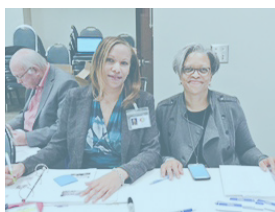




OVERVIEW

TRANSFORMATION ACADEMY

Guiding principals and their teams to transform instruction
and shift school culture



"School leaders and leadership teams have been able to identify strengths and weaknesses and narrow their focus in order to target instruction in the classroom. Leader visibility has increased tremendously, which has had a great impact on the school in so many areas."

TAMMY ALLGOOD, JEFFERSON COUNTY

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TRANSFORMING INSTRUCTION AND CULTURE



The Academic Development Institute (ADI), in its partnership with WestEd in the Center on School Turnaround, played a key role in developing the *Four Domains for Rapid School Improvement*, a framework that is now a guiding document for many states, districts, and schools. The “four domains” are Leadership, Talent, Instruction, and Culture.

ADI launched the Transformation Academy to provide school-level training on two of the domains—Instruction and Culture, both of which naturally also address aspects of Leadership and Talent.

The Transformation Academy includes:



- **Jump-Starting Instructional Transformation** for principals with district liaisons.
- **Deep Dive in Instructional Transformation** for principals and lead teachers with district liaisons.
- **Building Strong Learners** for teachers, principals, and district personnel who work with teachers.
- **Culture Shift Initiative** for three-member school teams (principal, teacher, parent) with district liaisons.
- **Strengthening Your School Community** for three-member school teams (principal, teacher, parent) with district liaisons.

JUMP-STARTING INSTRUCTIONAL TRANSFORMATION



By participating in *Jump-Starting Instructional Transformation*, your school:

- Enhances instructional leadership (principal and teacher A-Team)
- Bolsters practice-focused collaboration among faculty
- Examines the school experience through the eyes of students
- Closely examines each stage in the instructional system
- Creates a 90-Day Action Plan to address priorities to improve the instructional system
- Launches and monitors implementation of the 90-Day Action Plan

PART OF THE TRANSFORMATION ACADEMY

Jump-Starting Instructional Transformation depends upon the Transformer-in-Chief (the participating principal) working closely with an A-Team of two or more teachers gathered for purposes of transforming instruction. The principal attends the four, one-day training sessions and engages the A-Team during the intersession weeks with agendas and implementation materials introduced in the training sessions.

Any principal, and especially one leading rapid school improvement, can be overwhelmed by the prospect of ramping up the performance of a host of teachers in an array of subject areas across a diversity of student ages, interests, and capabilities. Jump-Starting Instructional Transformation helps the transformational leader get a grip on this daunting challenge, survey the instructional landscape, and acquire the information necessary to make critical, early changes in instruction on the way to longer-range plateaus of higher performance. The Jump-Start organizes the early changes around four Early Actions:

Establish practice-focused collaboration

Map the instructional system

Set the course for change

Launch the transformation

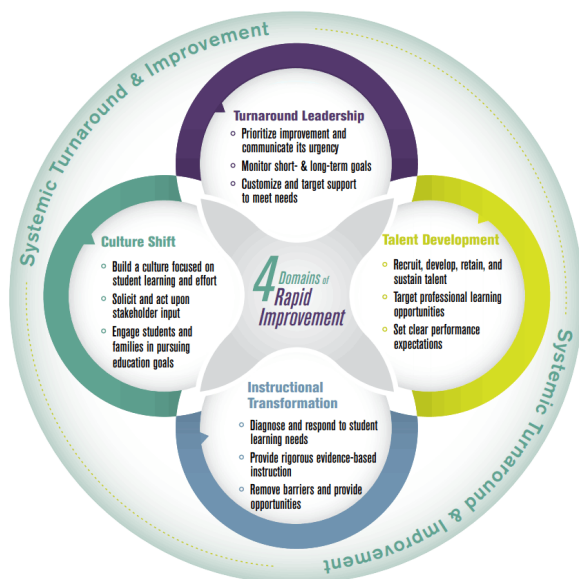
There is a great deal of information for the transformational principal to process and formulate into actionable plans. The Jump-Start provides lenses through which critical understandings can be acquired so that better-informed actions can be taken. A 90-Day Action Plan, created and *executed* by the transformational leader, A-Team, and faculty using activities and tools provided in the four sessions, provides the catalytic jolt for the beginning phase of a transformation. The information gathered and analyzed by the principal through practice-focused collaborations with staff is incorporated into longer-range planning.



I feel that the Transformation Academy has significantly impacted the level of collaboration between school leaders and members of the A-Team. In addition, I truly believe leaders are more cognizant of the amount of time spent with building capacity in others and increasing learning opportunities for students.

JENNIFER MAYE, JEFFERSON COUNTY

BACKGROUND



Jump-Starting Instructional Transformation is based on the *Four Domains for Rapid School Improvement* (Center on School Turnaround, 2017), which superbly distills from the experiences of experts and the research literature a set of domains and practices for rapid school improvement. Instructional Transformation is the “queen bee” of the *Four Domains*. The

other domains—Turnaround Leadership, Talent Development, and Culture Shift—serve as stage-setters, getting the conditions right for what transpires among teachers and students in the classroom. In that magic triangle of teacher-student-content, the principal is absent, but when it comes to *instructional transformation*, the principal is the chief transformer. Or, we might say, the Transformer-in-Chief. Jump-Starting Instructional Transformation also draws from the research-based resources of the Center on Innovations in Learning at Temple University.

PURPOSE

Jump-Starting Instructional Transformation gives leaders of instructional transformation four Early Actions to jump-start the instructional process on the road to a smoothly operating and effective instructional system.

STRUCTURE

Jump-Starting Instructional Transformation is based on four face-to-face training sessions for transformation leaders, with assigned work between sessions to meet the objectives stated below. Following the training, the principal and A-Team implement a 90-Day Action Plan to launch instructional transformation.

SESSION 1: ESTABLISH PRACTICE-FOCUSED COLLABORATION

Objectives

1. Model practice-focused collaboration with the A-Team by increasing the time the principal devotes to instruction.
2. Model practice-focused collaboration with the A-Team by looking closely at the learning experience through the eyes of students.

SESSION 2: MAP THE INSTRUCTIONAL SYSTEM

Objectives

1. Create a clear description of the current instructional system.
2. Pinpoint steps in the system that address the data-revealed student learning needs.
3. Identify elements of the current system most in need of immediate attention.

SESSION 3: SET THE COURSE FOR CHANGE

Objectives

1. Prioritize transformation strategies with faculty input.
2. Draft a 90-Day Action Plan and get faculty feedback.

SESSION 4: LAUNCH THE TRANSFORMATION

Objectives

1. Finalize the 90-Day Action Plan.
2. Implement the 90-Day Action Plan and monitor progress.

DEEP DIVE IN INSTRUCTIONAL TRANSFORMATION



By participating in *Deep Dive in Instructional Transformation*, your school:

- Enhances instructional leadership (principal and lead teachers)
- Strengthens each stage in the instructional system
- Bolsters practice-focused collaboration through the sharing and review of lessons plans and taught lessons
- Builds students' learning competencies through the Big Four strategies

PART OF THE TRANSFORMATION ACADEMY

Deep Dive in Instructional Transformation is an advanced learning opportunity for principals (and their district and state supporters) who have completed the four sessions of *Jump-Starting Instructional Transformation*. In *Jump-Starting Instructional Transformation*, the principal works with an A-Team of teachers in the school to implement the tasks introduced to the principal at the sessions. In *Deep Dive*'s four sessions, two teachers join the principal for the sessions and work closely with the principal to implement the tasks at the school.

In *Jump-Starting*, the principal and A-Team established practice-focused collaboration in the school, mapped the school's instructional system, set the course for change with a 90-Day Action Plan, and launched the transformation by implementing the plan. In *Deep Dive*, the principal and lead teachers:

Explore in greater detail the instructional system's four stages: Planning, Providing, Adjusting, and Enhancing.

Guide the faculty in embedding in lesson plans the Big Four strategies for building students' learning competencies: Active Student Response, Close Reading, Learning Pictures, and Norming.

Examine the personal competencies that drive student learning: Cognitive, Metacognitive, Motivational, and Social/Emotional.

Each of the four Deep Dive sessions is divided into three parts:

- Part 1: Exploring one of the stages in the instructional system
- Part 2: Reviewing one of the competencies for learning
- Part 3: Preparing to model for the faculty one of the Big Four strategies

During each intersession (weeks between the sessions):

The two lead teachers complete two lesson plans begun in the session, share them with the principal, and teach them with the principal observing. The principal provides feedback.

The principal and two lead teachers plan and provide a training for the whole faculty to introduce the Big Four strategy and how to embed it in a lesson plan.

Each faculty member creates a lesson plan that includes the Big Four strategy, and the principal reviews and provides feedback on the plans.

A feedback rubric guides the principal in reviewing and providing feedback on the two lead teachers' lesson plans and taught lessons as well as the lesson plans of all teachers.

"LESSON PLAN AND TAUGHT LESSONS LOOK FORs" AFTER SESSION 1

- Strong lesson objective including learner/behavior, condition, and criteria
- Effective inclusion of the Big Four strategy: Active Student Response

"LESSON PLAN AND TAUGHT LESSONS LOOK FORs" AFTER SESSION 2

- Strong lesson definitions, including objectives
- Multiple modes of delivery in lesson detail
- Effective inclusion of the Big Four strategy: Close Reading

"LESSON PLAN AND TAUGHT LESSONS LOOK FORs" AFTER SESSION 3

- Strong lesson objective including learner/behavior, condition, and criteria
- Multiple modes of delivery in lesson detail
- Helpful peer feedback
- Effective inclusion of the Big Four strategy: Learning Pictures

"LESSON PLAN AND TAUGHT LESSONS LOOK FORs" AFTER SESSION 4

- Strong lesson objective including learner/behavior, condition, and criteria
- Multiple modes of delivery in lesson detail, with differentiation and personalization
- Reflective and actionable peer feedback
- Effective inclusion of the Big Four strategy: Norming

BUILDING Strong Learners

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By participating in *Building Strong Learners*, teachers in your school:

- Review the fundamentals of instructional design, including lesson definition, lesson detail, and lesson enhancement
- Learn an array of strategies to build students' capabilities as learners and how to incorporate them in lessons
- Examine helpful lesson planning templates that provide guidance for building students' learning skills and motivation to learn
- Develop exemplary enhanced lesson plans, created by each teacher for classes they teach
- Use a feedback rubric to review and strengthen lesson plans, reflect on lessons, and collaborate to build a library of "super lessons"

PART OF THE TRANSFORMATION ACADEMY

Building Strong Learners is based on the pioneering work of the Center on Innovations in Learning (CIL) at Temple University. CIL's research and content development for instructional design follows two parallel tracks: (1) Strengthen the fundamentals of basic lesson design, and (2) Enhance strong lessons with strategies to build students' capabilities as learners.

PURPOSE

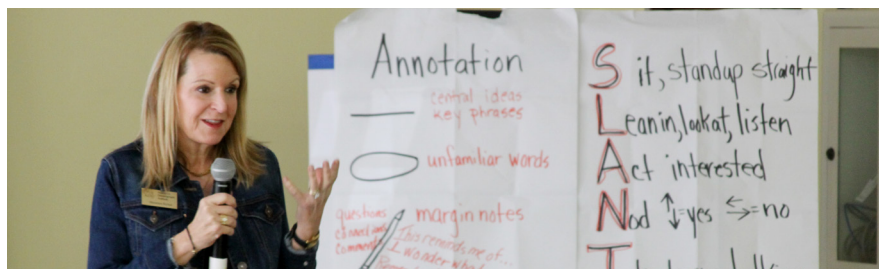
The *Building Strong Learners* training for teachers and principals (or district personnel who work with teachers) is an intensive dive into the art and science of designing super lessons. It reviews the fundamentals of lesson design, including how to: (1) define the lesson (align to standards, create targets and criteria) within the context of a course and unit, (2) provide lesson detail, including modes of instruction and learning activities, and (3) enhance the lesson with strategies to build students' capabilities as learners.

STRUCTURE

The training consists of two, one-day initial sessions and a one-day follow-up session a month later, with implementation activities between the sessions. Teachers learn about the personal competencies (cognitive, metacognitive, motivational, and social/emotional) that underly success in learning. They create exemplary lessons, teach them, and reflect on their experience. They exchange reflections with other teachers, strengthen their lessons, and return to the follow-up session to share progress, learn more, and recommend how to make quality lesson design a routine practice within the school.

APPROACH

Instructional design is an aspect of planning in an instructional system in which the aligned curriculum is formed into courses, units, and individual lessons. Each lesson also stands alone, with its objective or target, however much it is also linked to the lessons that precede and follow it. The lesson is enhanced to intentionally build students' learning competencies in what becomes a teacher's lesson plan and fit into a schedule.



APPROACH (Continued)

Melinda Sota (2016) states that variation and learner choice are two means for personalization, as is the intentional embedding of activities to build the students' personal competencies (cognitive, metacognitive, motivational, and social/emotional). How does a teacher manage all the possibilities for engaging students in learning and building their learning skills and desire to learn? How are these dimensions of instruction introduced while maintaining the standards-aligned purpose of the lesson? Well, all this can all be achieved, and in an efficient manner.

Questions addressed in the sessions include:

1. How are students' personal competencies (cognitive, metacognitive, motivational, and social/emotional) intentionally addressed in lesson designs?
2. How are lessons enhanced to build students' learning capabilities? By individual teachers? By teams?
3. Are lessons typically enhanced to build students' learning capabilities, when created or later?
4. How are student learning data consulted when enhancing instruction?
5. What is the standard template used by all teachers for their lesson designs?
6. Are lesson designs created by individual teachers or teacher teams?
7. Are lesson designs shared with all teachers so that good ideas spread?
8. Do teachers receive feedback from other teachers on their lesson designs? From administrators?
9. How is each lesson design assigned to a schedule? How is this plan made available for administration to review?

Sota, M. S. (2016). Co-designing instruction with students. In M. Murphy, S. Redding, & J. Twyman (Eds.), *Handbook on personalized learning for states, districts, and schools* (pp. 57-71). Philadelphia, PA: Temple University, Center on Innovations in Learning. Retrieved from <http://www.centeril.org>

CULTURE SHIFT INITIATIVE



By participating in the *Culture Shift Initiative*, your school:

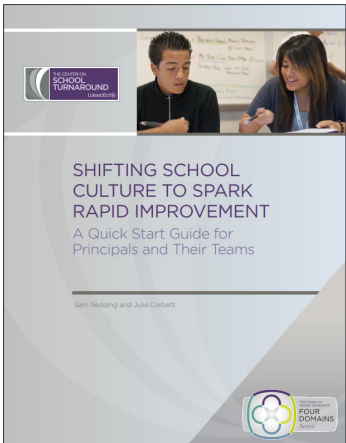
- Builds the expertise of a Culture Shift Team (principal, teacher, parent) about school culture, its impact on learning, and ways to strengthen the school culture
- Conducts a thorough review and analysis of the current school culture
- Describes the ideal school culture
- Develops and implements a plan to engage the school community and make the ideal school culture a reality
- Shares its ideas and experiences with other schools

PART OF THE TRANSFORMATION ACADEMY

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that has built up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. This highly enduring web of influence binds the school together and makes it special. . . . Without these supportive cultures, reforms will wither, and student learning will slip.

KENT D. PETERSON AND TERRENCE E. DEAL (1996)

BACKGROUND

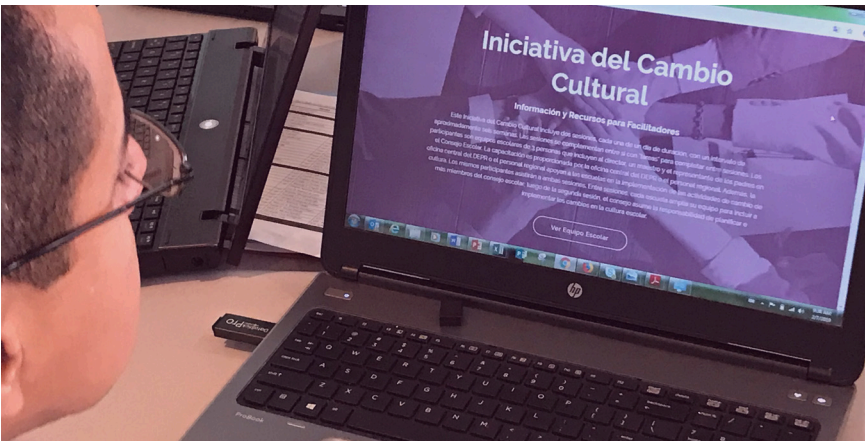


The Culture Shift Initiative is based on *Shifting School Culture to Spark Rapid Improvement: A Quick-Start Guide for Principals and Their Teams* (Center on School Turnaround, 2018). Shifting Culture is, in turn, a practical focus on the culture shift domain from the *Four Domains for Rapid School Improvement* (Center on School Turnaround, 2018), which superbly distills from the experiences of experts and the research literature a set of domains and practices for rapid school improvement. Culture Shift is one of the *Four Domains*. The other

domains are Leadership, Talent Development, and Instructional Transformation.

PURPOSE

The Culture Shift Initiative equips a Culture Shift Team (principal, teacher, parent) to guide the school community in reviewing the current school culture, describing the ideal school culture, and closing the gap between the two.



STRUCTURE

The Culture Shift Initiative brings together a cohort of school teams (principal, teacher, parent) who attend a one-day training, develop a culture shift plan, implement the plan for six weeks, return for a second day of training, and create a one-year plan to continue the shift. The Transformation Academy typically trains multiple school teams as a cohort and encourages district personnel to participate.

Redding, S., & Corbett, J. (2018). *Shifting school culture to spark rapid improvement: A quick-start guide for principals and their teams*. San Francisco, CA: WestEd.

Redding, S., McCauley, C., Ryan Jackson, K., & Dunn, L. (2018). *Four domains for rapid school improvement: Indicators of effective practice*. San Francisco, CA: WestEd.

SESSION 1

- Learn about school culture
- Describe current and ideal school culture
- Begin planning a culture shift
 - Quick wins
 - Big ideas

INTERSESSION ACTIVITIES

- Expand team with representatives from faculty and parents
- Refine and build plan
- Implement quick wins

SESSION 2

- Share and celebrate
- Dive deeper into culture
- Learn about culturally responsive teaching
- Draft one-year plan of big ideas

ONGOING

- Complete big idea plan
- Implement big idea plan
- Monitor progress, revise

STRENGTHENING YOUR SCHOOL COMMUNITY



Principals are tasked with improving the community of the school, including the relationship with families. A strong school community enhances academic and social learning by engaging families, teachers, staff, students, and administration in focusing on each student's success. The Academy brings together a cohort of school teams (principal, teacher, parent) for two one-day sessions separated by four intersession weeks in which activities are completed. The second session equips the cohorts with a plethora of resources to carry out a plan based on individual school needs.

SESSION 1

- What is a School Community
- Working Together for Student Success
- Map Your School Community

SESSION 2

- How to Find and Use Resources
- Create Your Plan

Transformation Academy was brought in to “transform” some of our struggling schools; however, it was so impactful that our district implemented many things for the entire system. Our principals identified the training that they received as something every principal should be trained on how to do, so we are using what we learned to revise our principal induction programs. We loved Transformation Academy so much that when given the opportunity to participate in the Instructional “Deep Dive” there was a unanimous response from our principals to continue their learning. It has been one of the best learning opportunities we’ve had, and I would highly recommend it to any school district wanting to improve their core instruction, their overall school performance, and their leadership skills.

DR. SHELLEY VAIL-SMITH, DEPUTY SUPERINTENDENT, BIRMINGHAM, ALABAMA

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ADI is a preeminent developer and provider of transformational services to improve individual and organizational performance to enhance children's academic and personal development.