

Using Innovation Configurations to Support Coaching

Developed and presented by Christina Steinbacher-Reed and Kristin Takach



Just Like Me!

- A Dog Person
- Am addicted to Pinterest
- Full-Time Coach
- Part-Time Coach
- First-year Coach
- Am familiar with a rubric
- Am familiar with an innovation configuration

Our Essential Question

- How can we provide differentiated support while moving towards a common vision?

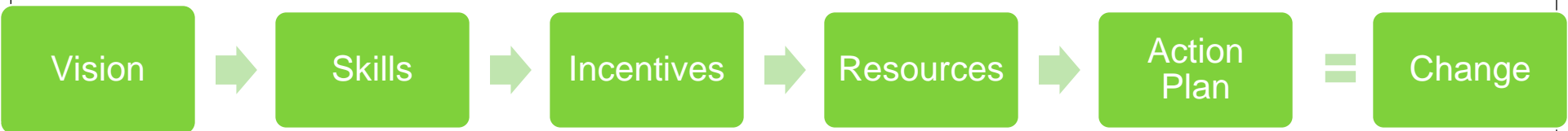
Has this ever happened to you?

What connections can
you make to your
work as a co



Managing Complex Change

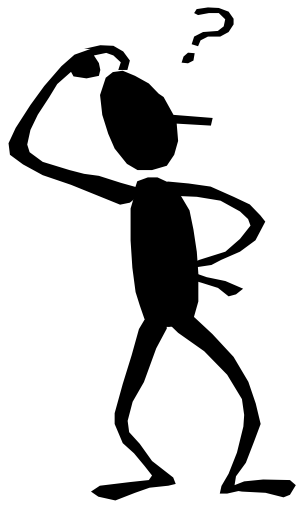
(Ambrose 1987)



When there is a lack of vision . . .



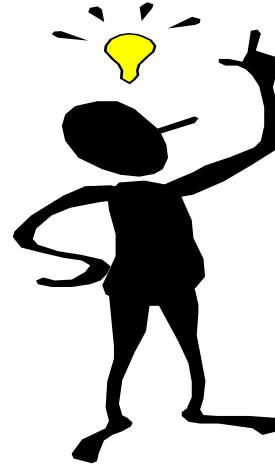
Gordon's Stages of Implementation



Unconsciously unskilled



Consciously unskilled



Consciously skilled



Unconsciously skilled, (refining)

Awareness → Implementing → Reflecting → Refining

Adapted from Wm. F. Gordon's Competency Ladder

How does this impact our work as coaches?

1. Think



2. Pair and Share



teachers at all levels of implementation?

- Read
- Purpose:
 - What is an innovation configuration?
 - How do you develop an IC?
- Mark the text

What is an innovation configuration?

- Describes what a new strategy looks like at varying levels of implementation
- Example: Collins Writing

Not Acceptable	Beginning	Developing	Refining
<ul style="list-style-type: none">• Does not attempt to use Collins Writing• Students do not write	<ul style="list-style-type: none">• Attempts to use Collins 1 and 2• Using but confusing types• Students comply but do not articulate the purpose for their writing	<ul style="list-style-type: none">• Uses Collins 1 and 2 everyday• Begins using types 3 – 5• Students describe their purpose and format for writing	<ul style="list-style-type: none">• Uses a variety of types and formats; establishes authentic purposes for writing• Students are provided opportunities to share writing with real-world audiences

What is the purpose of an IC?

- Shared Vision and Consensus
- Communicates the Vision
- Concrete Expectations
- Part-to-Whole Relation



How do you use an IC?

- Planning and implementing the innovation
- Designing PD
- Assessing implementation of the innovation
- Goal setting (individual, teams, school, district)

Eight Steps for Building an IC

1. Revisit student learning targets
2. Envision the future together
3. Synthesize the team's images of the future and organize components of the innovation
4. Briefly describe the ideal for each major



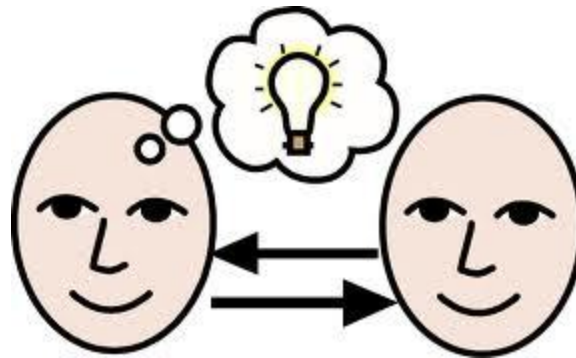
Building an IC

5. Describe what the very beginning stage looks like



6. Describe incremental innovation

7. Share the draft



8. Use and revise

ICs in Action – One District's Story



The Context

- Williamsport High School – Urban (?)
- 1,600 student body, 120 teachers
- Award winning music and CTE programs
- 2 National Merit Scholars
- 50% poverty
- Corrective Action II 5th year
- SIG recipient

Within a B-D-A Cycle

Before

- Develop the IC with input from all stakeholders

During

- Teachers use the IC 'at-will'
- Coaches use the IC to guide their PD planning
- Teacher and departments - self reflection, gauge implementation, set goals, and drive PD

After

- Coach meets with department heads to reflect and commit to cycles of support

The Timeline

- Fall 2011
 - First draft created by principal (aligned to school goals)
 - Draft given to coaches for revisions and recommendations
 - Draft provided to staff as a support for their work with coaches
- Spring 2012
 - Individual reflection
 - Individuals share at department meeting
 - Create one department reflection



Structural
Design

Structural
Design

Structural
Design

Structural
Design

Structural
Design

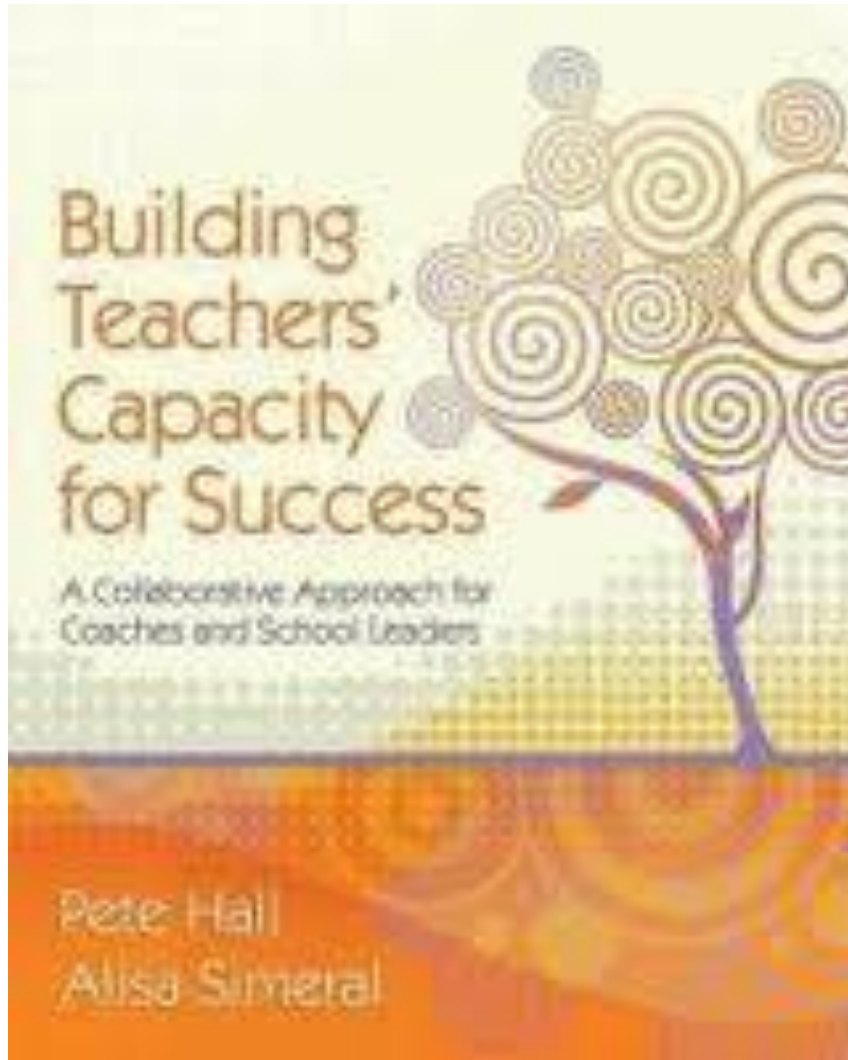


The Opportunities



- Social Capital - Teachers talking to teachers about teaching (Carrie Leana)
- Internal accountability (Fullan)
- Leverage for

Differentiating for all Levels of Implementation



- The Continuum of Self-Reflection: Dual Model
- Differentiates between the role of the coach and administrator within each of the four stages of implementation

Let's close the loop . . .

- How can we provide differentiated support while moving towards a common vision?

- “Ideals are like stars: You will not succeed in touching them with your hands, but like the seafaring man on the desert of waters, you choose them as your guides, and following them, you reach your destiny” -- Carl Schurz, U.S. general and politician



References

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