



**TRACTION**  
for School Improvement™

# EduForum 2018

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November 1-2



# Share on Twitter & Instagram!



@InsightEdGroup

@StricktlyJason

@CulbertsOn

#Eduforum18





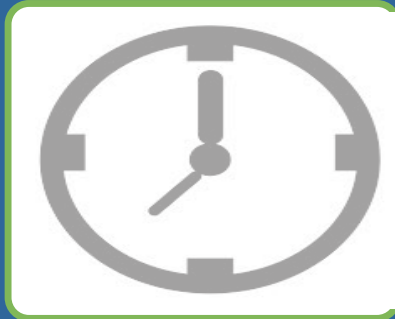
# Agenda & Objectives

# Expectations & Logistics

## EXPECTATIONS

- Participate actively
- Honor time limits
- Be open to new ideas
- Trust the process
- Keep techno-distractions to a minimum
- Leave the space better than we found it

## LOGISTICS

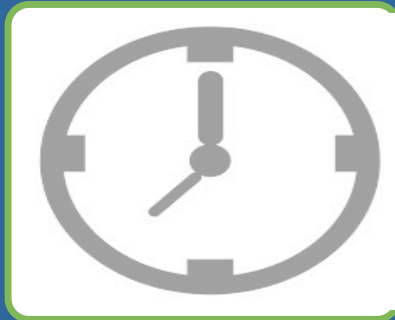


# Expectations & Logistics

## EXPECTATIONS

- Participate actively
- Honor time limits
- Be open to new ideas
- Trust the process
- Keep techno-distractions to a minimum
- Leave the space better than we found it

## LOGISTICS



# Session Objectives

The participant will....

Define and operationalize distributed leadership across contexts including their own.

Prioritize the foci for instructional leadership teams.

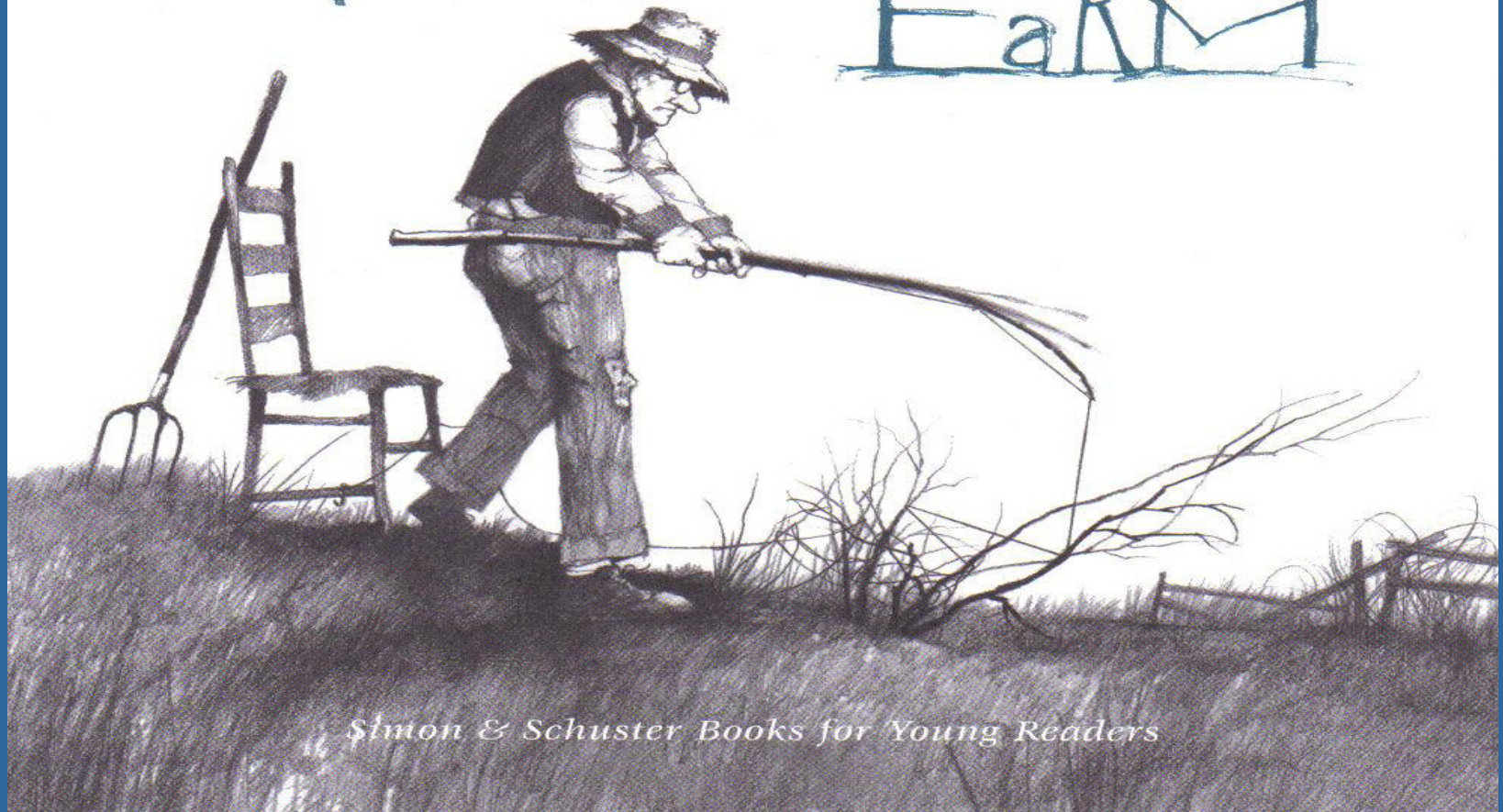
# Day 1 Agenda

- 1 Icebreaker: MacDonald's Farm
- 2 Overview of TRACTION for School Improvement (TSI)
- 3 Distributive leadership reflection
- 4 Analyze TSI 5 Star Meetings
- 5 Identify Problems of Practice
- 6 Overview of ADVANCE Feedback



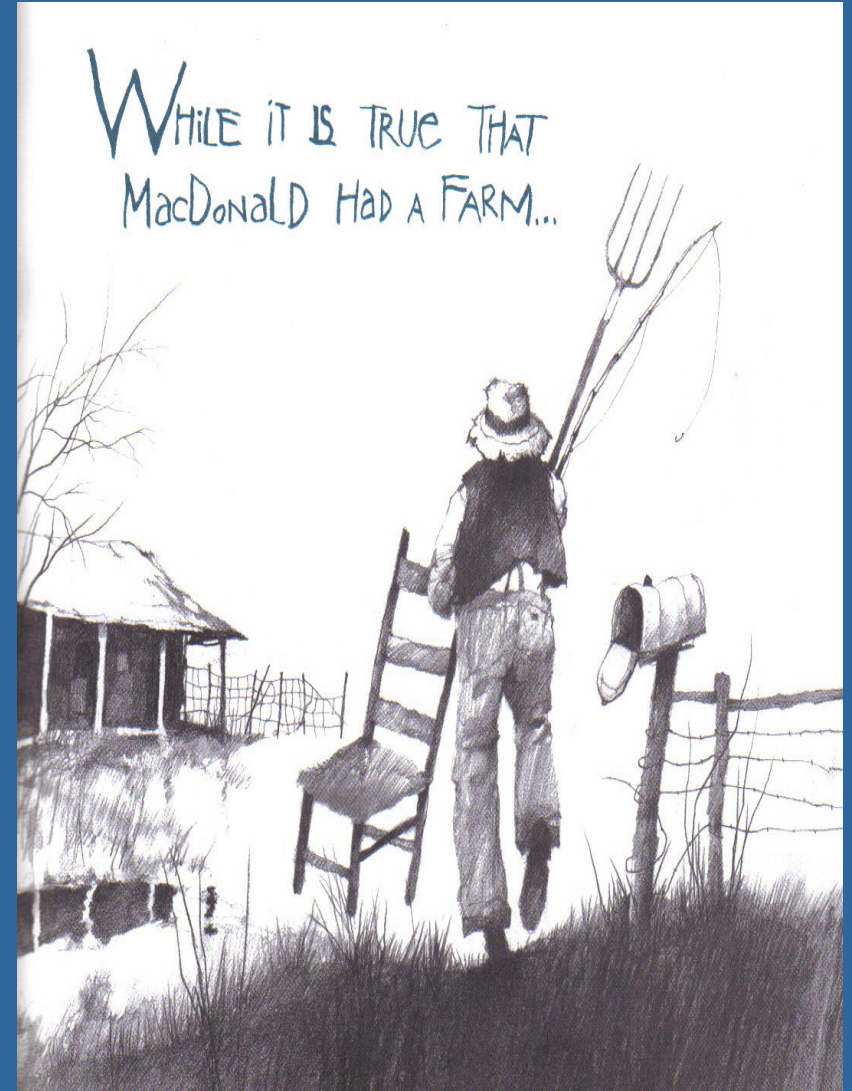
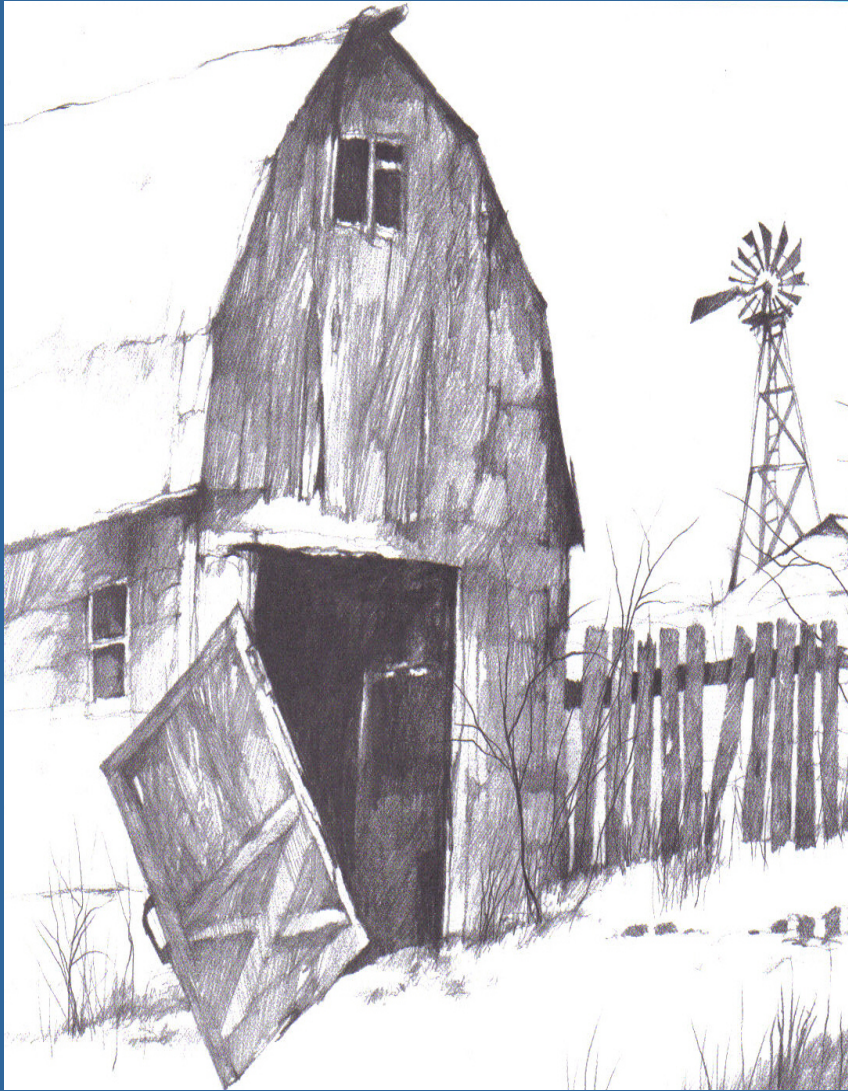
# Once Upon MacDonald's Farm

STEPHEN GAMMELL  
ONCE UPON MacDONALD'S  
FARM



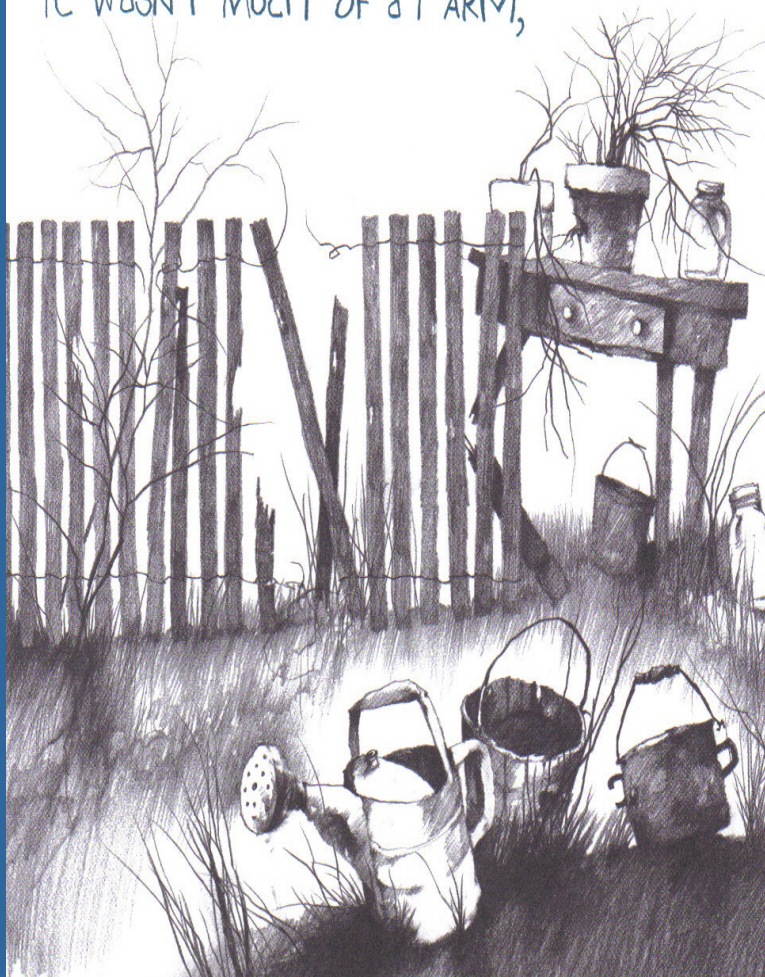
*Simon & Schuster Books for Young Readers*







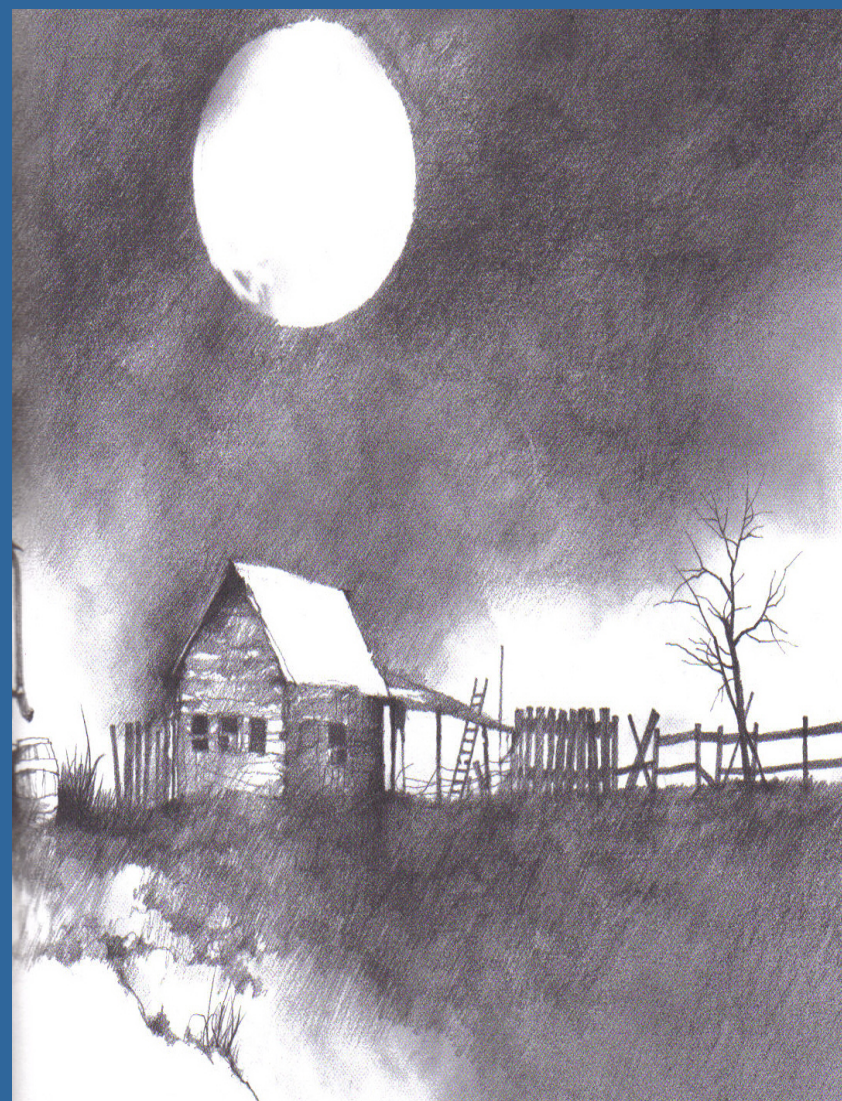
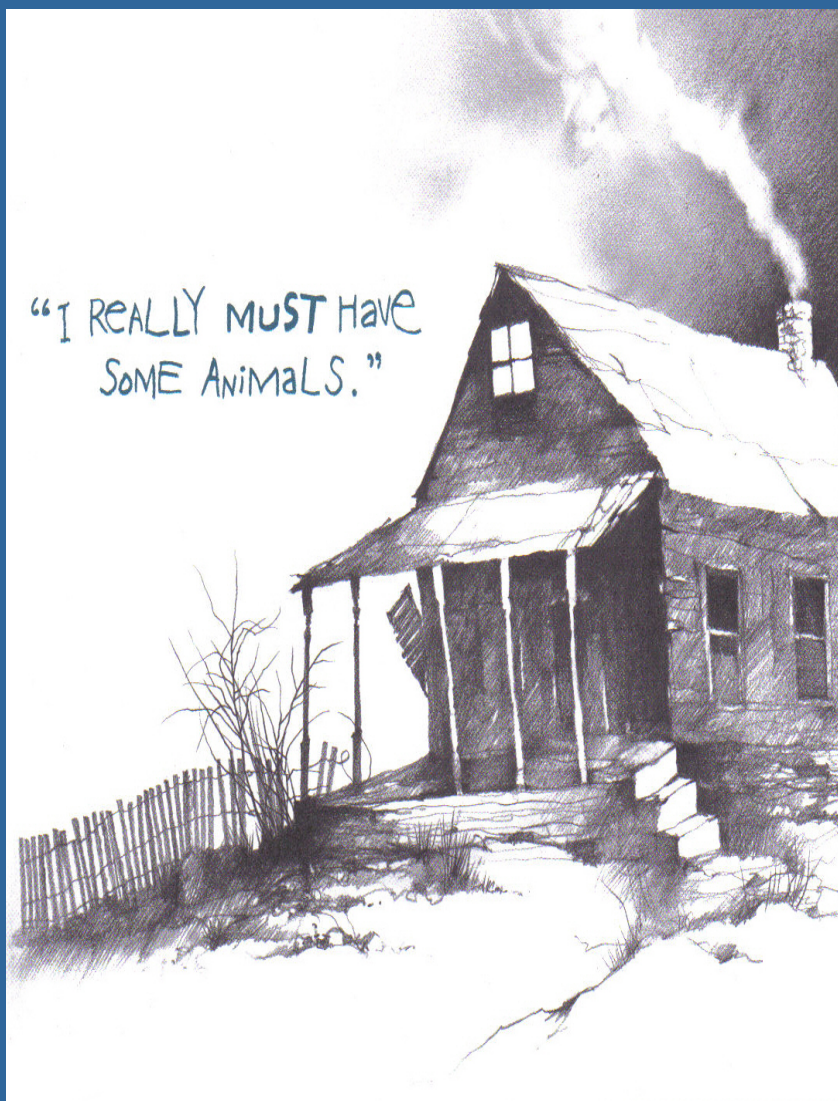
it WASN'T MUCH OF A FARM,



AND He HAD NO ANIMALS.  
NONE AT ALL.









So, He bought an ELEPHANT.



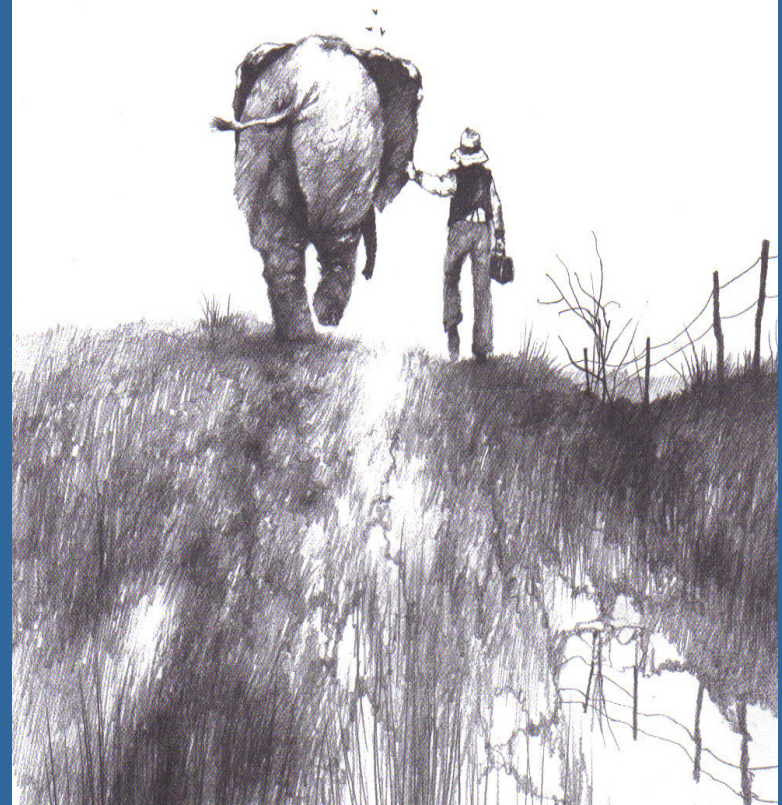
He ALSO BOUGHT a BABOON  
and A LION.





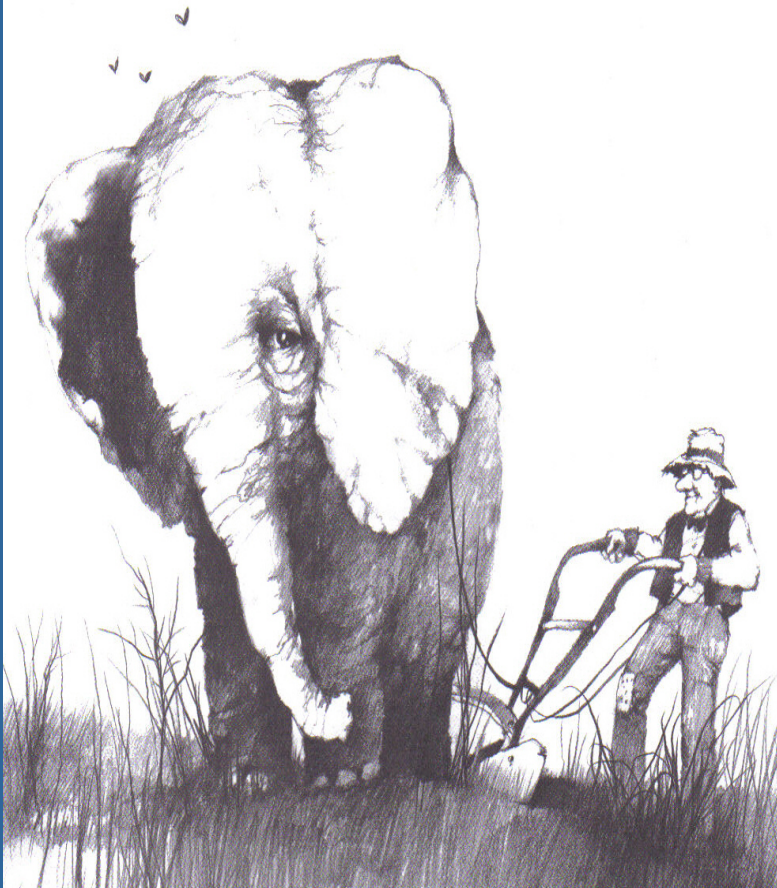


IN the MORNING, MacDONALD  
AND THE ELEPHANT WENT OUT  
to THE FieLD...

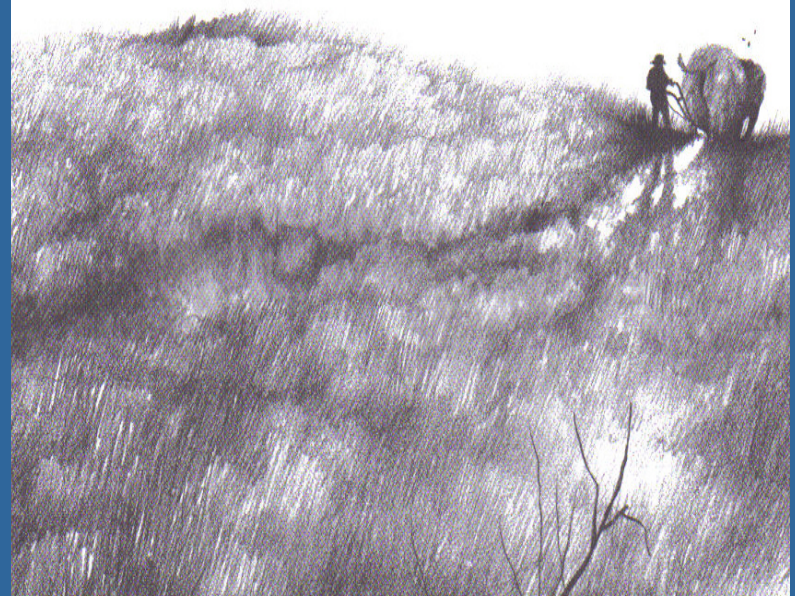




to DO THE PLOWING.



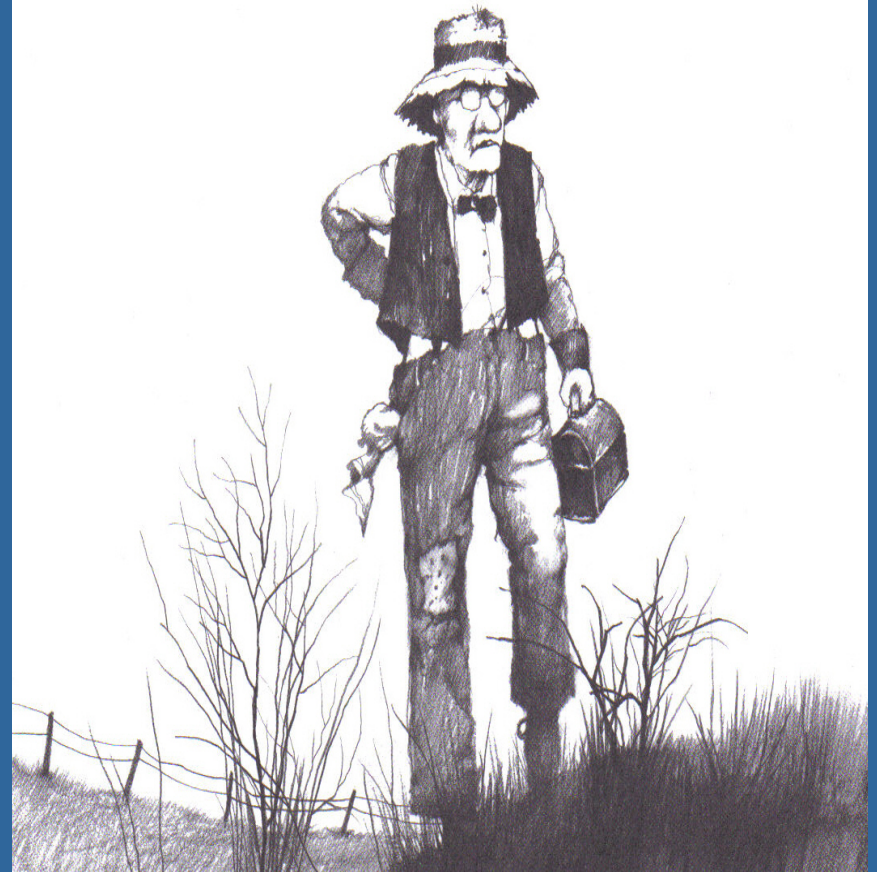
MUCH LATER THAT AFTERNOON,



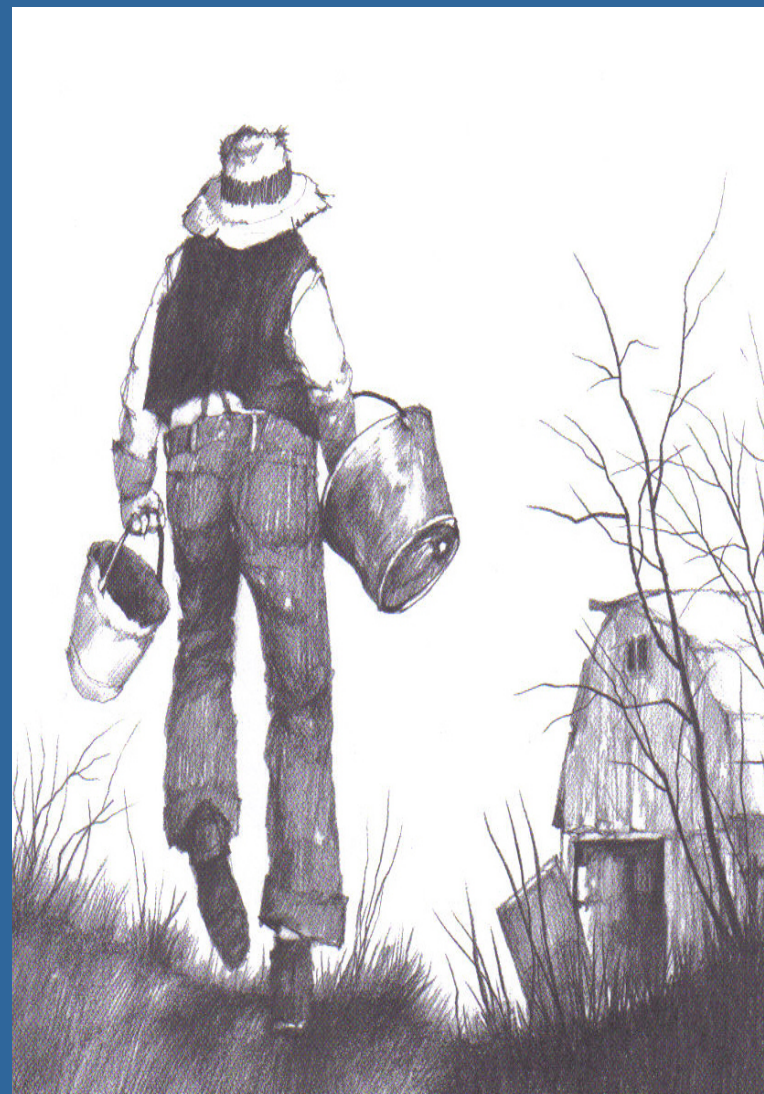
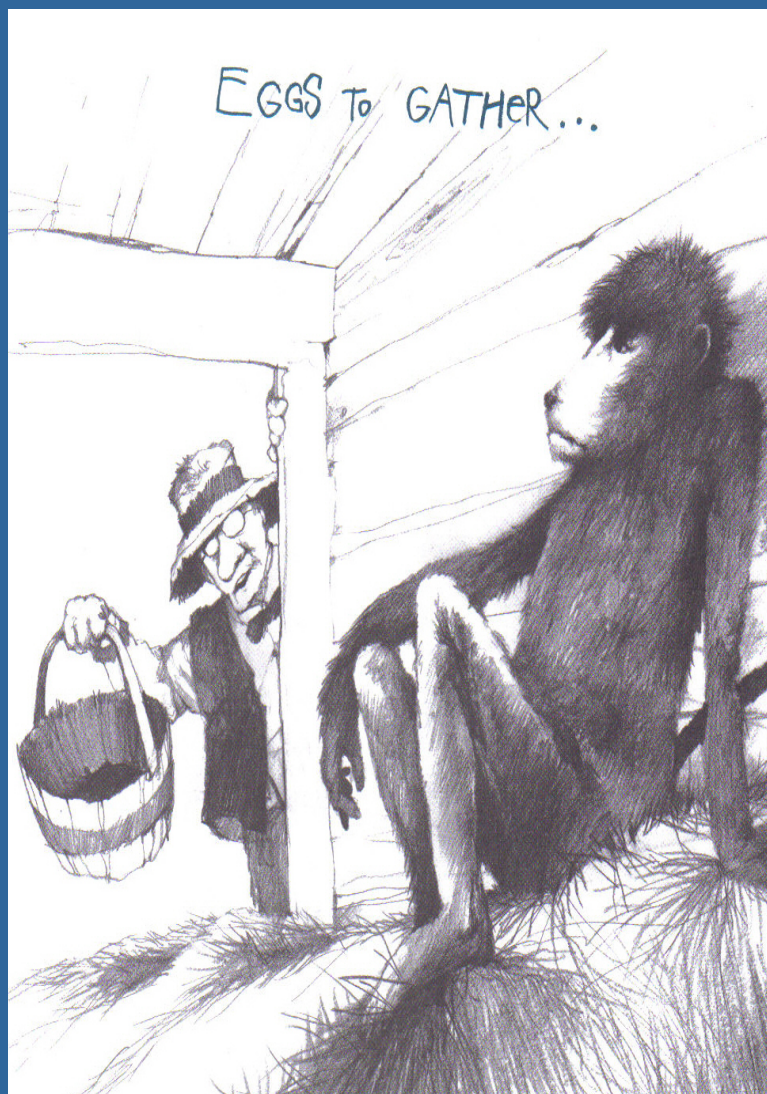
MUCH LATER THAT AFTERNOON,



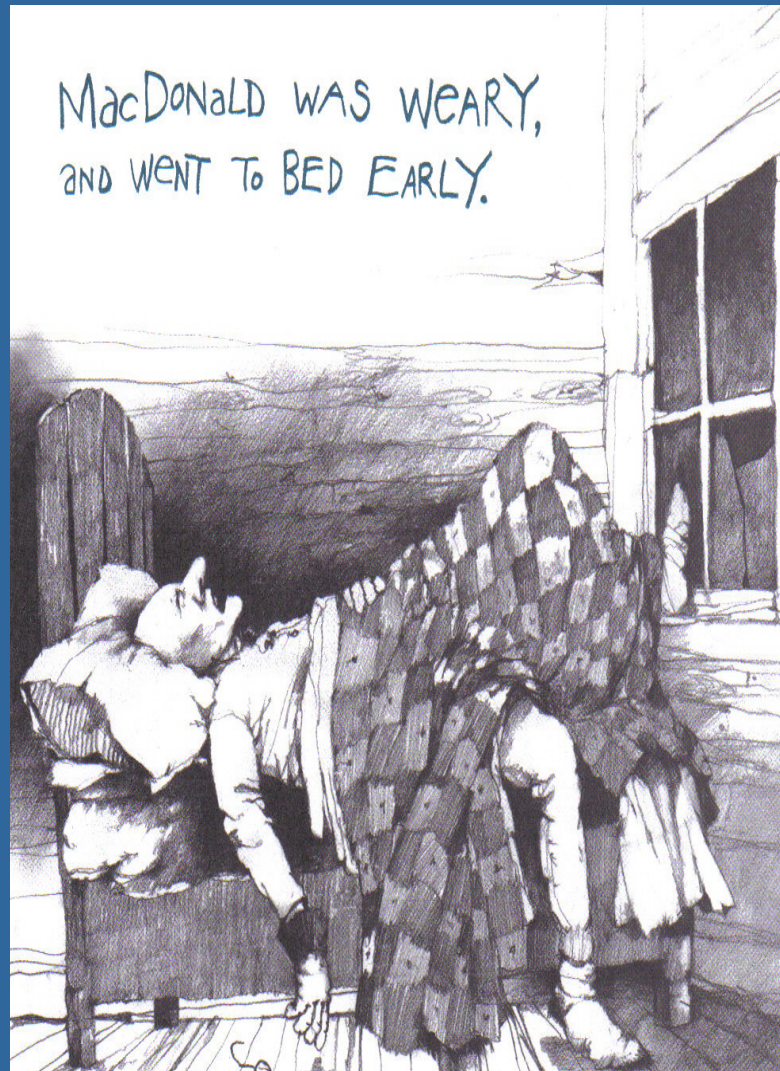
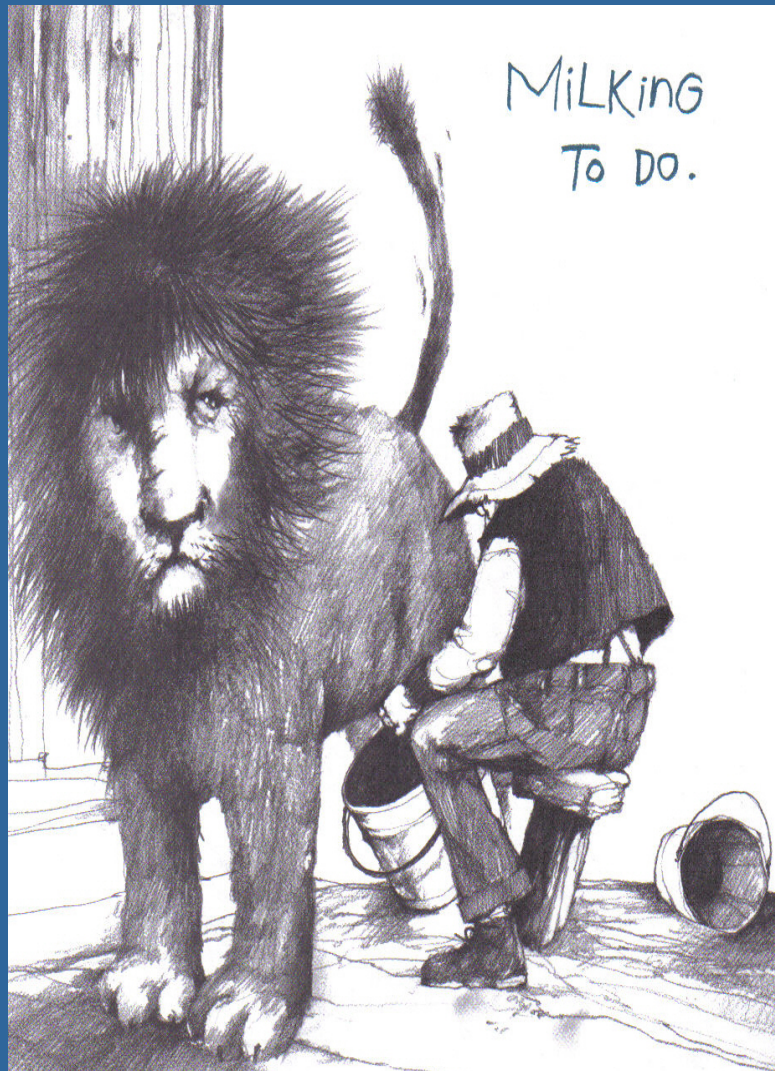
there WERE STILL some  
CHORES TO BE DONE.





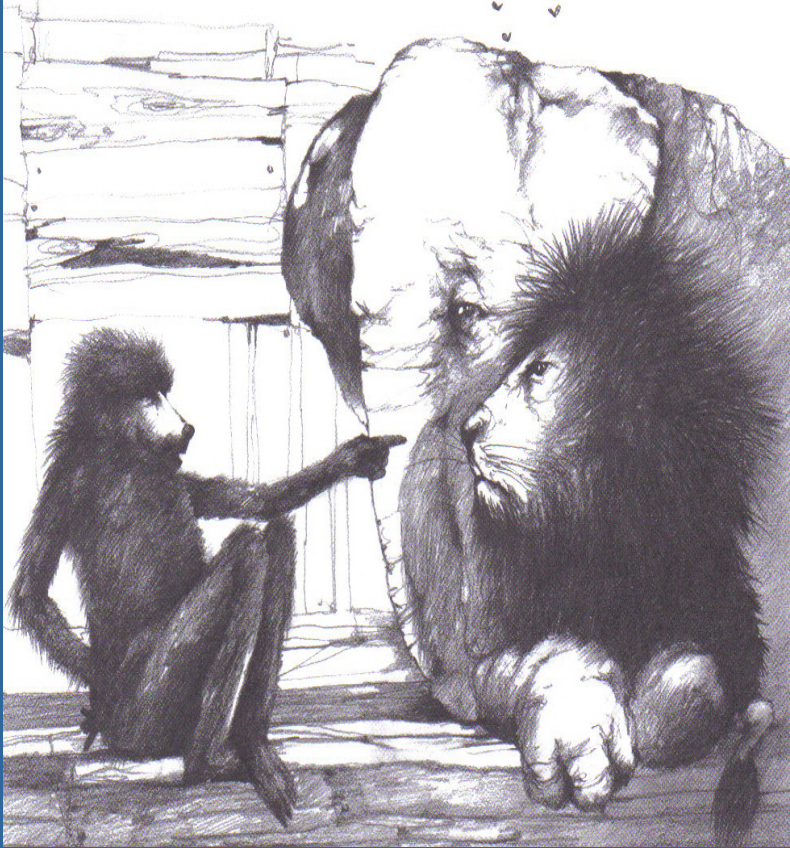




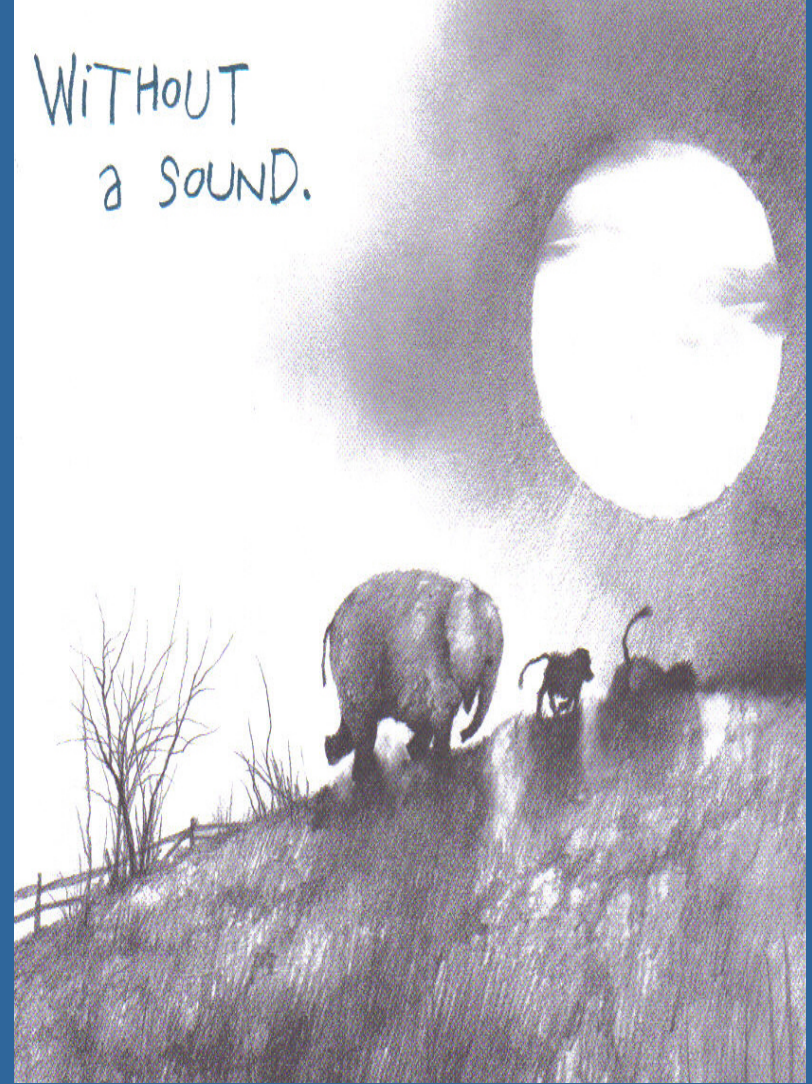




BUT WHILE He was SLEEPING,  
THE ANiMaLS DECiDED TO LEAVE.  
AND SO THEY DiD.



WiTHOUT  
a SOUND.

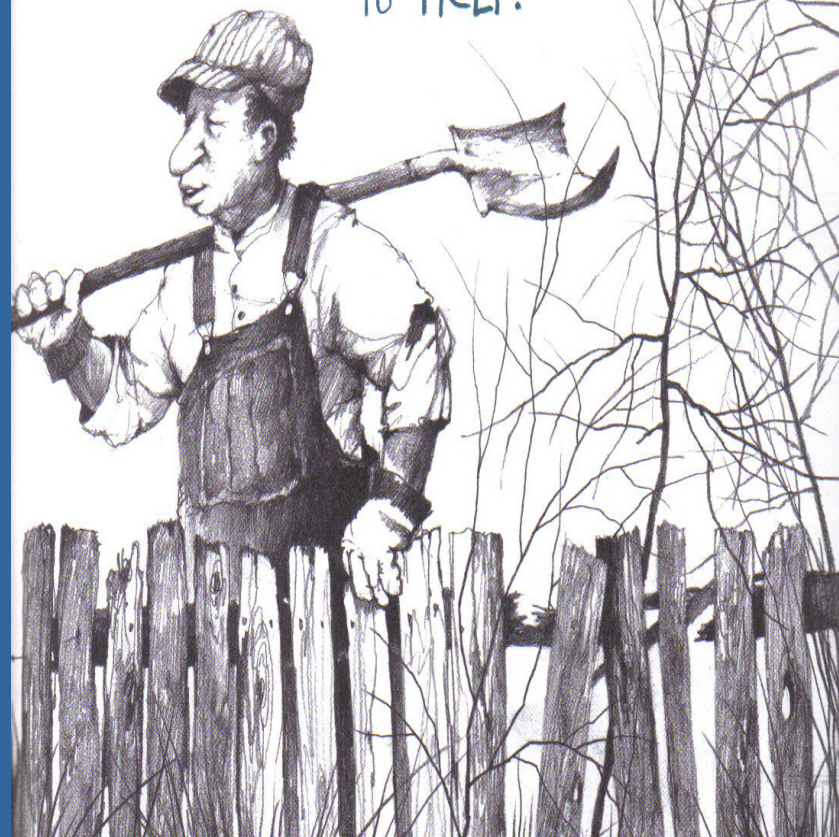




When MacDONALD awoke, He  
HAD NO ANIMALS...



BUT HIS NEIGHBOR OFFERED  
TO HELP.

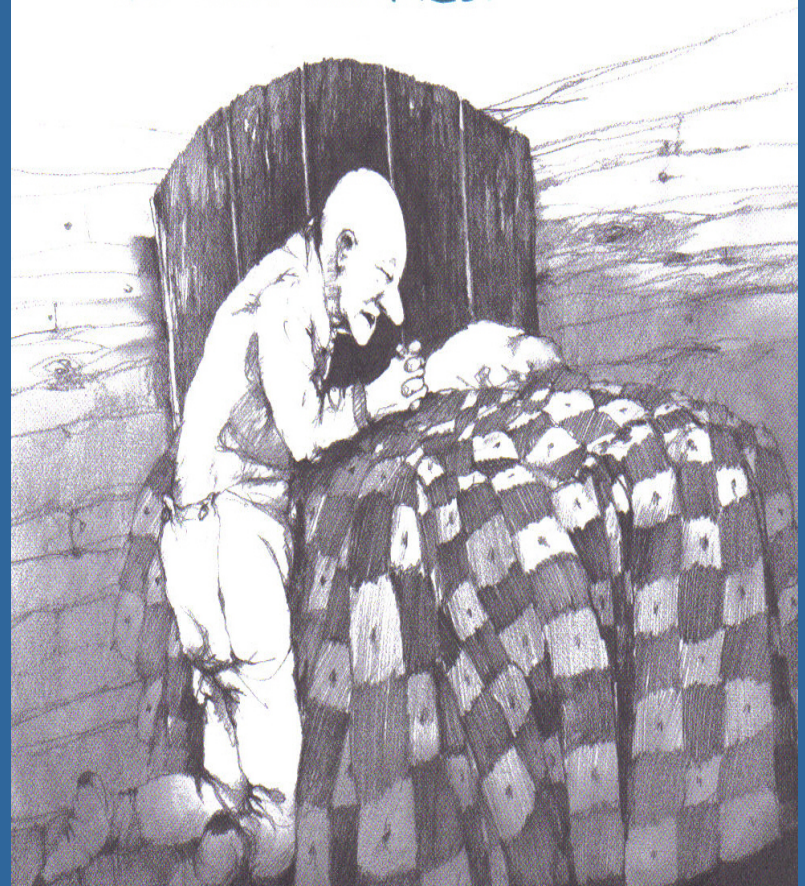




THAT EVENING, HE SENT OVER  
a HORSE, a COW, and a CHICKEN.



MACDONALD WAS THANKFUL FOR  
HIS NEW ANIMALS.

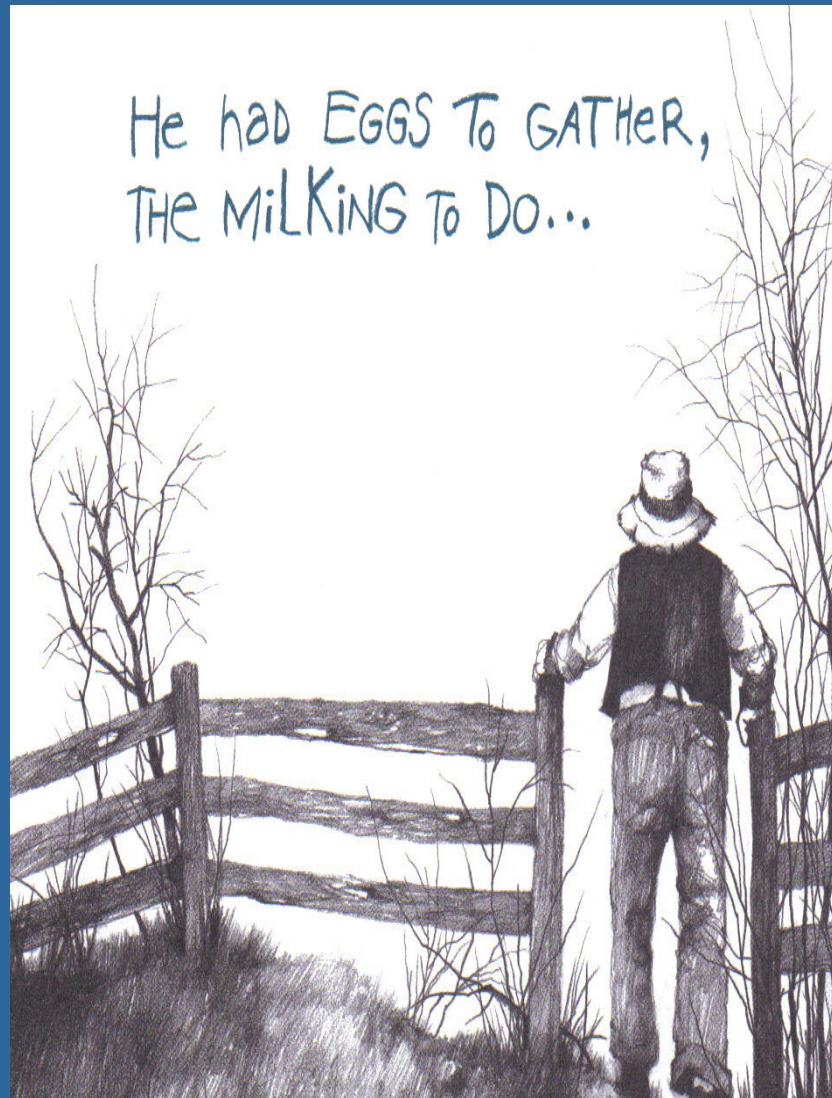




So, after a GOOD SLEEP AND  
a HEALTHY BREAKFAST, He  
WAS EAGER TO START WORK.



He had EGGS To GATHER,  
THE MILKING To DO...





BUT FIRST THE PLOWING.

# How would you relate this story to leadership?

Think individually for one moment  
and then turn and talk.



# TRACTION

for School Improvement™



# Here's the challenge.

Most **school improvement** efforts don't have enough *traction*.



On average  
**70%**  
of new,  
large-scale  
initiatives fail.

Source: Forbes:  
<http://onforb.es/1Gc9FLZ>

**#1 REASON**  
strategic  
efforts don't  
succeed  
is flawed  
execution.



# Typical school improvement efforts



"Random Acts  
of Improvement"



Limited Success



Managing People

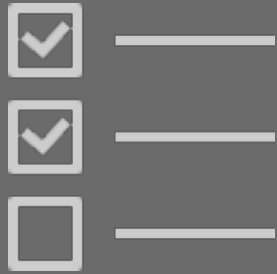


"What's going to work?"



Ceilings

# Typical efforts are often **missing...**



Attention to  
implementation



Strengths  
leveraged



Mindset of  
improvement

# Implementer's Mindset

**DISCIPLINE**

Staying the course

**FOCUS**

Sharp alignment

**ACCOUNTABILITY**

Invested together



# DISCIPLINE

Stay the course.





# FOCUS

Prioritize. Align. Less is more.





ACCOUNTABILITY  
Invest in it together.



# Implementer's Mindset

**DISCIPLINE**

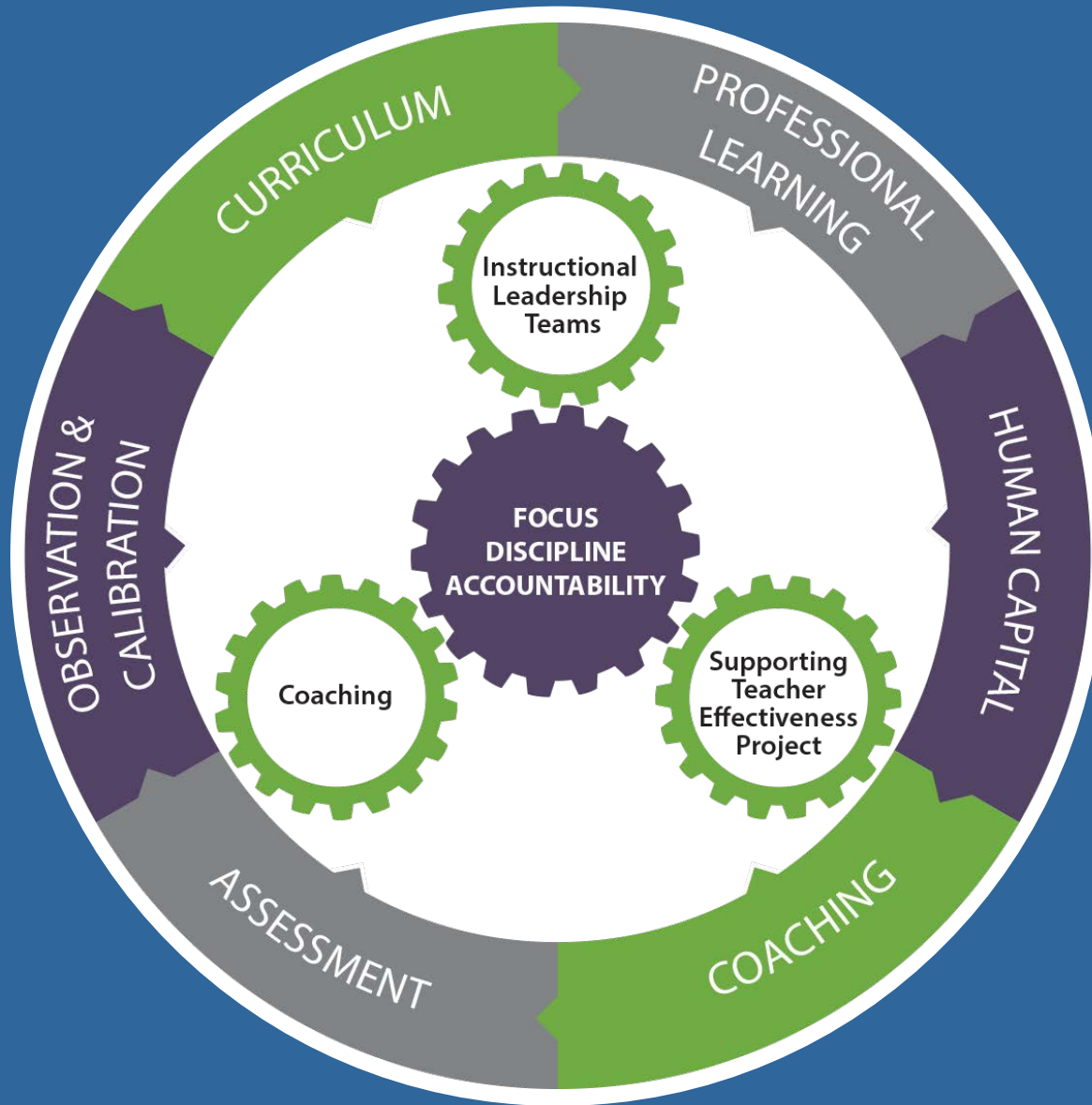
Staying the course

**FOCUS**

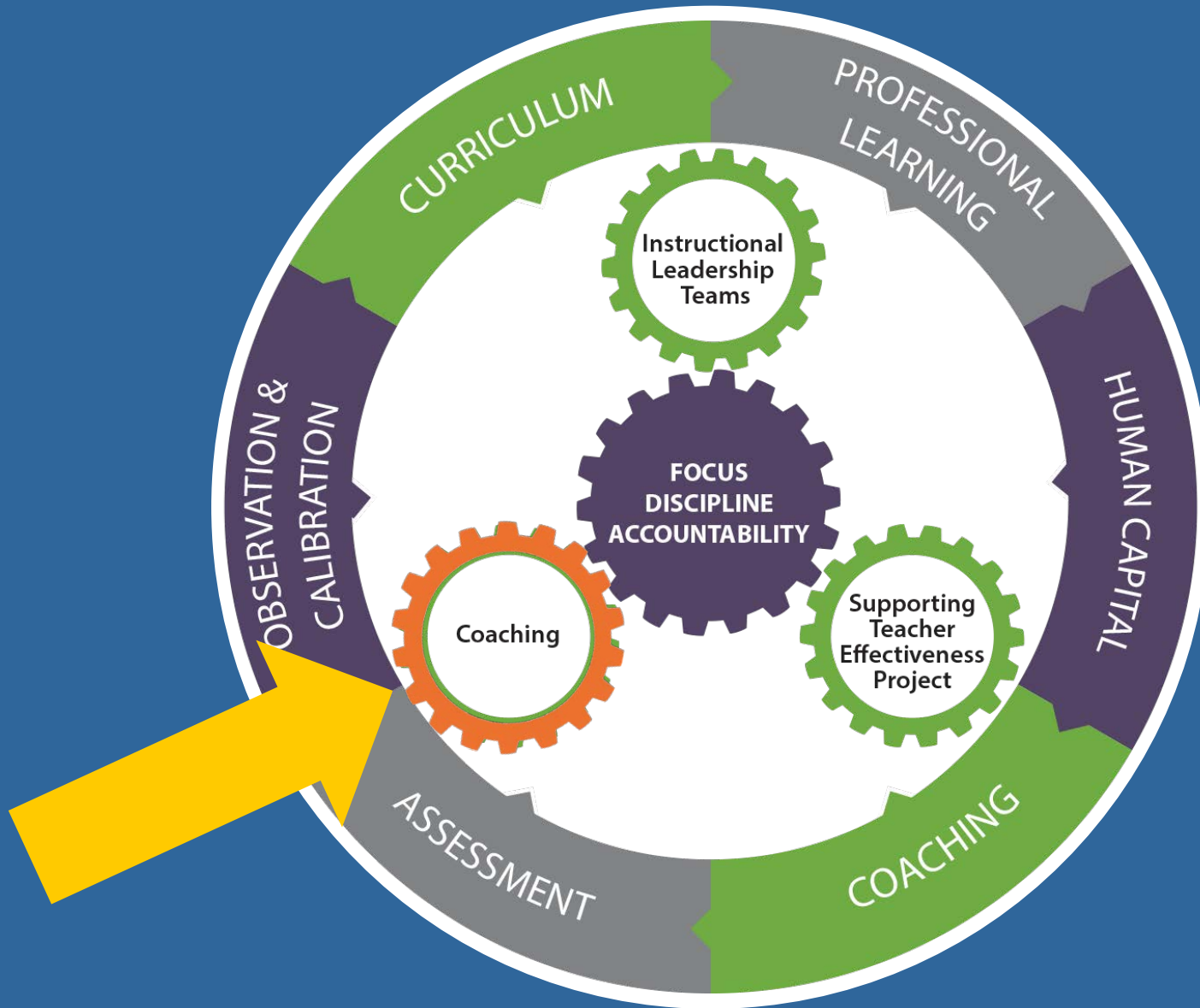
Sharp alignment

**ACCOUNTABILITY**

Invested together









# Instructional Coaching

# Where do we see coaching?

- ✓ Instructional Lessons
- ✓ Coaching Sessions  
(known as “Coach the Coach”)
- ✓ Professional Development  
(Professional Learning Communities)
- ✓ Instructional Leadership Teams
- ✓ Where else?

# Research on Instructional Coaching

- ✓“Close and continuing attention from an outsider, who brings **new ideas** and **fresh eyes** to the site of reform, can help school-based educators **re-imagine, redesign, and renew** their practice.”
- ✓“Teachers...supported by instructional coaches are **more likely to implement newly learned instructional strategies.**”
- ✓“Coaching can build will, skill, knowledge, and capacity because **it can go where no other professional development has gone before:** into the intellect, behaviors, practices, beliefs, values, and feelings of an educator.”

Sources: (Marzolf, 2006); (PDE citing University of Kansas, Center for Research on Learning); (Aguilar, 2013)



The PD strategy that makes the difference  
in student achievement

# One-on-one coaching

Individualized

Sustained

Intensive

Context-  
specific







# Professional Learning Communities

How do you know  
when a change  
is an improvement?



# The positive deviance approach

- An asset-based, problem-solving, and community-driven approach
- Enables the community to discover successful behaviors and strategies and develop a plan of action to promote their adoption by all involved



How can we apply  
positive deviance and  
improvement science  
to PLCs?

Truth

1

Nobody knows  
teaching like  
teachers.



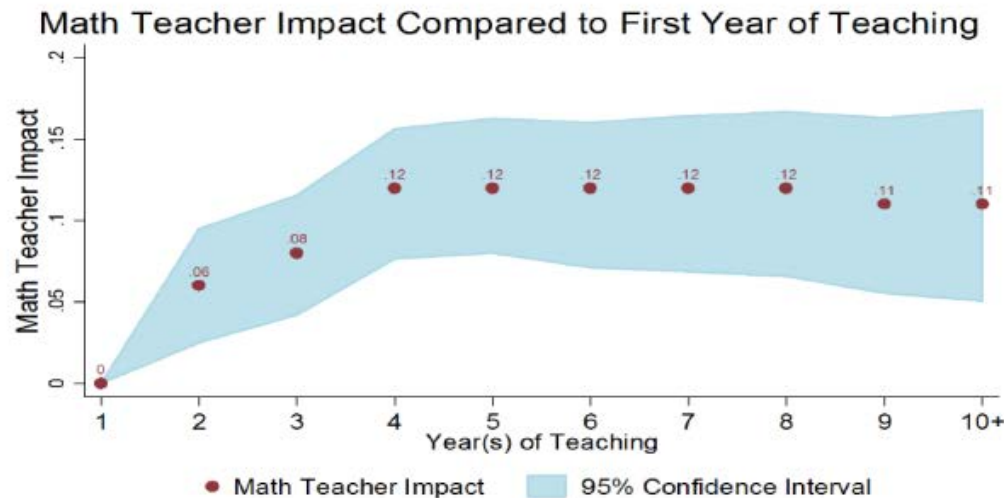
# Truth 2 -- The Plateau



Center for Education Policy Research  
HARVARD UNIVERSITY



## Teacher impact on student math achievement increases the most in the first few years of teaching



Notes: Sample includes comprehensive and magnet school teachers in the 2006-07 through 2011-12 school years with teacher job codes and teacher impact estimates who are linked to 4th through 8th grade students, with 5,448 teacher years and 1,721 unique teachers. Teacher impacts on student test scores are average within-teacher gains compared to novice teachers. All data are from Delaware Department of Education records.

18

“Experience is an unreliable guide to improvement.”  
-Deborah Ball

# What is STEP?

**S**UPPORTING

**T**EACHER

**E**FFECTIVENESS

**P**ROJECT

BILL & MELINDA  
GATES *foundation*

# What is STEP?

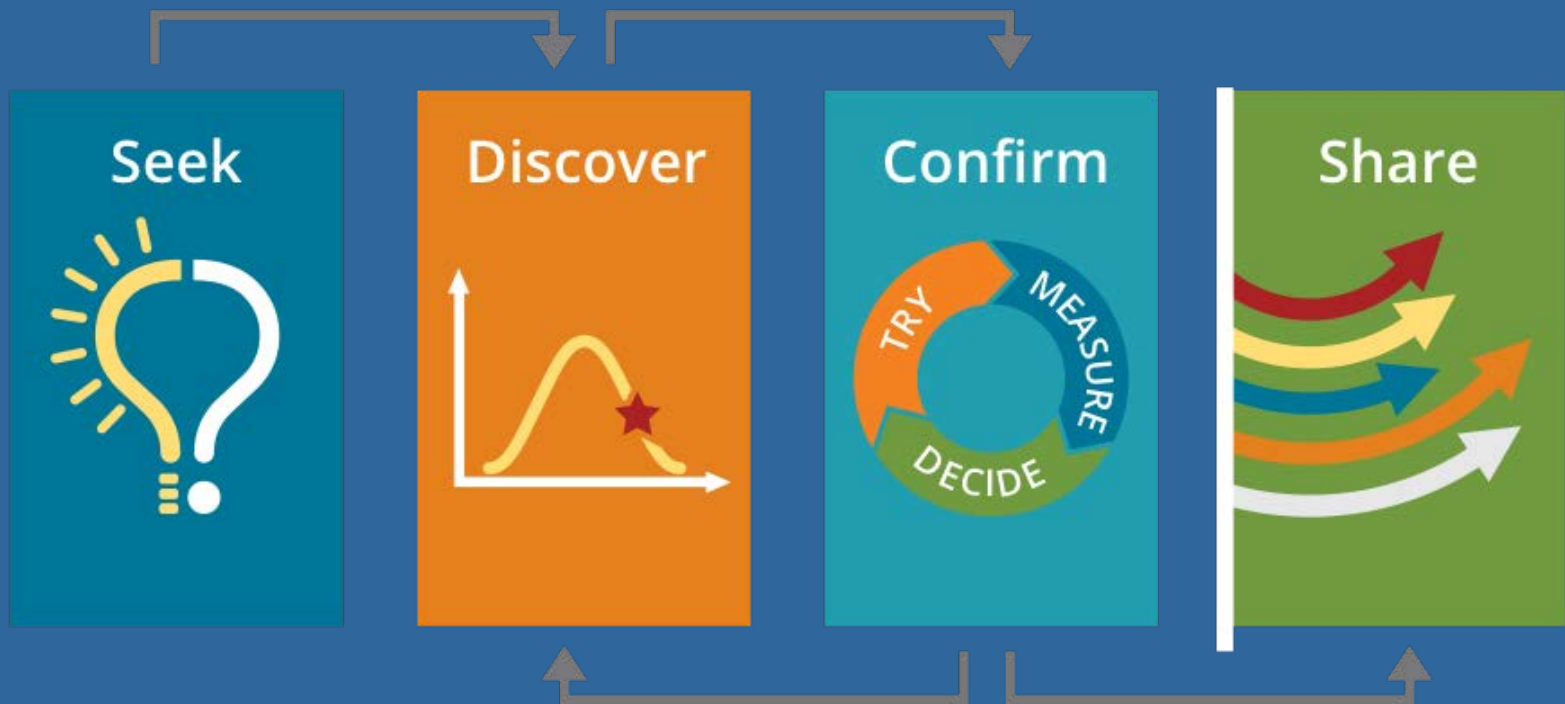
- ❖ **Teacher-driven practice** focused on improving instruction and increasing student achievement.
- ❖ Teachers **finding and sharing positive deviant practices** with their peers.
- ❖ **School-wide improvement effort** designed to increase student achievement by sharing the effective practices uncovered through PLCs.
- ❖ **Facilitated by a trained STEP Coach** who guides teacher teams through the process.

STEP is an empowering protocol to employ within the structure of PLCs.



# STEP in Action

## STEP Framework



Getting Better > Together

# Key elements of PLCs

- ✓ Diversity of opinion
- ✓ Independence
- ✓ Decentralized problems
- ✓ Aggregation mechanism
- ✓ Quality Control

## FOCUS ON STUDENT LEARNING

FROM		TO
Unfocused PLCs		Exploration of a common challenge
Focus NOT on student learning		Practices to accelerate learning
Focus on unproven practices		Proof comes first

## COLLECTIVE RESPONSIBILITY FOR TEACHING PRACTICE

FROM		TO
Teaching as private practice		Teaching as shared practice
Improvement as optional		Improvement as obligatory
Improvement as personal		System-wide improvement

## COLLABORATION THROUGH INQUIRY AND DIALOGUE

FROM		TO
Unskilled facilitation		Highly trained facilitators
Random acts of feedback		Focused inquiry and dialogue
Inadequate time and space		Well-resourced

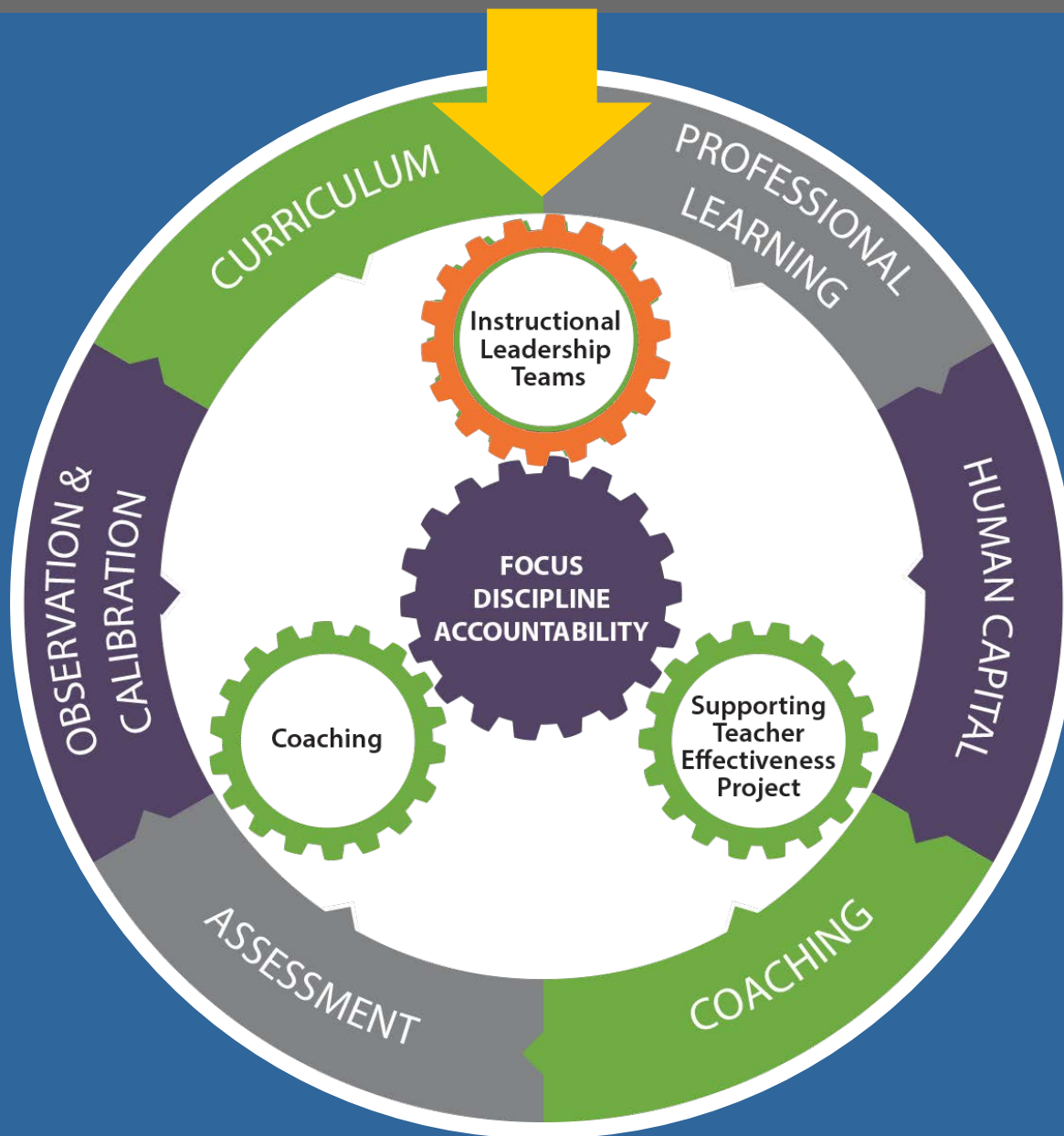
## CONTINUOUS TEACHER LEARNING

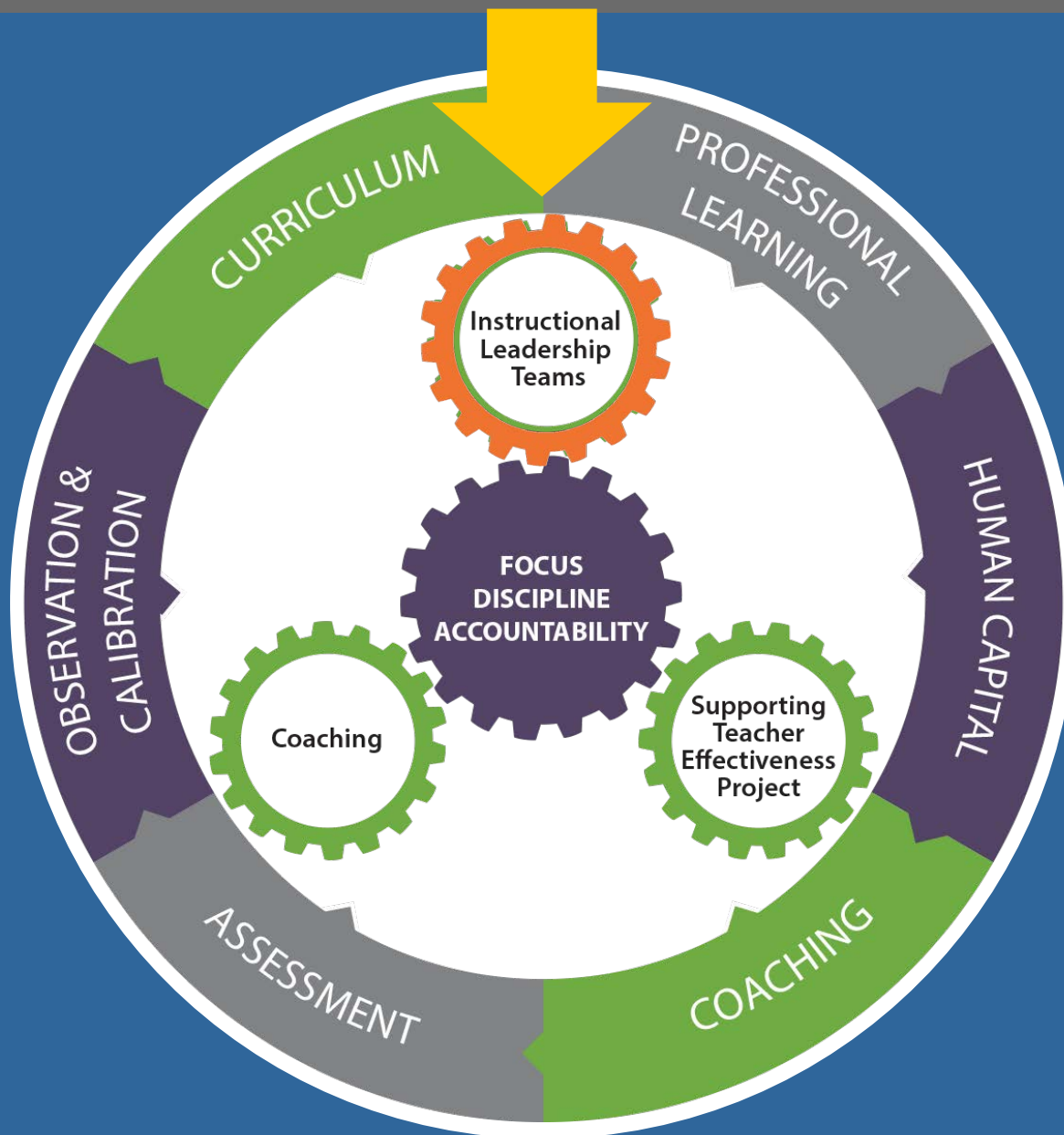
FROM		TO
Opinions dominate		Evidence-based
Weak or no measurement		Robust measurement
Change for change's sake		Change for improvement

## SHARED VALUES, NORMS AND VISION

FROM		TO
Strong personalities dominate		Humility as learner
Solutions imposed from outside		Solutions discovered and tested
Discomfort with difference		Variance as a source of learning









# ILTs: Distributive Leadership

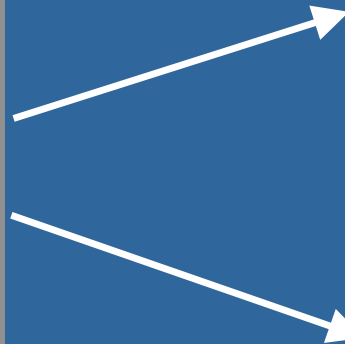
# The greatest levers to improving student achievement:

- 1 The school leader
- 2 An effective Instructional Leadership Team (ILT)



# The ILT is made up of:

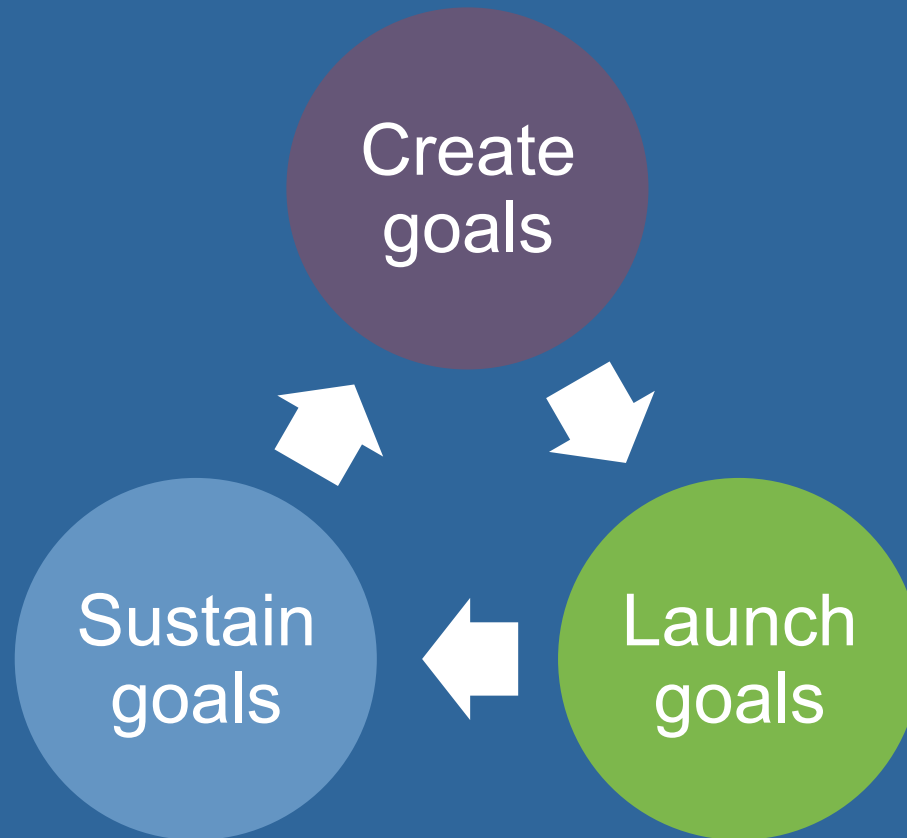
- Principal
- Assistant Principal/Directors
- Lead Teacher
- Mentors
- Select teachers



Visionaries

Integrators

# The ILT is accountable to:



# Characteristics Conducive to Distributed Leadership

The school has explicit values, ethos, and aims.

The culture is essentially collaborative and structures exist to foster collaboration and teamwork.

Staff are challenged and motivated.

Staff regard themselves as learners.

Staff feel valued.

Staff feel trusted and well supported by the head.

Staff involved in creating, sharing and developing a collective vision.

Staff were aware of their talents, of the impact of the school on their skill acquisition and of their own leadership potential

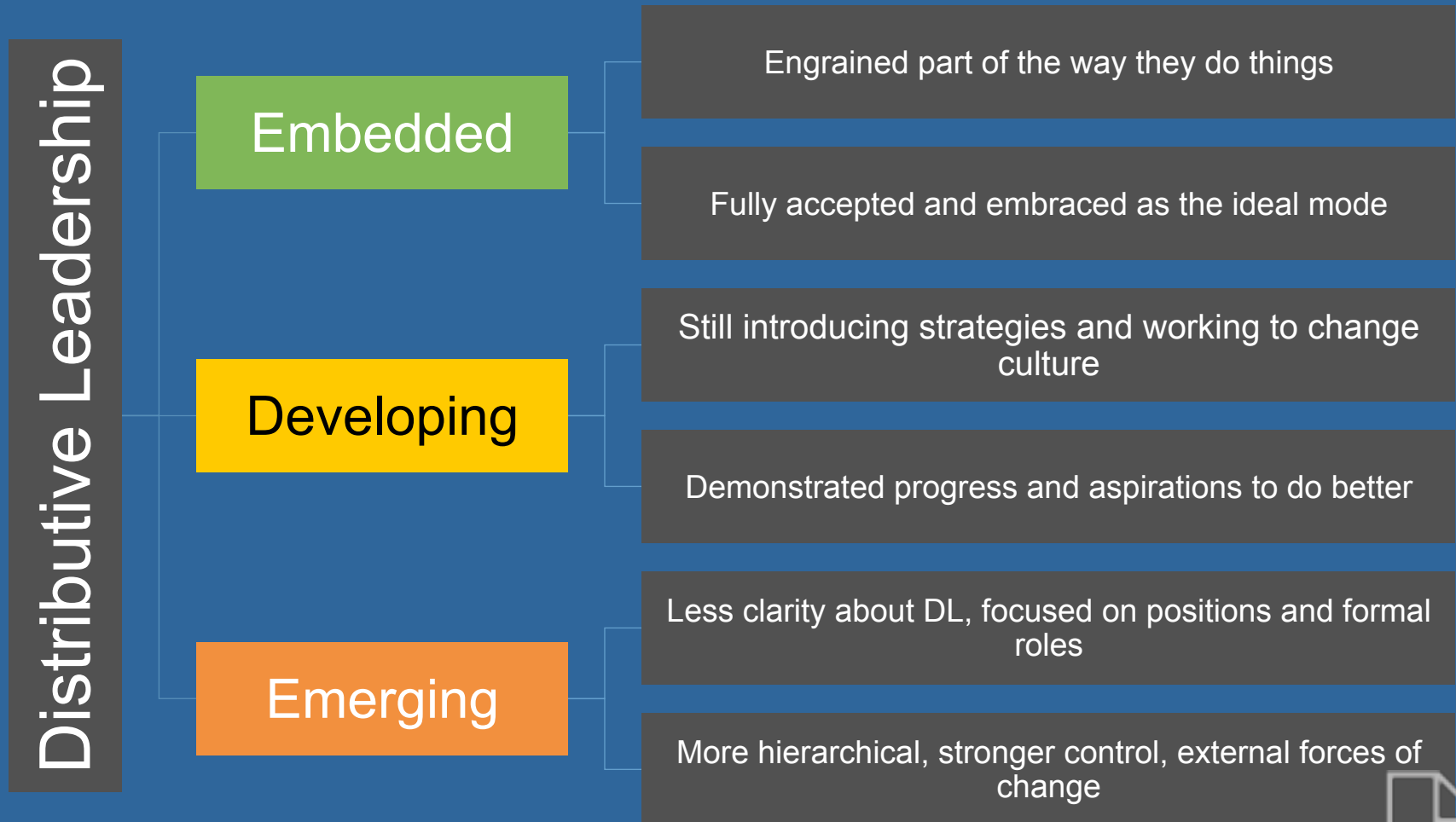
Staff seem to relish the responsibilities and opportunities that are given.

Staff feel supported and enabled to take risks.

Staff are appreciative of the high degree of autonomy they have.

Ritchie, R. & Woods, P.A. (2007). Degrees of distribution: Towards and understanding of variations in the nature of distributed leadership in schools. *School Leadership and Management*, 27(4), 363-381.

# Degrees of Distributive Leadership







# Problem of Instructional Practice

# Problem of Instructional Practice

Make a list of the 5 most critical challenges your school is currently facing with regard to instruction.

1. Why?

2. Why?

3. Why?

4. Why?

5. WHY? (ROOT CAUSE)

# Problem of Instructional Practice

Complete the template for each critical challenge and then analyze related root causes.

1. Why?

2. Why?

3. Why?

4. Why?

5. WHY? (ROOT CAUSE)



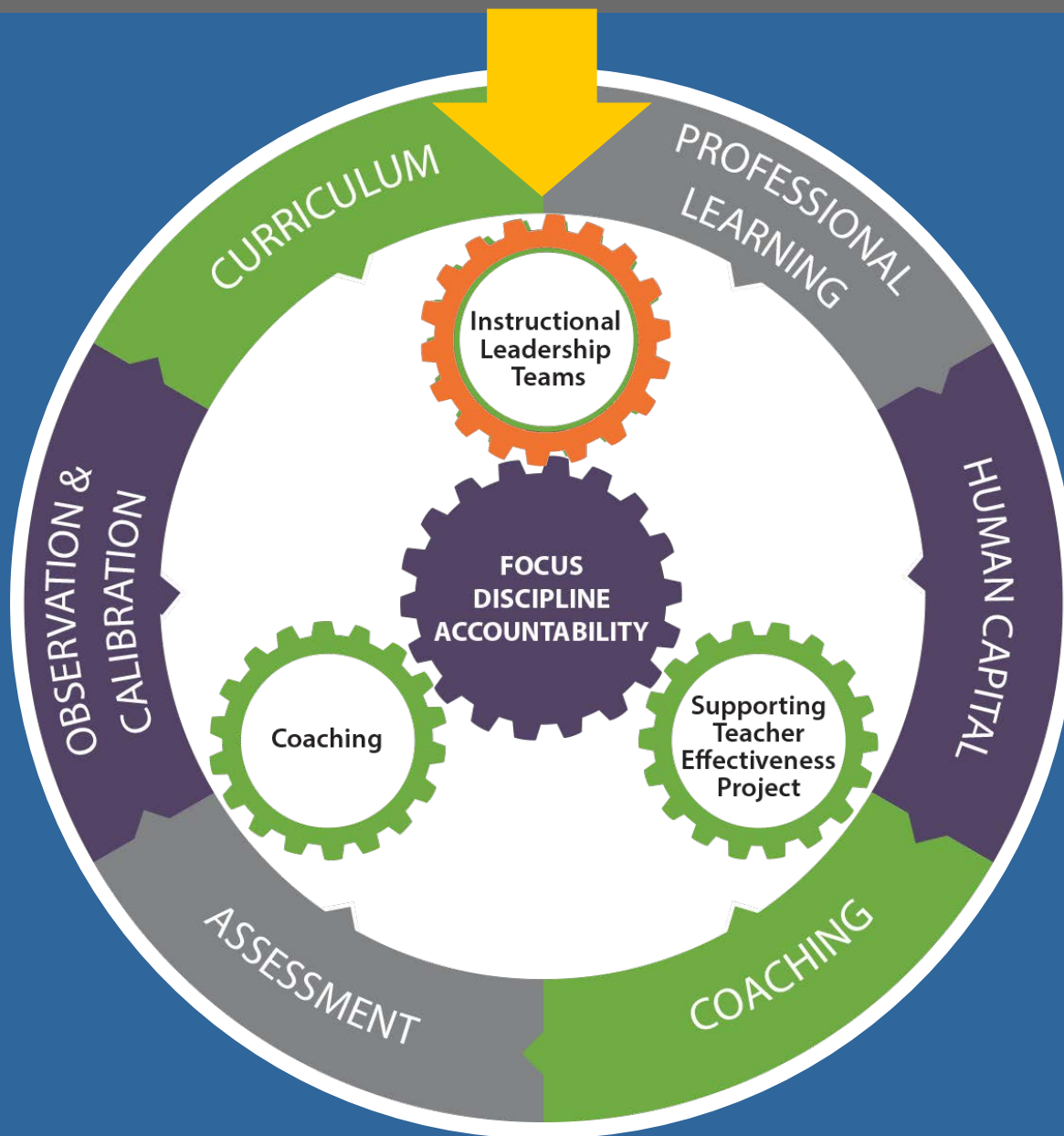
**TRACTION**  
for School Improvement™

# EduForum 2018

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Day 2





- ❑ Complete survey.
- ❑ Total scores as follows:
  - Add "a's" together and place total next to "\_\_\_ST" on bottom.
  - Add "b's" together and place total next to "\_\_\_HR" on bottom.
  - Add "c's" together and place total next to "\_\_\_PL" on bottom.
  - Add "d's" together and place total next to "\_\_\_SY" on bottom.
- ❑ Plot each score on appropriate axis.
- ❑ Read overview of orientations.

## Leadership Inventory

**Structural:**

**Human Resource:**

**Political:**

**Symbolic:**

**Organizational Learning**

Go to the group of your most dominant leadership orientation. (If they're even, pick one.)

In groups, answer the following:

- What are the key attributes of this orientation?
- What are some of the potential pitfalls of operating exclusively in this orientation (as a support provider and manager)?
- What might you need to do to accommodate for what may be missing?
- How can we apply the four frames to our work as a leadership team?





“The ability to use multiple frames is associated with greater effectiveness for managers and leaders.”

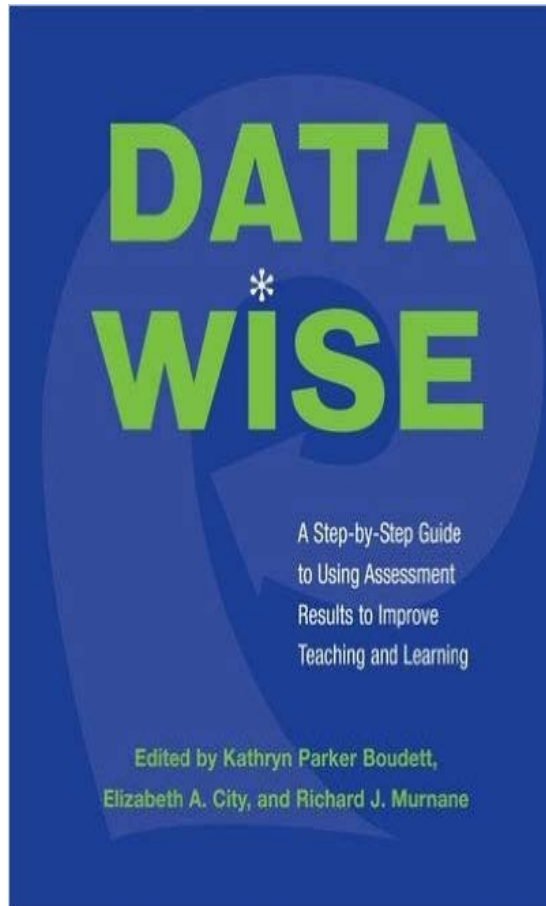
“Multi-frame thinking requires moving beyond narrow, mechanical approaches for understanding organizations.”

“Those who master reframing, report a sense of choice and power.”

“Managers are impoverished only to the extent that their palette or ideas is impoverished.”

**Applying the Four Frames**

# Liz City Video: Looking at Data



<https://www.youtube.com/watch?v=j13Gd7MSs7o>

# Problem of Instructional Practice

Feedback and revisions. SUHUPU.

1. Why?

2. Why?

3. Why?

4. Why?

5. WHY? (ROOT CAUSE)



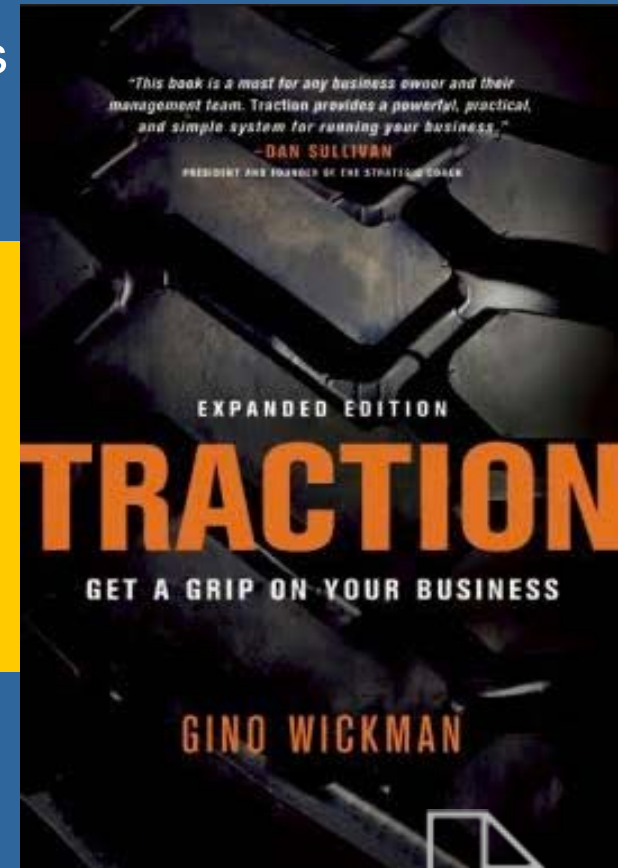
# TRACTION

for School Improvement™

Using the pre-read text silently, review your highlights and notes to answer the following four questions.

1. What **Assumptions** does the author of the text hold?
2. What do you **Agree** with in the text?
3. What do you want to **Argue** with in the text?
4. What parts of the text do you want to **Aspire** to?

How would you relate the areas outlined above to *YOUR* Instructional Leadership Teams?





# Where do you spend most of your time?



Source: <https://image.slidesharecdn.com/timemanagement-150415112503-conversion-gate02/95/time-management-21-638.jpg?cb=1429115199>

## ROCKS ARE...

- Priorities
- Critical tasks
- 45-day projects
- Aligned to know challenges
- Limited in number
- Specific
- Essential

## ROCKS ARE NOT...

- Fires or urgencies
- Small tasks
- “Epic” initiatives
- Mandates
- Numerous
- Comprehensive or wide-ranging
- “Nice to haves”

# Activity

- Create an initial list of possible Rocks for the ILT in the next 45 or 90 days.
- Prioritize those Rocks.

# Rock Charter

BACKGROUND		
Enter challenge, problem, improvement project name		
GOALS		
Enter at least 2 goals for the Rock		
Goal 1	Goal 2	Goal 3
SUCCESS MEASURES		
How will the ILT know if the Rock pilot is a success?		
Measure 1	Measure 2	
ROCK MILESTONE		
What key things will happen during each week of pilot?		

# Activity

- Find someone you haven't worked with yet.
- Share rock.
- Revise rock based on feedback.



# The Cadence of a Rock Cycle

Big Idea Focus Area

Quarterly Review

Quarterly Review

Quarterly Review



# Instructional Leadership Teams: The 5-Star Meeting



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# Meeting



# Meeting Framework

Check-In

Rock Status

Updates

To-Do List

Issues List

Star Rating

ITEM	DESCRIPTION	WHO?
<b>1. Check-in</b> (5 min)	Each member reports on “personal best” and “business best.” The first person called chooses next person to go. Passing is not allowed.	ALL
<b>2. Rock Status</b> (1 min)	The Rock Executive Sponsor reports on whether his/her Rock is “on- or off-track.” If “off-track,” it becomes an issue. Do not delve into why the Rock is off-track it will be handled during the Issue List portion	Rep.
<b>3. Updates</b> (5 min)	The team quickly reviews <b>Scorecard</b> and reads <b>Team Updates</b> . If any items on the scorecard are “off-track” then that item is placed on the issues list. If any of the team updates raise concerns those concerns are put on the issues list. It is important that “off-track” items and concerns are NOT discussed at this time. NOTE: Do not include a representative from each team on the ILT. Instead, an ILT member can be responsible for collecting team updates and surfacing concerns to the ILT.	ALL
<b>4. To-Do List</b> (2 min)	The team reviews the To-Do list. Members report out on items that are “Done” or “Not Done.” If an item is “Not Done” by the due date it is added the issues list.	ALL
<b>5. Issues List</b> (45 min)	This is the heart of the meeting. The team reviews the list and then one person prioritizes the top three issues. The school leader may rotate who prioritizes the issues. If the team gets through those issue it can tackle additional ones. Issues stay on the list until they are discussed or no longer relevant. Usually, action items come out of these discussions and are recorded as “to-do’s” with due dates.	ALL
<b>6. Star Rating</b> (1-min)	Each group member gives overall Star Rating (1-5).	All





Meeting

# ✓ Check-In

What's your *personal* &  
*business* best?



**Meeting**



# Rock Status

Are Rocks on track?



**Meeting**



# Updates (Team & Scorecard)

1. Review noteworthy the accomplishments or challenges submitted 24 hours prior to meeting.
2. Review scorecard.



Meeting

# Sample Scorecard

Who	Measurables	Goal	9.10	9.17	9.24	10.1	10.8	10.15	10.22



**Meeting**



# To-Do List

Have to-do items been completed?





**Meeting**



# Issues List

What's most important  
to address during this meeting?



**Meeting**



# Prioritize the issues at hand

- Individually take a minute to prioritize the issues.
- Using the consensus model, identify the ranking of issues.
- Over time, once members have calibrated issues at hand, someone is designated to prioritize the list.



**Meeting**



# Headlines & Celebrations

Team members share out.



Meeting



# Star Rating

What's the quality of this meeting?



## Meeting

<b>Start time</b>	9:00 AM, 9/17/17
<b>Check-in: Personal and Professional Best</b> One-minute of roundtable sharing	
<b>SPRINT Status Update</b> On-Track / Off-Track	Shawn- Off-track Richard- Off-track Adam- On-track
<b>Team Updates</b>	<p>Richard: Pilot teachers are beginning to identify meaningful ways to check-for-understanding. However, before they can begin to share practices, they are struggling with measures to determine which CFUs they should use to share across the implementation phase.</p> <p>Adam: ILT members for the upcoming school year have been identified and prepped for the ongoing training and development sessions. There is a need to build out a calendar for coaches, a tracking system, and calibration training to ensure inter-rater reliability.</p> <p>Shawn: Pilot teachers are not aware of the specific models that they can use for building authentic tasks in their classrooms. Some of the teachers are struggling to determine what a high-quality authentic task actually looks like in their classrooms.</p>
<b>Scorecard Review</b>	Richard- 40% Adam- 90% Shawn- 30%

To Do List (Done / Not Done)	Date	WHO	D	ND
<b>From previous meeting</b>				
Identify ILT selection criteria for next school year.	9/10	Adam	X	
Create checklist and rubric to determine best CFU practices.	9/24	Richard		
Design training guide for creating and implanting authentic tasks in all subjects and classrooms.	9/24	Shawn		
<b>Today's meeting</b>				
Train all ILT members in 4-hour calibration session based off of Springfield Elementary School District's teacher effectiveness rating scale.	10/3	Adam		

Issues List	Date Added	Who
Pilot teachers have not identified the best ways to CFU, as a result, there are limited practices to codify and share with other teachers for the implementation rollout phase.	9.17	Richard
Teachers do not have a model to follow in creating and implementing their authentic tasks assignments in classrooms.	9.17	Shawn
ILT members are in need of a calibration training to determine inter-rater reliability and consistency throughout observation and coaching sessions.	9.17	Adam

<b>Star Rating</b>	Adam: 4 Shawn: 4 Richard: 5 Mike: 3 Kathleen: 4	<b>End on time</b>	10:16
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<b>Decisions History</b>
<ul style="list-style-type: none"> <li>8/27- TRACTION Planner was completed.</li> <li>8/27- Sprints were determined by ILT members.</li> <li>8/27- Communication plan for the TRACTION Planner was drafted and sent to team for revisions.</li> <li>8/27- Determined Sprint assigned owners.</li> <li>9/3- Sprint owners determine scorecard numbers and designated plan to acquire scores on a regular basis.</li> <li>9/3- Traction Planner was revealed to entire staff</li> <li>9/3- Communication plan was finalized.</li> <li>9/3- Pilot teachers for Sprint classrooms were selected and notified.</li> <li>9/10- Pilot phase for each Sprint was initiated.</li> <li>9/10- Identified ILT member selection criteria for following year.</li> <li>9/10- TRACTION Planner was communicated to all stakeholders.</li> </ul>





## Meeting

Start time	9:00 AM, 9/17/17
Check-in: Personal and Professional Best One-minute of roundtable sharing	
SPRINT Status Update On-Track / Off-Track	Shawn- Off-track Richard- Off-track Adam- On-track
Team Updates	<p>Richard: Pilot teachers are beginning to identify meaningful ways to check-for-understanding. However, before they can begin to share practices, they are struggling with measures to determine which CFUs they should use to share across the implementation phase.</p> <p>Adam: ILT members for the upcoming school year have been identified and prepped for the ongoing training and development sessions. There is a need to build out a calendar for coaches, a tracking system, and calibration training to ensure inter-rater reliability.</p> <p>Shawn: Pilot teachers are not aware of the specific models that they can use for building authentic tasks in their classrooms. Some of the teachers are struggling to determine what a high-quality authentic task actually looks like in their classrooms.</p>
Scorecard Review	Richard- 40% Adam- 90% Shawn- 30%



## Meeting

To Do List (Done / Not Done)	Date	WHO	D	ND
<b>From previous meeting</b>				
Identify ILT selection criteria for next school year.	9/10	Adam	X	
Create checklist and rubric to determine best CFU practices.	9/24	Richard		
Design training guide for creating and implanting authentic tasks in all subjects and classrooms.	9/24	Shawn		
<b>Today's meeting</b>				
Train all ILT members in 4-hour calibration session based off of Springfield Elementary School District's teacher effectiveness rating scale.	10/3	Adam		

Issues List	Date Added	Who
Pilot teachers have not identified the best ways to CFU, as a result, there are limited practices to codify and share with other teachers for the implementation rollout phase.	9.17	Richard
Teachers do not have a model to follow in creating and implementing their authentic tasks assignments in classrooms.	9.17	Shawn
ILT members are in need of a calibration training to determine inter-rater reliability and consistency throughout observation and coaching sessions.	9.17	Adam



## Meeting

### Star Rating

Adam: 4 Shawn: 4 Richard: 5 Mike: 3 Kathleen: 4

### End on time

10:16

### Decisions History

- 8/27- TRACTION Planner was completed.
- 8/27- Sprints were determined by ILT members.
- 8/27- Communication plan for the TRACTION Planner was drafted and sent to team for revisions.
- 8/27- Determined Sprint assigned owners.
- 9/3- Sprint owners determine scorecard numbers and designated plan to acquire scores on a regular basis.
- 9/3- Traction Planner was revealed to entire staff
- 9/3- Communication plan was finalized.
- 9/3- Pilot teachers for Sprint classrooms were selected and notified.
- 9/10- Pilot phase for each Sprint was initiated.
- 9/10- Identified ILT member selection criteria for following year.
- 9/10- TRACTION Planner was communicated to all stakeholders.

**How do meetings  
in your school/  
organization  
compare to this?**



# Traction Planner



# TRACTION Planner Analysis



**TRACTION**  
for School Improvement™

## TRACTION PLANNER

School  
District  
Date

ILT Team Members

### Vision and Values

Vision:

Values:

### Big Goal

Future Date:

BIG GOAL:

### Potential 45-day ROCKS

### Problem of Practice

What will it look like when the Big Goal is achieved?

### Assets

## Description of Components

Component	Description
Vision	<ul style="list-style-type: none"> <li>• A small set of vital, timeless, guiding principles for your school or district.</li> <li>• Purpose- What's our purpose/passion/cause?</li> <li>• HINT: Very simple. Don't overthink it. Keep it to seven words or less.</li> </ul>
Assets	<ul style="list-style-type: none"> <li>• What's our greatest strength to leverage for implementing our improvement projects?</li> <li>• What do we need to concentrate on to meet our goals/support our vision?</li> <li>• What capabilities can we focus on to ensure success?</li> </ul>
Big Picture Goal	<ul style="list-style-type: none"> <li>• Set a date (Day, Month, Year); maybe even hour.</li> <li>• What is the overall annual achievement target and/or status-level going to be in three years from now?</li> <li>• What will the school look like on that date (in terms of people, programs, physical plant, mindset, etc.)?</li> <li>• HINT: <u>Paint a picture</u> of the destination. Don't list every obstacle that will get in your way.</li> </ul>
45- Day ROCKS	<ul style="list-style-type: none"> <li>• Create focus through short-term priorities that can be completed fully in 45 days.</li> <li>• List out ALL of the things that need to be done, then prioritize them.</li> <li>• HINT: Keep disciplined. Prioritize and focus. When everything looks like a fire, the leader has to be decisive on what to put out first.</li> </ul>

# Let's Get to Work!



# Communicating Change

# Communicating Change

## **As a leadership team:**

1. As a team, compose a generalizable statement to be communicated to stakeholders.
2. Create your communication plan. (keeping in mind beginning with the 'why').

## **Consider how you will talk about:**

- how your team uses TRACTION.
- the big picture goal / rocks you're working on

## **Up Next: Stay and Stray Protocol**



# Communicating Change

## Stay and Stray Protocol:

- One Member will stay behind to share your message and explain the Communication Plan while other members rotate to provide feedback to other groups.

NEW YORK TIMES BESTSELLER

"Provocative and fascinating." —MALCOLM GLADWELL

Daniel H. Pink

author of *A Whole New Mind*

# DRIVE

The Surprising Truth  
About What Motivates Us

RSA

ANIMATE



10:48

# AUTONOMY

Our desire to be self directed. It increases engagement over compliance.

# MASTERY

The urge to get better skills.

# PURPOSE

The desire to do something that has meaning and is important.

# Motivation: Daniel Pink

Motivation	TSI	Your School
Mastery		
Autonomy		
Purpose		



# Closing



# Review Session Objectives

Did we achieve the following....

Define and operationalize distributed leadership across contexts including their own.

Prioritize the foci for instructional leadership teams.

# Closing Activity

Individually reflect on today's training for a moment.

Complete the following statements relative to the training:

- I like...
- I wish...