

OVERVIEW

Teams Improving Practice (TIP) I

*John Hattie positioned collective efficacy at the top of a list of factors that influence student achievement (Hattie, 2016). According to his **Visible Learning** research, collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status, home environment or parent involvement.*

If collective efficacy is the most important factor for student achievement, of course, we all want it. But, what is it? How does a school create it? Teams Improving Practice (TIP) is a systematic approach to creating small steps to build a culture of collective efficacy and to improve student learning school-wide.

TIP is a unique team approach to transforming learning on campus. The principal and a teacher leadership cohort participate in two parallel academies over the course of nine months. There are three days for principals and four days for teachers along with extensive digital support.

- Principals will acquire the skills necessary to develop a culture of collective efficacy on their campuses. The change model is a three-step process. 1) Creating social trust in a Teacher Leadership Cohort (TLC). 2) Supporting teachers as they create social proof based on student learning improvement in TLC classrooms 3) Making time for social transmission—influencing the rest of the staff to improvise and innovate from TLC success. Using stories from Pixar and Nike we will examine how these processes have led to success and productive failure. The principals will also get an overview of what the teachers are learning and being asked to do.
- Teachers will learn how to design student work around research-based principles of practice (POPs) that include motivation, social influences, practice, rigor, and creativity. Teachers will learn how to help students develop and apply knowledge, skills, and habits that last and can be used across a variety of contexts. They will also learn how to measure learning improvement rather than just knowledge acquisition.

- **Principals Academy Content:**

Participants will experience three modules which define the core work of TIP. Within each of the sessions they experience the same principles of practice (POPs) that constitute the content of the teacher sessions but in addition, they will also learn the principles of transformation that follow:

- Social influences as a model for school transformation - trust, proof and transmission.
 - Small steps as a risk management tool.
- Understanding and providing for organizational creativity.

- **Teacher Academy Content:**

- Designing student learning.
- Embedding rigor and planning for failure.
 - Learning to be creative.

SESSION DESCRIPTIONS**PRINCIPALS:****Session 1: Connecting, Leading, Influencing & The Design of Practice**

Igniting transformation with Teams Improving Practice stems from a catalytic Teacher Leadership Cohort (TLC) led and supported by the campus principal. In this session, the campus principal will learn the characteristics of a successful cohort to build social trust, how to support the cohort as they create evidence of social proof for a new practice, and when and how to use the TLC in the social transmission of a new learning culture. The principal will also learn about designing practice and will take steps using a checklist to work with teachers on the POPs that they have learned.

Session 2: Small Steps & Risk Management

Like people, organizations learn in steps from what they already know. In this session, the campus principal will learn what small tweaks to existing systems help to build teacher success and the need for frequent feedback for teachers. The principal will learn how to use measurement not just as an evaluation tool but also as a learning tool for school-wide. The principal will also learn how learning can incorporate challenge, risk and feedback and will use the checklist with teachers to observe its application. The principal will also report on how the content from Session 1 was applied.

Session 3: The Creative Organization

The process of creativity is one of transferring and combining. In this session, the principal will learn how transfer and synthesis apply to school leadership. The principal will learn how to combine what is being learned with what already exists in the school. By now the principal will have identified the more creative teachers and will be expected to encourage them to innovate within established guidelines and share with the staff to move the entire school.

TEACHERS:**Session 1: Designing Practice for Student Learning**

We use two mental tools to develop knowledge, skills, and habits that are durable, flexible and sustainable. These tools are repeating and associating. Repeating is easy but can be boring so the design of student work must overcome dreaded rote memory work. Association is difficult, can be misleading and requires a design with cues. In this two-day session, teachers will learn and apply research-based principles of practice that have been shown to help students learn more and retain it longer. They will also be asked to share their practices and results with other teachers.

Session 2: Rigor Is Required

By definition, learning requires working in a space with unknowns. For rigorous learning challenge is necessary, feedback essential, and failure becomes a learning tool and is expected. Assessment becomes more of a learning tool rather than primarily an evaluation tool. Students need opportunities to choose to learn beyond what is expected. In this session, teachers will design student learning practice with small but rigorous steps that are measured and that provide opportunities for extended learning beyond the standard - the expectation.

Session 3: Creativity Can Be Learned

Creativity can occur in many ways but no matter the process, the result is almost always a reasonably small step for the learner. It is a transfer of knowledge from one context to another and then combining with other knowledge in unique and new ways. Using a creative process in one domain does not automatically transfer to another domain unless it is applied there. Certain kinds of creativity, such as insight - the aha moment - require guided free time. In this session, teachers will design a practice lessons that require transfer and synthesis and provide guided free time. They will report on both their practice since the last session and their sharing and the changes on the part of other teachers.

REGISTRATION AND SESSION INFORMATION

Session Location:
Montgomery

PROPOSED CALENDAR FOR PRINCIPALS & TEACHER SESSIONS

PRINCIPALS 1
July 23

TEACHERS 1
September 25 and 26

PRINCIPALS 2
October 16

TEACHERS 2
November 6

PRINCIPALS 3
January 15

TEACHERS 3
January 14

Principals Session Times are: 9:00 to 3:00
Teacher Session Times are: 8:30 to 3:30

Lunch will be served at each session.

Costs:

\$7950 per school and can be broken down as follows:
\$1950 for principals per person for the 3-day academy,
\$6000 for up to 4 teachers for the 4-day academy, and
\$600 for each additional teacher up to 7.

Digital Support

Teams Improving Practice (TIP) is for principals and a TLC from their schools. It is a sustainable job-embedded professional learning project designed to transform instruction around the science of learning. The TLC first demonstrates success with a Principle of Practice (POP) and then shares with other teachers. The digital support is available to all teachers in a school and supports the TLC and principal's efforts.

Digital support is available in multiple forms:

- Six webinars over the course of the school year that are scheduled and available to all participating schools regardless of the location.
- Webinars of 15 to 30 minutes in length to individual schools as required.
- Online resources in the form of blogs, podcasts, partial transcripts in modular form of the Sessions.
- Teacher Tryouts (TTO) with mentoring - Models are provided for the application of POPs for teachers to try out in their classrooms, teachers submit a description of the implementation and results, master teachers respond and mentor upon request.
- TTO successes shared across cohorts.