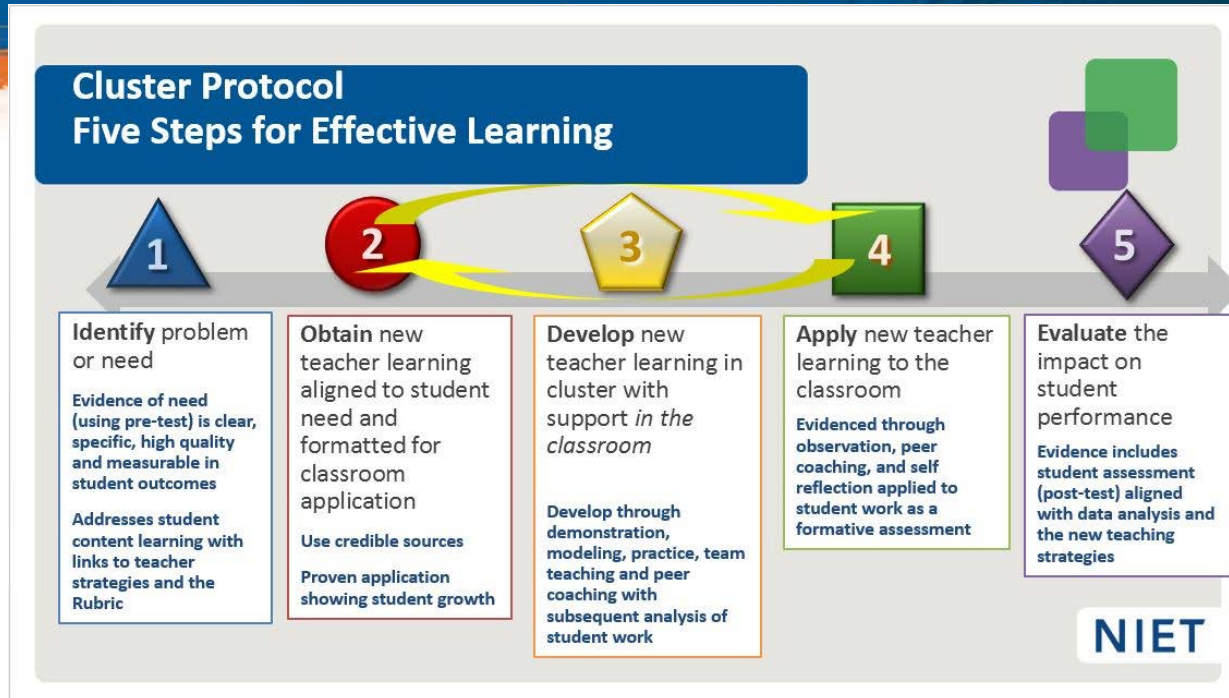
Indiana Statewide Testing for Educational Progress (ISTEP) West Goshen Elementary School Grades K-5

2011-2012 1st Year of TAP	2012-2013 2nd Year of TAP	2013-2014 3rd Year of TAP	2014-2015 4th Year of TAP	2015-2016 5th Year of TAP	2016-2017 6th Year of TAP
D	B	C	C	A	A

Practitioner Perspective and Lessons Learned

- Evaluations and Coaching
- Instructional Rubric
- Professional Development: Cluster
- Leadership Team

Five Steps for Effective Learning



Reflection:

How can this structure help focus your school toward using teachers as leaders to benefit student achievement?

Practitioner Perspectives & Lessons Learned



Practitioner Perspectives & Lessons Learned



<http://bit.ly/NT3PracPerspective>

Reflection Question

- What supports do teachers need to lead improvement in their communities?



Fort Plain Central School District

	ES	Jr-Sr HS	New York State
Grades Served	K-6	7-12	K-12
Total Enrollment	434	329	2,640,250
Free/Reduced Price Lunch	63%	60%	54%
African-American	2%	1%	18%
Hispanic/Latino	5%	4%	26%
White	87%	89%	45%
Other	6%	6%	10%

Fort Plain Junior-Senior High School (7-12)

Small rural school (330 students)

Graduation rate: Between 83 – 88%

Duration of involvement in RPP:

- Team formed 2015 with new superintendent. Team meets throughout the year (a minimum of 4 times) with intensive summer planning sessions

COMPASS team members:

- Principal, school counselor, 2 middle level teachers, 2 high school teachers, 1 special area teacher, 1 teaching assistant

Importance of district-wide support

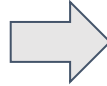
- District leaders resolved the bottom-up versus top-down dilemma by embracing the concept of “defined autonomy” (Marzano & Waters, 2009) and distributed leadership (Spillane, 2005).
- The superintendent worked with the board of education and principals to articulate clear, nondiscretionary goals for the district as a whole, for each school, and for subgroups of students.
- The schools then established a common framework of research-based strategies for achieving those goals.



F.P.C.S.D. Board of Education Smart Goals
2016-2017

Safety and Student Social and Emotional Developmental Health
2016-17 SMART Goal

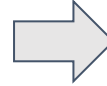
By June 1, 2017, the superintendent, school leaders and staff will identify, implement and evaluate action steps tailored to meet school safety needs such as health issues, bus safety and building cleanliness. The superintendent will plan appropriate professional development, parent outreach and community education and monitor progress in these areas.



Safety and Student Social and Emotional Developmental Health

Curriculum Development and Support
2016-17 SMART Goal

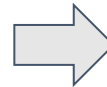
During the 2016-17 school year the district will prepare 100% of all students to be college and career ready as evidenced by graduation rate, attendance, and college and career choice data.



Curriculum Development and Support

Fiscal Resources
2016-17 SMART Goal

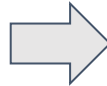
During the 2016-17 school year the Board of Education in partnership with the superintendent, business manager and school leaders will make, monitor and communicate appropriate budgetary decisions as evidenced by budget reports and external audits.



Fiscal Resources

Family and Community Engagement
2016-17 SMART Goal

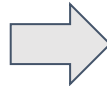
The Board of Education will build trust and expand parent and community engagement Prek-12 in 2016-17 as evidenced by reciprocal communication, attendance at events and parent workshops, school website, outreach to the business community and increased response on social media.



Family and Community Engagement

Use of Data to Inform Teacher Practices and Improve Learning
2016-17 SMART Goal

The Board of Education will use data to progress monitor goals and charge the Superintendent and Principals with ensuring that 100% of teachers use school achievement data to improve instructional practices by June 1, 2017.



Use of Data to Inform Teacher Practices and Improve Learning

Questioning process - Once we have a SMART goal ask:

- What are the potential action steps for this goal?
- Who is involved and how can they be engaged in implementation?
- When would the work towards this goal take place? Deadlines?
- What would the evidence of success look like?
- How will goals be shared within the Fort Plain Jr.-Sr. H.S.?

COMPASS ACTION PLANNING WORKSHEET Element #4 – Driving a Whole-Child Intervention Loop/Attendance

Fort Plain Central School District

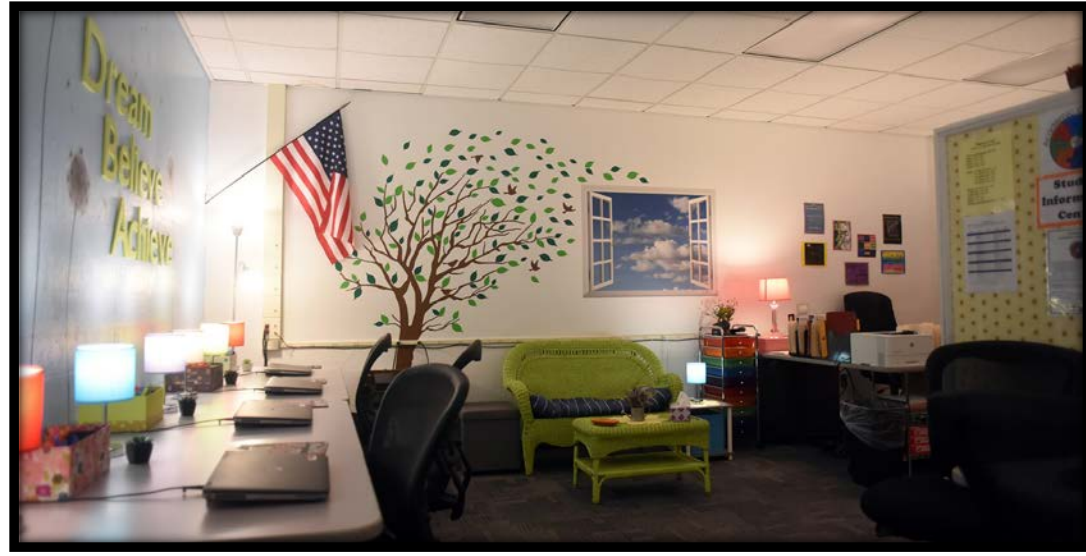
2017-18

School: Fort Plain Junior Senior HS

School Team: COMPASS

SMART Goal: To improve student attendance by the end of the 2017-2018 school year as evidenced by the following priorities: monitor student attendance, support students social and emotion well-being, and foster positive parent communication.

Specific Activities & Action Steps	Who is Responsible	Time Frame or Target Dates	Results - Evidence of Success
<i>What steps will be initiated to achieve this SMART goal?</i>	<i>Who will be responsible for initiating or sustaining the action step?</i>	<i>What is a realistic time frame for each phase of this activity/goal?</i>	<i>What evidence will you present to show that you are making progress toward your activity/goal?</i>



Academic Coaching Center

"Our goals are achieved through initiatives that are developed by the team to make change happen within our district...The social/emotional piece was instrumental in providing the framework to establish this trauma sensitive classroom which continues to flourish with the support of our administration and Board of Education." –COMPASS team member

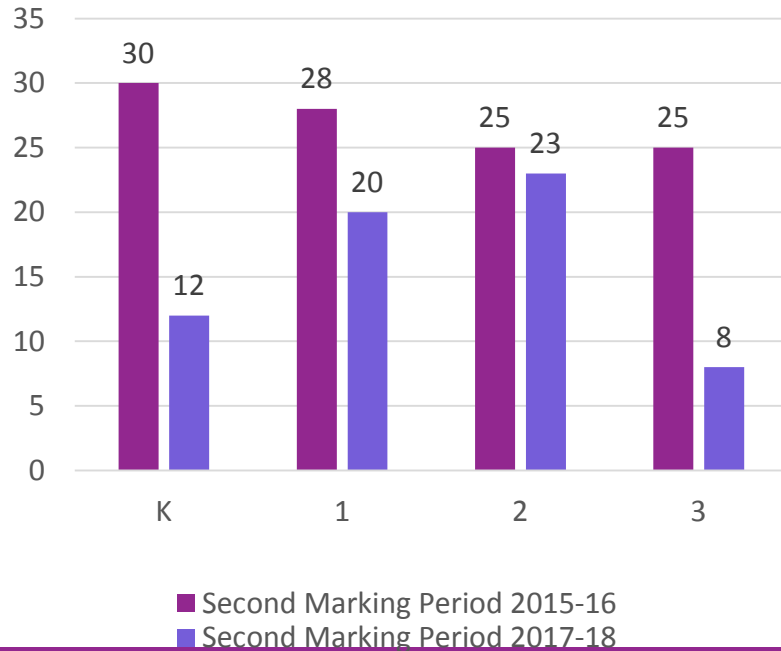


"The ACC isn't just a room to me. Personally, it feels like home". - ACC Student

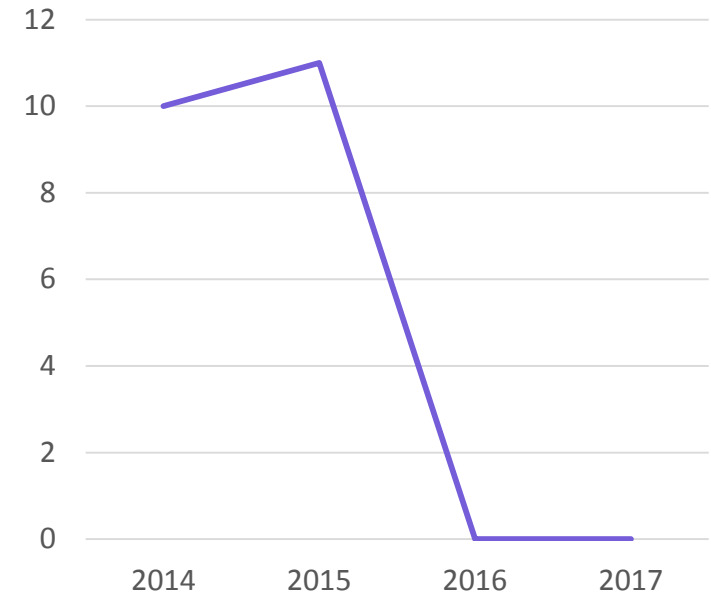


What were the student outcomes?

FP ES - Percentage of students receiving Tier 2 interventions by grade level



FP Jr-Sr HS- Numbers of students in summer school



COMPASS Team reflections....

THE GOOD...

- Best vehicle for “getting things done”
- Feeling empowered to facilitate real change
- Diminishes negativity and maximizes “buy in”
- Provides a framework for working on areas in need of improvement or change
- Seen as a positive force within the district
- We practice “out-of-the box” thinking
- Established goals give faculty and staff direction

MORE GOOD...

- Inspires us to try to make a difference
- Links all levels from the board of education to administration to the teachers
- The positive effect of our work is evident throughout the building
- Cannot tell where one person’s contribution ends and the other’s begins
- Brings together like-minded progressive people with different strengths in working towards making our school a better place

COMPASS Team reflections....

THE BAD...AND THE UGLY

- Resistance of some staff to change
- Requires a lot of time and planning
- Team sometimes seen as “bringers of more work”
- Frustration in the realization that certain goals may never be reached due to forces beyond our control

KEY TAKE AWAY:

“I’ve enjoyed working with others who also share the desire to improve everything about our school. Some folks are quick to shoot down new ideas, but this committee is open to anything that might potentially work. Take away...initial committee selection is essential for a successful team.” -L.E.

Final thought...

“I have learned a great deal and grown not only as an educator but a person as well. I feel a deeper connection to the district, the community, our students and the overall environment for which we all spend a great deal of our time. I have embraced the COMPASS model, which at first glance, appeared to be like many other educational initiatives...futile, but COMPASS works. I need structure and direction and the COMPASS model facilitates this. We are able to analyze issues, develop solutions, implement ideas and see our successes or failures and then begin again. It has been a very satisfying and productive journey and I am honored to work with such an intelligent, driven and passionate team.” - C.C.

Lessons learned on galvanizing teachers to engage in continuous improvement efforts

This work takes hold when....

- Trust is reciprocated between district and school leaders and teachers
- The improvement process is carefully scaffolded with researchers, PD experts, and practitioners working in concert
- Periodic opportunities to reflect are offered to teachers and these opportunities are non-evaluative
- New structures and teams are organized gradually and build from strengths
- Transparency about the system is encouraged – with the core improvement team acting as a conduit to help drive efforts within and across schools

Reflection Question

From this example, what take-aways do you have about mitigating obstacles to teachers engaging in improvement efforts?

TURN & TALK

Take one minute to introduce yourself to your elbow partner. State your name and your role.

For the next three minutes, discuss one or more of the following questions:

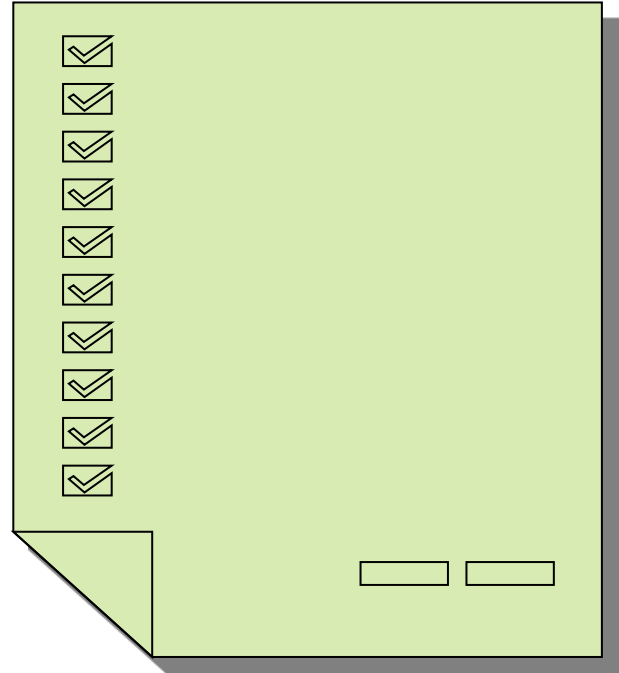
- What resonated with you about these approaches to teachers leading improvement efforts?
- What are you excited to share?
- What questions do you still have about teacher leaders using improvement science?

QUESTIONS

What questions do you still have about teacher leaders using improvement science?

EVALUATIONS AND CLOSING

Please take a moment and complete the session evaluations.





Carnegie Foundation
for the Advancement of Teaching

THANK YOU!

