



COLLABORATION BY DESIGN

Presented by: OAC Team

May 24, 2012



Where to Begin?

Start with a shared focus and commitment to live and tell a story about positive change....



Mutual Respect, Mutual Benefit

- We believe everyone contributes to student learning.
- We believe the teacher is the most important variable in student learning.
- We expect teachers and student to perform at high levels.
- We value and want to foster collaboration.
- We want to promote teacher reflection and professional growth.
- We want to protect our culture of “doing what’s best for kids.”



Mutual Respect, Mutual Benefit

Our TIF Award Model must:

- Be measurable (accurately and efficiently)
- Create teacher buy-in
- Be obtainable
- Be clearly defined/understood
- Be meaningful/worthwhile
- Involve meaningful compensation
- Include teacher voice in goals (options)
- Be sustainable
- Have individual components
- Have a group component
- Reward both student growth and professional growth
- Survive political change
- Enhance ongoing district/building practice (add evidence/rigor)
- Have an appeals process



Mutual Respect, Mutual Benefit

Our TIF Award Model must not:

- Reward something that doesn't impact learning
- Be a series of hoops
- Be subjective
- Be combative
- Reduce individual compensation



Mutual Adaptation

- RAND® Corporation study in 1970's of federal programs supporting innovative practices in public schools
 - Examined 293 local projects funded by four federal programs in 18 states
- Today, this “change agent” study is still widely recognized and highly valued



Mutual Adaptation

Ineffective Strategies	Effective Strategies*
<ul style="list-style-type: none">• Reliance on outside consultants• Packaged management approaches• One-shot, pre-implementation training• Pay for training• Formal, summative evaluation• Comprehensive, system-wide projects	<ul style="list-style-type: none">• Concrete, teacher-specific and extended training• Classroom assistance from local staff• Teacher observation of similar projects in other classrooms, schools or districts• Regular project meetings that focus on practical issues• Teacher participation in project decisions• Local development of project materials• Principals' participation in training <p>*especially when applied in concert</p>

Berman, P., & Walling McLaughlin, M. U.S. Office of Education, Department of Health, Education, and Welfare. (1978). *Federal programs supporting educational change, Vol. VIII: Implementing and sustaining innovations*. Retrieved from RAND Corporation website: <http://www.rand.org/pubs/reports/2006/R1589.8.pdf>

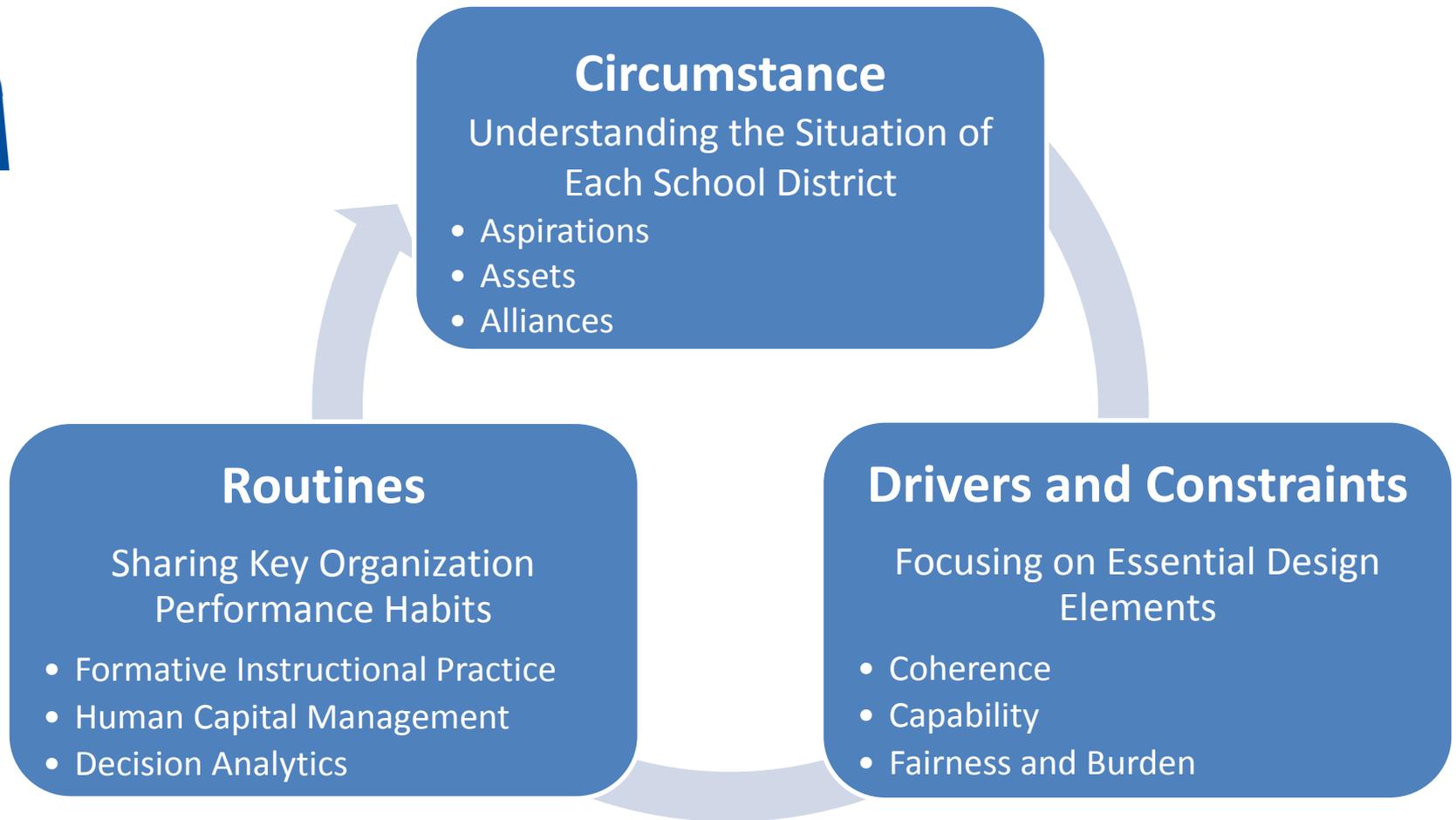


Mutual Adaptation

Effective Strategies	OAC/Ohio TIF Activities
Concrete, teacher-specific and extended training	FIP, value-added, QualityCore®, and strategic compensation training (CLLs, face-to-face, and online)
Classroom assistance from local staff	Collaborative Learning Practitioners
Teacher observation of similar projects in other classrooms, schools or districts	<ul style="list-style-type: none">• FIP and value-added network teams• Educator Effectiveness Portal (under construction)
Regular project meetings that focused on practical issues	<ul style="list-style-type: none">• Basecamp and meetings for CLPs and TIF Coordinators• OTES/OPES Kitchen Cabinet
Teacher participation in project decisions	Design Teams, OAC Stewardship Group
Local development of project materials	Basecamp and meetings for CLPs and TIF Coordinators
Principals' participation in training	<ul style="list-style-type: none">• FIP Network Teams• Networked Leadership Improvement Community (under construction)



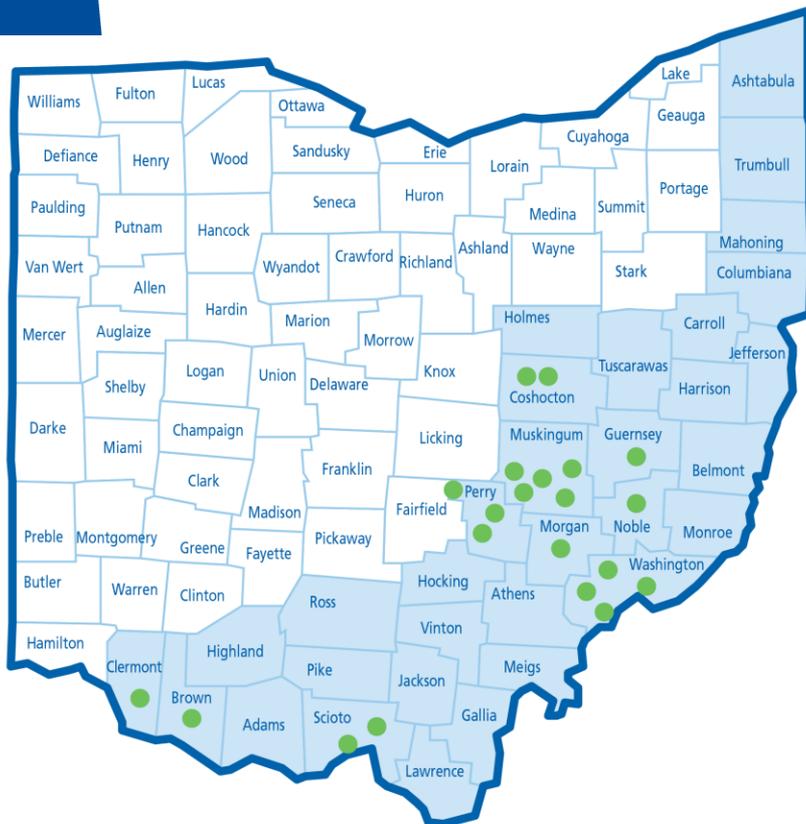
Collaboration = Mutual Adaptation





Who?

Ohio Appalachian Collaborative Districts



- 21 Ohio school districts
- 74 schools
- 2,066 teachers
- 34,000 students



Why?

- To accelerate college- and career-readiness for rural Ohio students
 - More students taking ACT College Entrance Exam
 - Annual improvements in teacher value-added scores
 - Reduction in achievement gaps
 - More students entering and completing college
 - More students graduating from high school with college credits

What?

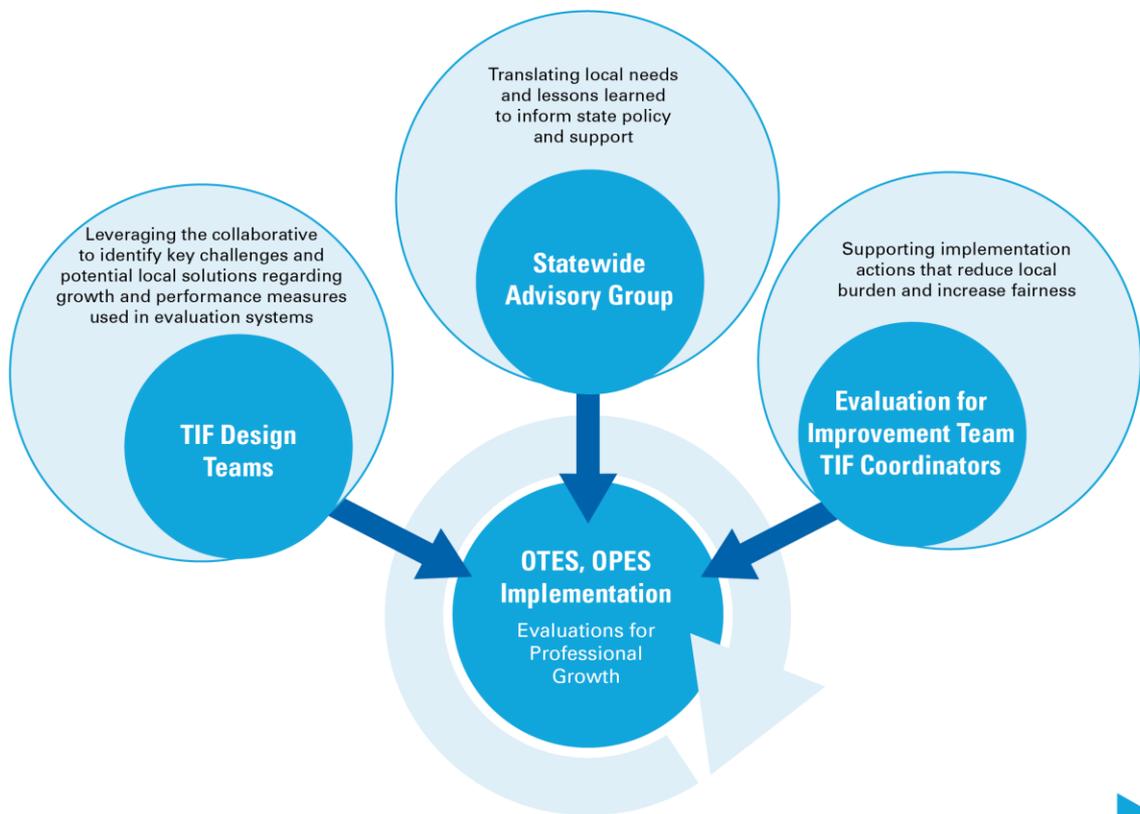
The Rural Education Transformation Approach





How?

ODE – BFK – LEA Partnership: Educator Effectiveness and Evaluations for Professional Growth



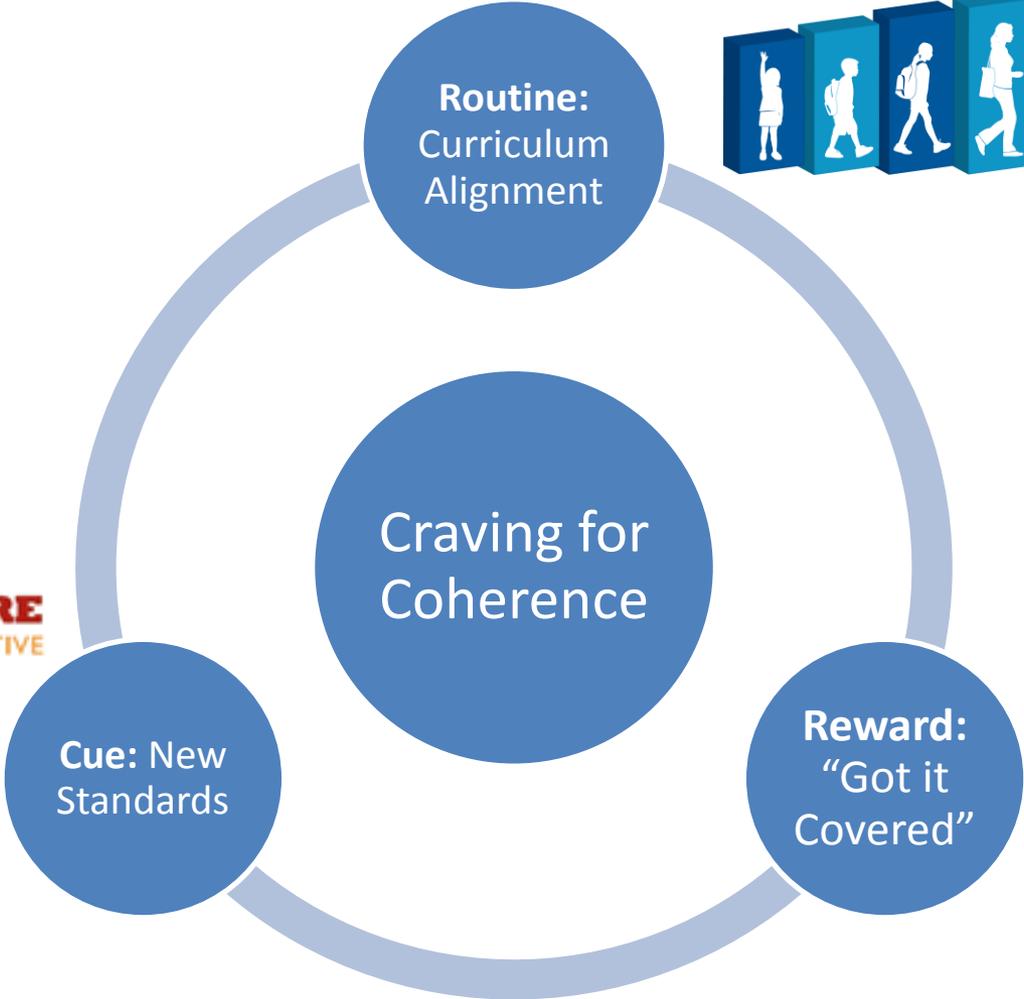


How Well?

- In 2011, 88 urban, rural and suburban Ohio high schools participated in Battelle for Kids Ohio Value-Added High Schools (OVAHS) three-year initiative
- Third-year findings include:
 - All OVAHS schools saw students increase their college English (up 3.9% from the first year of the initiative) and math (up to 6.9% from the first year of the initiative) skills on the ACT College Entrance Exam
 - Schools that participated in formative instructional practices professional development had a nearly doubling effect in their students' college readiness gains (over the entire Ohio pool)
 - OVAHS schools students averaged 22.9 on ACT College Entrance Exam and increased participation by nearly 15% since first year of the initiative

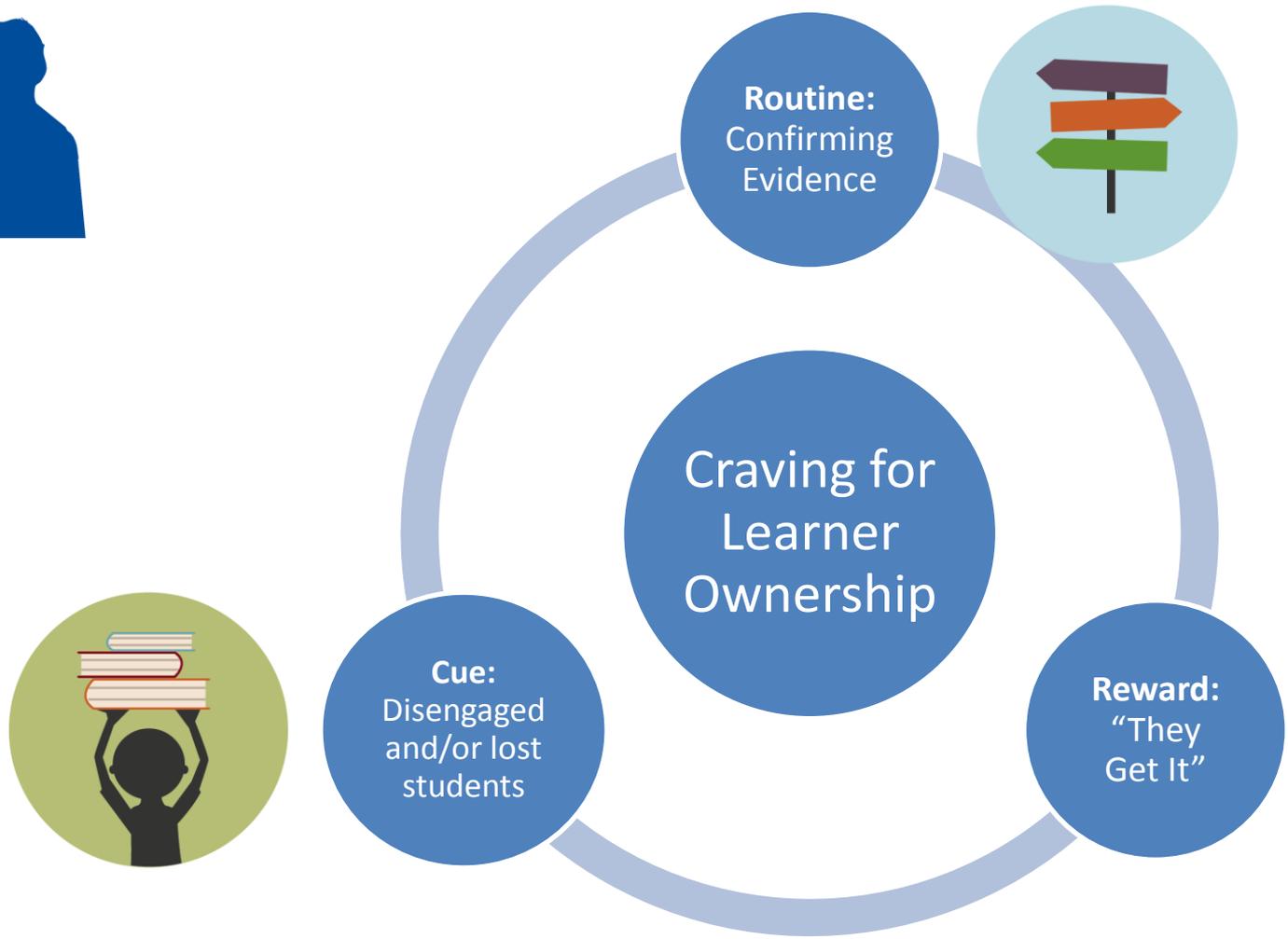


Kernel Routines





Kernel Routines



(Adapted from *The Power of Habit*, Charles Duhigg, 2012.)



OAC: Success Factors

The Five Conditions of Collective Success and Impact

(Kania and Kramer, 2011)

- 1. Common Agenda:** Focus on and share positive change
- 2. Shared Measurement Systems:** OAC performance goals, college/career-readiness, and access to effective teachers
- 3. Mutually Reinforcing Activities:** Kernel routines, collaborative learning processes, common SOW
- 4. Continuous Communication:** CLPs, CLLs, POP groups, design teams, stewardship group, transformation teams
- 5. Backbone Support Organization:** Battelle for Kids



Thank you for listening.
We look forward to the conversation.
