Improving the Ohio Improvement Process (OIP)

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Outcomes for the Session

• Review where we are developmentally in the improvement process

• Explore next steps in the work
OLAC Leadership Framework Provides Foundation for the Ohio Improvement Process
Framework – Key Practices

1. Use Data Well
2. Focus and Limit Goals and Strategies
3. Select and Implement Shared Instructional Practices
4. Implement Deeply
5. Monitor, Provide Feedback and Support
6. Inquire and Learn
3 Things

1. Focus

2. Strengthen Instruction

3. Collaborative Inquiry
1. Focus

- Marzano, Waters, McNulty (2005)
- Robinson (2011)
- Reeves (2011)
- Schmoker (2011)
- McNulty & Besser (2011)
- Keller & Papason (2013)
- Goleman (2013)
Focus

Don’t do too many things:

• Focus on implementing a few things well and deeply
• Monitor and provide feedback and support
• Learn as a system
3 Things

1. Focus

2. Strengthen Instruction

3. Collaborative Inquiry
2. Strengthen Instruction

1. Specific effective teaching practices
   - The school or district has agreed on everyone learning some specific effective practices that are learned, implemented, monitored, and provided feedback on.

2. Continuous learning of effective practices
   - Teacher-Based Teams use data to determine needs; develop shared lessons and units; develop, administer, and score shared assessments; and develop interventions.
2. Strengthen Instruction

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There are Many Practices that have a Significant Effect on Student Performance
CCR Anchor Standard – Writing

All teachers within a school are expected to have students write often about domain-specific content.

Students are to master the art of argumentation and develop a strong voice which is supported by evidence.
Expository Writing

• There is a powerful effect with teaching writing strategies in all subject areas. (e.g. planning, revising, and editing $d=0.82$)
• Strategies for summarizing reading materials ($d=0.82$)
• Students working together to plan, draft, revise, and edit. ($d=0.75$)
• Setting clear and specific goals for what students are to accomplish with their writing. ($d=0.70$)

Hattie 2009, 2012
2. Strengthen Instruction

1. **Specific effective teaching practices**
   - The school or district has agreed on everyone learning some specific effective practices that are learned, implemented, monitored, and provided feedback on.

2. **Continuous learning of effective practices**
   - **Teacher-Based Teams** use data to determine needs; develop shared lessons and units; develop, administer, and score shared assessments; and develop interventions.
Supported by Study after Study

• Collaborative schools do better than individualistic ones

• Teachers who work in professional cultures of collaboration tend to perform better than teachers who work alone

Hargreaves & Fullan (2012)
Only one in 10 teacher teams functions at a level that would result in any improvement of instructional practice and student learning in the classroom.

Troen & Boles (2012)
3 Things

1. Focus

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3. Collaborative inquiry
Research consistently show that supporting adult learning is directly and positively linked to enhancing children’s achievement.

Drago-Severson, Eleanor (2009)
The Truth is the Best Leaders are the Best Learners.

Learning is the master skill,

Kouzes & Posner (2010)
Leaders in high-performing districts engaged school staff members in collaborative inquiry about student learning and teacher performance in their schools.

They then tailored the district’s support for improvement to the school’s specific needs.

Leithwood and Seashore-Louis (2012)
“By using an inquiry-based team framework, achievement scores rose from the worst to the best in the district.”

Gallimore et. al. (2009)
Develop Broad-Based Instructional Leadership

• District Leadership Team (DLT)
• Building Leadership Team (BLT)
• Teacher-Based Teams (TBTs)
DLT/BLT Purpose

The DLT and BLT exist to improve instructional practice and performance.
To Measure Progress towards Their Purpose DLT/ BLT Monitor

1. Student learning progress
2. Staff learning progress
Despite the fact that team use is steadily increasing...

...team effectiveness is not keeping up at the same pace.

Edmondson (2012)
Only one in 10 teacher teams functions at a level that would result in any improvement of instructional practice and student learning in the classroom.

Troen & Boles (2012)
Only about 14 percent of organizations surveyed rated their teaming efforts as “highly effective…”

…while just over half (50.4%) rated their teams as “somewhat effective.”
Teaming is fundamentally a matter of developing interpersonal skills related to learning.

Edmondson (2012)
Most organizations exploit only a fraction of the knowledge, experience, and intellectual capital that is available to them. But the healthy ones tap into almost all of it.

Lencioni, P. (2012)
An organization that is healthy will inevitably get smarter over time. That’s because people in a healthy organization, beginning with the leaders, learn from one another, identify critical issues, and recover quickly from mistakes.

Lencioni, P. (2012)
One single piece of evidence to evaluate the health of an organization...

...is to observe the leadership team during a meeting.

Lencioni, P. (2012)
Collaborative Inquiry

1. Teams in learning organizations
   - Inquiry and team learning
   - Conflict
   - Developing cohesive leadership teams

2. Holding environments
   - Framing / Psychological Safety / Trust

3. Change Leadership

4. Accountability, Results, and Renewal
No group ever becomes a team until it can hold itself accountable as a team.

Katzenback and Smith (2011)
“Leadership-impaired” teams...

...are teams that are unable to hold each others accountable.

Troen & Boles (2012)
No group ever becomes a team until it can hold itself accountable as a team.

Katzenback and Smith (2011)
The work is not focused on promoting teams, it is on building a strong performance ethic.

Katzenbach & Smith (2011)
Performance results are what teams are all about.

Katzenbach & Smith (2011)
Team performance is largely based on clear, compelling outcome-based goals.

Katzenbach & Smith (2011)
The teams that succeeded were those that were constantly reflecting aloud on what they were observing and thinking as a way of figuring out how to work together more effectively.

Edmondson (2012)
Four Pillars of Effective Teaming

1. Speaking Up: Teaming depends on honest, direct conversation… including asking questions, seeking feedback, and discussing errors or failures.

2. Collaboration: Teaming requires a collaborative mindset and behaviors, and is characterized by cooperation, mutual respect, and shared goals.

Edmondson (2012)
Four Pillars of Effective Teaming

3. **Experimentation**: Means learning from the results of actions and expecting *not* to be right the first time. It is a tentative, iterative approach to action.

4. **Reflection-in-action**: Relies on the use of explicit observations, questions, and discussions of processes and outcomes.

Edmondson (2012)
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To close the gap between how we want to lead and how we actually do lead, more of us need to learn leadership skills to engage conflict directly and effectively.

Edmondson (2012)
Engaging conflict productively... is a teaming skill that starts with willingness to explore rather than shy away from different beliefs and values.

The best solutions usually involve some integration and synthesis of differences.

Edmondson (2012)
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4. Accountability and Results
Holding Environments

• A holding environment is a safe space formed by the group to share questions and to work out differences and solutions.

• The key to the holding environment is to provide enough cohesion to address the adaptive challenges (individual and organizational) they are facing.

Heifetz & Linsky (2002)
Creating Holding Environments

1. Framing
2. Psychological safety
3. Trust
Leaders... play a crucial role in creating a psychologically safe organization.

Edmondson (2012)
Psychologists and behavioral scientists have established the power of a variety of alternative cognitive frames.

Edmondson (2012)
Researchers found that many of the spontaneous frames that we bring to work are inherently about self-protection.

Self-protective frames dramatically inhibit the opportunity to learn and to improve.

Edmondson (2012)
When people frame a task as a “performance situation,” they are more risk averse and less willing to persist ...

...than when the same task is framed as a learning situation.

Edmondson (2012)
People adopting a learning frame persist longer in an unfamiliar, challenging tasks, and they ultimately learn more. The learning frame involves a more inclusive, inquiry-oriented leadership style.

Edmondson (2012)
Leaders need to alter the current hierarchical relationships.

They need to ask for help, listen, and acknowledge their own limitations.

Edmondson (2012)
Leadership Behaviors for Cultivating Psychological Safety

• **Be accessible, approachable, and personally involved.**

• **Acknowledge the limits of current knowledge:** leaders admit that they don’t know something.

• **Be willing to display fallibility:** demonstrate a tolerance of failure by acknowledging your own fallibility.

Edmondson (2012)
Listening well has been found to distinguish the best teachers and leaders.

Goleman (2006)
Collaborative Inquiry

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4. Accountability, Results, and Renewal
Leaders need to own the inquiry.

The job of leaders is to draw others out.

Edmondson (2012)
Collective Action

Equals
Effective
Outcomes
Questions and Reflection

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