

S_trat_egram

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The University of Kansas Center for Research on Learning

Elmore shares expertise during visit to KU-CRL

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KU-CRL

In October, the Center for Research on Learning welcomed Harvard professor Richard Elmore for a daylong visit in which he shared his expertise with us and presented a public lecture titled “Preparing Leaders and Teachers for School Improvement.”

For the last decade, Elmore has been considering what the practice of improvement looks like in education and drawing comparisons to reforms in other fields. Some of his conclusions, he knows, may be startling or controversial.

“I think in general, education is a profession without practice, which is another way of saying it’s not a profession at all,” he says.

The hallmark of a profession, he says, is that its members follow a set of practices specific to that profession. Those practices define the profession, and deviation from the practices can result in the professional becoming an ex-professional. Consider the following scenarios set forth by Elmore:

You’re on final approach to O’Hare. The pilot comes on the intercom and says, “You’re going to notice something different about this landing. I’ve always wanted to try this without the flaps.”

You go in for your pre-surgical

About the Speaker

Richard Elmore is the Gregory R. Anrig Professor of Educational Leadership at Harvard University. His research focuses on the effects of federal, state, and local education policy on schools and classrooms. He is exploring how schools of different types and in different policy contexts develop a sense of accountability and a capacity to deliver high-quality instruction. Elmore is director of the Consortium for Policy Research in Education (CPRE), a group of universities engaged in research on state and local education policy, funded by the U.S. Department of Education. Elmore has held positions with the Department of Health, Education, and Welfare and the U.S. Office of Education as well as several government advisory positions at the city, state, and national levels.

conference with your cardiovascular surgeon. He says to you, “I had an epiphany driving in to work this morning. I think I’m going to do this one the way we learned to do it in 1973.”

You’re doing the final work up on



the plans for an extension to the high school. The architect tells you, “I can get you that extra 3,500 square feet and still stay within budget. All we have to do is relax the load restriction on the roof. These things only collapse about every 25 years.”

Outrageous? Certainly. Every practicing pilot, surgeon, or architect knows such departures from standard procedure will result in their expulsion from the profession. Yet in education, autonomy and control over practice by teachers in individual classrooms—this works for me; it doesn’t matter if it doesn’t work for anyone else—is the norm. Elmore calls the acceptance of that mode of operating profoundly anti-professional.

Educators and students both pay a price under this system. Educators pay in a lack of social authority and diminished capacity to control the terms and conditions of their work. Students pay in terms of poor learning outcomes as a result of the uneven qualities of the education they receive. The autonomous nature of education means that instruction can vary dramatically even within a single school building.

“We think it matters much more what school you go to than what teacher you have,” Elmore says. “In fact, it matters about five times as much which teacher you get than which school you go to.”

He cites the work of Brian Rowan related to the *Prospects*



Richard Elmore speaks at the University of Kansas in October.

Study of Elementary Schools that found that 60 to 70 percent of the variance in student gain scores is explained by differences among classrooms and 12 percent by differences among schools, the reverse of what is popularly held to be true.

Educators must decide how serious they are about the basic issues of professionalism and decide what they are willing to do about it in terms of practice.

Going back to the pilot, the doctor, and the architect in his examples, if any individual in one of those professions actually took one of those actions, he or she would be kicked out of the profession and not allowed to practice again. To strengthen the profession, Elmore says,

educators must determine their own equivalent, non-negotiable practices.

As a practical step in this direction, Elmore has taken up the challenge of building a body of knowledge relating practice to instruction. For the past seven years, he has been working with superintendents and school principals in New England to develop a model that connects administrative leadership with instructional improvement. Two cohorts of 12 school leaders each meet every other month in one of the participating schools for a full day of discussion and analysis resembling the medical rounds approach taken by medical schools. During each meeting, the group addresses

a problem of practice in the host school, something related to instruction in the classroom. An example might be “Why are students reading and writing at a reasonably high level in fourth grade, but falling behind by the time they get to eighth grade?”

Participants discuss the problem and possible solutions, concluding each session with an analysis of what the school’s leader should do next. The administrator commits to a course of action, and two members of the cohort arrange to return in six weeks to conduct rounds again and analyze progress.

A central facet of the project is each participant’s “theory of action,” a set of statements about their personal practices that can be compared to evidence gathered in their schools to determine whether their practices have an effect on improving instruction and student learning.

“The point is to illustrate or demonstrate that you can actually begin the process of developing a body of core knowledge about the practices in this sector that begins to look like a profession,” Elmore says.

This knowledge, in turn, may provide a basis for the field to decide whether individuals ought to be able to practice, if education can overcome current culture and move toward a system in which individuals are determined to be qualified to practice based on their actual practices rather than their transcripts.

Among the barriers presented

Medical Connections

In his work on school improvement, Richard Elmore has turned to history—specifically the history of the medical profession—for guidance and inspiration. In talking about what he has learned from his studies in this area, two dominant themes emerged:

- The medical rounds model has significant potential for improving educational practices and strengthening the profession of education, as demonstrated in Elmore’s work with school leaders in New England. “I think that we learn to do the work by doing the work, not by talking about the work,” he says. “We learn to do the work by making commitments to each other and by trying out practice, rather than by creating idealized models.”
- Elmore has come to believe that a profession must seize the social authority to establish the terms and conditions under which it practices. Asking for authority won’t achieve the desired results. In 1890, he says, students could choose from 340 medical schools in this country. By 1910, only four or five remained. In the intervening years, he says, the medical profession took control of its terms of practice, in effect creating medical science and making it a condition of practice in the medical field.

by the current culture in U.S. schools is what Elmore calls “institutional isomorphism,” a disconnect between teaching and administration. Education schools, where administration and teacher licensure programs follow separate tracks, mirror and compound this problem.

Once again drawing parallels to practices employed by medical schools, Elmore suggests revising education role definitions to look more like the

transitions from medical intern to practicing physician. In such a system, individuals who are knowledgeable and good at what they do can take on additional responsibilities and leadership. In other words, having been a teacher should not be enough to qualify a person for an administrative position, he says; rather, demonstrating a level of competence and professional expertise related to instructional knowledge is essential.



SIM Institute: SIM Reading & Writing Strategies

June 18-21, 2008
(8 a.m. Wednesday to noon Saturday)

Cost: \$650 (U.S.)

Location: University of Kansas, Burge Satellite Union, Lawrence, Kan.

Deadline: May 16, 2008

Registrations must be post-marked by the deadline to avoid \$25 late fee.

About this institute

This institute will introduce teachers to the foundations of SIM and teach them to implement research-based interventions to help students acquire the skills necessary to understand grade-level reading materials. Institute participants will be offered two reading strategies, one vocabulary strategy, and the *Sentence Writing* and *Paragraph Writing* strategies. Time will be allowed for planning for implementation.

Application & Registration Information

Web: www.kucrl.org/institutes
Phone: 785.864.0626
E-mail: crl@ku.edu

SIM Institute: More SIM Strategies

June 18-21, 2008
(8 a.m. Wednesday to noon Saturday)

Cost: \$650 (U.S.)

Location: University of Kansas, Burge Satellite Union, Lawrence, Kan.

Deadline: May 16, 2008

Registrations must be post-marked by the deadline to avoid \$25 late fee.

About this institute

This institute is for educators who have learned about and implemented some SIM strategies in their classrooms. Participants must have already learned and implemented the *Sentence Writing Strategy* to register for this institute. The institute agenda will be set based on the previous experience and requests of the participants. In addition to reading and writing strategies, selections may include strategies related to motivation, improving assignments, studying and remembering, or community building. Time will be allowed for planning for implementation.

SIM Institute: Introduction to Content Enhancement

June 24-27, 2008
(8 a.m. Tuesday to noon Friday)

Cost: \$650 (U.S.)

Location: University of Kansas, Burge Satellite Union, Lawrence, Kan.

Deadline: May 16, 2008

Registrations must be post-marked by the deadline to avoid \$25 late fee.

About this institute

Participants will learn a selection of routines from the Content Enhancement Series (*Concept Mastery, Concept Anchoring, Unit and Course Organizers, Clarifying, Framing* and *Question Exploration*) and will spend each day learning and planning how to implement the routines in their own classrooms. Participants should bring the lecture notes, textbooks, or other resources they will need to restructure one of their courses. Laptops are useful, but not required.

SIM Learning Strategies Institute for Preservice Educators

May 27-31, 2008

Cost: \$900 (U.S.)

Location: University of Kansas, Lawrence, Kan.

Deadline: April 14, 2008

Registration must be postmarked by the deadline to avoid \$25 late fee.

About this institute

This institute will enable pre-service educators in teacher education programs to provide empirically validated SIM inter-

ventions to prospective teachers. This institute will focus on exploring strategies from the SIM Learning Strategies Curriculum. Participants will explore several learning strategies and will be provided sample syllabi, books, and teaching resources that can be used to modify existing courses or construct new courses.

**Teaching Content to All:
Content Enhancement for
Effective College Teaching**

May 27-31, 2008

Cost: \$900 (U.S.)

Location: University of Kansas,
Lawrence, Kan.

Deadline: April 14, 2008

Registration must be postmarked by the deadline to avoid \$25 late fee.

About this institute

This institute, which is designed for college/university faculty who are engaged in teacher preparation, will enable participants to implement a variety of empirically validated teaching routines from the SIM Content Enhancement Series. Content will emphasize inclusive course planning and the implementation of a variety of explicit teaching routines designed to ensure content-area mastery of critical ideas and concepts by all students. Participants will explore several routines in depth so that

they can be infused into existing courses or new courses can be constructed. Information related to meeting additional SIM CE Professional Developer certification requirements for inservice professional development will be provided. Teams of individuals from the same institution are encouraged to apply.

**Potential SIM Professional
Developers Institutes for
Learning Strategies and
Content Enhancement**

June 23-27, 2008

Cost: \$800 (U.S.)

Location: University of Kansas,
Lawrence, Kan.

Deadline: April 16, 2008

Applications must be postmarked by the deadline.

About these institutes

These two, five-day SIM professional development institutes will be conducted simultaneously. Each will use the Content Literacy Continuum as a unifying framework. Instruction in specific Content Enhancement Routines and Learning Strategies will not be offered during this week; the focus will be on the professional development process.

Participants will be selected through an application process. Eligibility criteria and more information are available on our web site, www.kucrl.org/institutes.

Institute fees

Institute fees cover the cost of materials and instruction provided during the institute. Participants will be responsible for their own transportation, housing, and meals.

**Late Registration, Refund, &
Cancellation Policy**

A \$25 fee will be assessed for registrations postmarked after the deadline.

Cancellations must be made in writing. See individual registration forms for applicable cancellation deadlines. A \$15 fee will be charged for returned checks. KU reserves the right to cancel the course and return all fees in the event of insufficient registration. The liability of the University of Kansas is limited to the registration fee. The University of Kansas will not be responsible for any losses incurred by registrants, including but not limited to airline cancellation charges or hotel deposits.

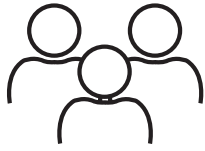
Privacy Policy

The University of Kansas Center for Research on Learning does not share, sell, or rent its mailing lists. You have our assurance that any information you provide will be held in confidence by KU-CRL.

Program Accessibility

We accommodate individuals with disabilities. Please call 785.864.0626. To ensure accommodation, please register at least two weeks before the start of the institute.

The University of Kansas is committed to providing programs and activities to all persons, regardless of race, religion, color, national origin, ancestry, sex, age, disability, and veteran status. In addition, university policies prohibit discrimination on the basis of sexual orientation, marital status, and parental status.



Instructional Coaching

For more information about these instructional coaching learning opportunities, contact crl@ku.edu • 785.864.0626 • www.kucrl.org
Registration forms and information about hotels and transportation are available at www.instructionalcoach.org/conference.

Instructional Coaching: Progress through Partnership

(Offered three times in 2008)

- January 31-February 2, 2008
- August 7-9, 2008
- October 6-8, 2008

Cost: \$450 (U.S.)

(does not include costs associated with meals, transportation, and lodging)

Location: University of Kansas, Lawrence, Kan.

Deadlines: Registration must be postmarked by the deadline to avoid a late fee of \$25.

- **December 10, 2007**, for the Jan. 31-Feb. 2, 2008, institute
- **July 7, 2008**, for the Aug. 7-9, 2008, institute
- **September 8, 2008**, for the Oct. 6-8, 2008, institute

About this institute

The Instructional Coaching Institute will provide a foundation upon which a solid, effective instructional coaching program can be built. Based on more than eight years of research on instructional coaching conducted by KU-CRL, the institute will define what coaches do, distinguish between effective and ineffective coaching practices, and provide an overview of current research.

Save the date: Third Annual Instructional Coaching Conference

October 13-15, 2008 • Lawrence, Kan.

Coaching Classroom Management

(Offered three times in 2008)

- February 4-6, 2008
- August 11-13, 2008
- October 9-11, 2008

Cost: \$450 (U.S.)

(does not include costs associated with meals, transportation, and lodging)

Location: Eldridge Hotel, Lawrence, Kan.

Deadlines: Registration must be postmarked by the deadline to avoid a late fee of \$25.

- **December 10, 2007**, for the Feb. 4-6, 2008, institute
- **July 7, 2008**, for the Aug. 11-13, 2008, institute
- **September 8, 2008**, for the Oct. 9-11, 2008, institute

About this institute

This institute provides a comprehensive overview of the classroom management tools and teaching practices included in *Coaching Classroom Management* (2007), a collaborative effort of Randy Sprick, Wendy Reinke, Tricia McKale, and Jim Knight. Participants will learn about important variables they should observe while coaching teachers as well as powerful strategies they can use to support teachers in the creation of safe learning communities. Participants also will have ample time to apply the new materials while observing tapes of teachers and discussing case studies.

Index for Strategram Volume 19 (2006-2007)

Issue 1

In focus: *Literacy Leadership.* Describes four key spheres of influence for administrators in relation to launching and leading successful whole-school improvement initiatives.

Professional Development Opportunities 2007

Index for Strategram Volume 18 (2005-2006)

Issue 2

In focus: *Tools for Busy Teachers.* Review of ALTEC's extensive array of free, web-based tools to assist with common classroom tasks.

In the classroom: *Aligning SIM & Marzano.* SIM Professional Developers of the El Paso Independent School District in Texas developed a chart to align SIM interventions with the work of Robert J. Marzano.

Issue 3

In focus: *Lessons in School Change.* Three KU-CRL researchers—Keith Lenz, Jim Knight, and Barbara Ehren—share lessons they have learned as they explore what it takes to be successful in schoolwide change.

In the classroom: *Word Identification Tic-Tac-Toe,* submitted by Kathy Boyle-Gast, Athens, Georgia. Sample board games and instructions for helping students learn the *Word Identification Strategy.*

Issue 4

In focus: *SIM, Texas-Style.* History, and explosive growth, of SIM in the El Paso (Texas) Independent School District.

Scavenger Hunt (www.kucrl.org)

Issue 5

In focus: *Pacing Guides and Content Enhancement.* Peggy Graving-Reyes and teams of teachers at Lodi High School in California learn about standards-based unit design and, in the process, integrate SIM Content Enhancement Routines with pacing guides developed by textbook companies.

SIM Impact Award: Riverbank High School, California.

Issue 6

In focus: *Part 2: Pacing Guides and Content Enhancement.* Continuation of article in Issue 5 describing how teams of teachers integrated SIM Content Enhancement Routines with pacing guides developed by textbook companies. Includes sidebar on administrative support at Lodi High School.

Gordon R. Alley Partnership Award: Randy Sprick, Safe and Civil Schools

Stratopedia: An Online Resource. Stratopedia is designed to engage SIM Professional Developers, teachers, and students in collaborative, interactive learning.

Instructional Coaching Conference. The second annual Instructional Coaching Conference attracted top names in the field as well as more than 120 participants.

KU-CRL CALENDAR

January 17-18, 2008

Florida PD Update
Altamonte Springs, Fla.
Contact: Mary Little
(projcentral@mail.ucf.edu)

January 31-February 2, 2008

Instructional Coaching Institute
University of Kansas, Lawrence, Kan.
Contact: crl@ku.edu

February 4-6, 2008

Coaching Classroom Management
Eldridge Hotel, Lawrence, Kan.
Contact: crl@ku.edu

February 21-23, 2008

SIM SE Conference
Francis Marion Hotel, Historic District,
Charleston, SC
Reservations: 843.722.0600 or
877.756.2121 by January 20, 2008
Contact: Jerri Neduchal
(jerrinsisinc@aol.com)

June 18-21, 2008

SIM Institute: SIM Reading & Writing
Strategies
Burge Union, University of Kansas,
Lawrence, Kan.
Contact: crl@ku.edu

www.kucrl.org/institutes

STRATEGRAM

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NEW ONLINE

Virtual Conference

Check out videos from the most recent Instructional Coaching Conference on the "virtual conference" page of instructionalcoach.com/conference.

WWW.KUCRL.ORG