



A Network of Battelle for Kids

*Coherence: The Right Drivers in Action for Schools, Districts, and Systems*

Fullan, M. & Quinn, J (2016)

### Chapter 1: Coherence Making

#### Quote Walkabout Protocol

Quote	Your Thoughts
<p>“What we need is consistency of purpose, policy, and practice. Structure and strategy are not enough. The solution requires the individual and collective ability to build shared meaning, capacity, and commitment to action. When large numbers of people have a deeply understood sense of what needs to be done - and see their part in achieving that purpose - coherence emerges and powerful things happen.” (page 1)</p>	
<p>“To cut to the chase, coherence consists of the shared depth of understanding about the purpose and nature of the work. Coherence, then, is what is in the minds and actions of people individually and especially collectively.” (pages 1-2)</p>	
<p>“There is only one way to achieve greater coherence, and that is through purposeful action and interaction, working on capacity, clarity, precision of practice, transparency, monitoring of progress, and continuous correction. All of this requires the right mixture of ‘pressure and support’: the pressure for progress with supportive and focused cultures.” (page 2)</p>	
Quote	Your Thoughts

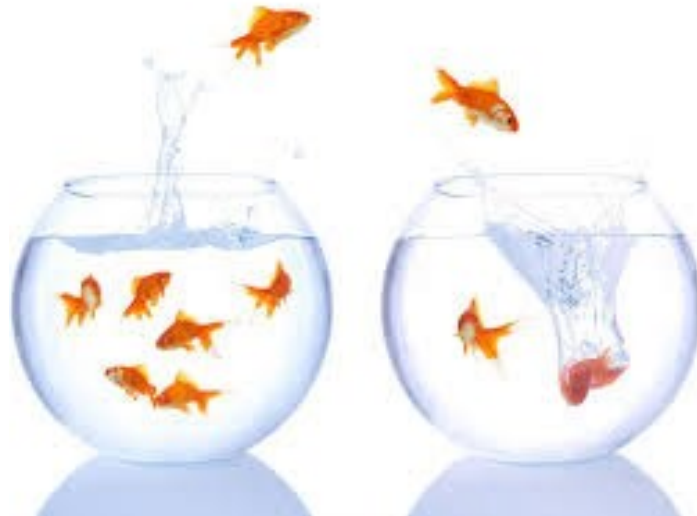


<p>“Coherence making in other words is a continuous process of making and remaking meaning in your own mind and in your culture.” (page 3)</p>	
<p><i>“Effective change processes shape and reshape good ideas as they build capacity and ownership among participants. There are two components: the quality of the idea and the quality of the process.”</i> (page 14)</p>	
<p>“...that these highly successful organizations learned from the success of others but never tried to imitate what other did. Instead, they found their own pathway to success. They did many of the right things, and they learned and adjusted as they proceeded.” (page 15)</p>	
<p><i>Select your own quote:</i></p>	

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**Chapter 2: Focusing Direction**  
**Carousel Brainstorming Protocol**



<b>1</b> <b>Conditions That Support Teachers' "Leap"</b>	<b>2</b> <b>Strategies to Recognize Early "Leaping" Innovators</b>	<b>3</b> <b>Strategies to Build Capacity</b>



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**Chapter 3: Cultivating Collaborative Cultures**  
**Exploring Lead Learner Competencies Protocol**

Use the chart below to reflect upon strengths and areas for growth of your leadership team

Competencies	Criteria	Strengths	Target Areas for Growth
<p><b>Modeling Learning</b> p. 55</p> <p><i>“Lead learners who make the biggest impact don’t send others to learn but actively participate with them as learning partners.”</i></p>	<ul style="list-style-type: none"> <li>• Participate as a learner</li> <li>• Lead capacity building</li> <li>• Make learning a priority</li> <li>• Foster leadership at all levels</li> </ul>		
<p><b>Shaping Culture</b> p. 55</p> <p><i>“Lead learners orchestrate structures and processes to create an environment that anticipates and works collaboratively on challenges and innovation.”</i></p>	<ul style="list-style-type: none"> <li>• Build relational trust and relationships</li> <li>• Create structures and process for collaborative work</li> <li>• Support cycles of learning and application</li> <li>• Engage others in solving complex problems</li> <li>• Resource strategically</li> </ul>		
Competencies	Criteria	Strengths	Target Areas for Growth





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**Chapter 4: Deepening Learning**

**What? So What? Now What? Protocol:** Designed to summarize reading and elicit critical thinking around implications for the system and actions to be taken.

<p><b>What?</b> Choose a passage below or choose your own from chapter 4</p>	<p><b>So What?</b> How does this passage influence your thinking about your role or your work?</p>	<p><b>Now What?</b> How might you scale this concept or idea throughout your system?</p>
<p>Two notions are critical. <b>First</b>, we must shift from a focus on teaching or inputs to a deeper understanding of the process of learning and how we can influence it. <b>Second</b>, relentless focus (or focused direction) means we must abandon the notion that there is a silver bullet, package, or program (including technology) that is the solution and recognize that the next shift in learning will require knowledge building by everyone engaged and must affect <u>all</u> students. (p. 79)</p>		
<p>The mark of an educated person is that of a doer – they learn to do and do to learn. (p. 86)</p>		

<p><b>What?</b> Choose a passage below or select your own from chapter 4</p>	<p><b>So What?</b> <i>How does this passage influence your thinking about your role or your work?</i></p>	<p><b>Now What?</b> <i>How might you scale this concept or idea in your current work?</i></p>
<p><i>It shifts the role of the teacher from keeper of knowledge to an activator of deep, meaningful learning. This represents a profound shift in instruction; rather than passively receiving knowledge and facts, students are expected to actively participate in their own education, independently applying their skills and knowledge.</i> (p. 87)</p>		
<p><i>The first step in building precision in pedagogical practices begins with a culture that foster learning for all. If the adults are not thinking at high levels, it is unlikely the students will be either.</i> (p. 91)</p>		
<p><i>We are shifting from measuring what is easy to measuring what matters.</i> (p. 92)</p>		

<p><b>What?</b> Choose a passage below or select your own from chapter 4</p>	<p><b>So What?</b> How does this passage influence your thinking about your role or your work?</p>	<p><b>Now What?</b> How might you scale this concept or idea in your current work?</p>
<p><i>Shallow learning becomes a foundation for deeper learning. Deeper learning is the ability to understand concepts, think critically, solve problems, and apply learning in authentic ways.</i></p> <p><i>What is crucial for schools and districts is an intentional strategy for cultivating collaborative cultures where teacher become more precise in knowing which strategy is most appropriate for that learner and that task.</i></p> <p>(p. 92)</p> <p>* See BFKs shifting role of the educator graphic</p>		
<p><i>One of the most distinctive differences between traditional learning and the new pedagogies is the role students play and the new learning partnership that emerge student to student, student to teacher, and student to the external world.</i></p> <p>(p. 93)</p>		
<p>Choose your quote</p>		

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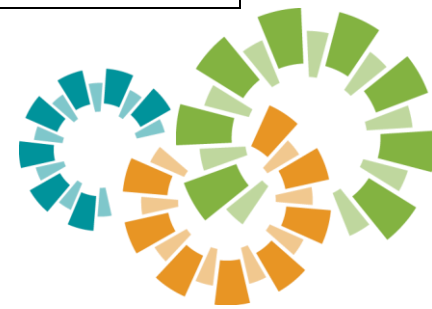
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### Chapter 5: Securing Accountability

#### Three-Step Interview Protocol

Review the excerpts below from Chapter 5

Securing Accountability	
p. 109	“The argument is this: If you want effective accountability, you need to develop conditions that maximize internal accountability—conditions that increase the likelihood that people will be accountable to themselves and to the group. Second, you need to frame and reinforce internal accountability with external accountability—standards, expectations, transparent data, and selective interventions.”
Internal Accountability	
p. 110	“Simply stated, accountability is taking responsibility for one’s actions. At the core of accountability in educational systems is student learning. As City, Elmore, Firarman, and Teitel (2009) argue, ‘the real accountability system is in the tasks that students are asked to do’ (p. 23). Constantly improving and refining instructional practice so that students can engage in deep learning tasks is perhaps the single most important responsibility of the teaching profession and educational systems as a whole. In this sense, accountability as defined here is not limited to mere gains in test scores but on deeper and more meaningful learning for all students. “Internal accountability occurs when individuals and groups willingly take on personal, professional, and collective responsibility for continuous improvement and success for all students (Hargreaves & Shirley, 2009).”
External Accountability	
p. 111	“External accountability is when system leaders reassure the public through transparency, monitoring and selective intervention that their system is performing in line with societal expectations and requirements. The priority for policy makers, we argue, should be to lead with creating the conditions for internal accountability, because they are more effective in achieving greater overall accountability, including external accountability. Policy makers also have direct responsibility to address external accountability, but this latter function will be far more effective if they get the internal part right.”
Role of the System	
p. 120	“With strong internal accountability as the context, the external accountability role of the system includes the following: <ol style="list-style-type: none"> <li>1. Establishing and promoting professional standards and practices, including performance appraisal, undertaken by professionally respected peers and leaders in teams wherever possible and developing the expertise of teachers and teacher-leaders so that they can undertake these responsibilities. With</li> </ol>



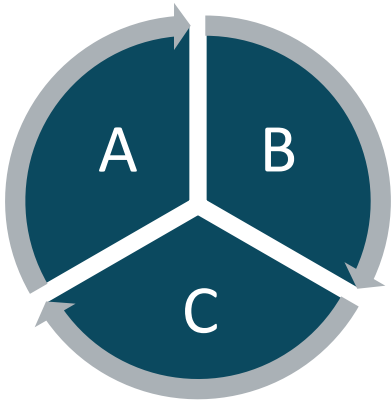
the robust judgements of respected leaders and peers, then getting rid of teachers and administrators who should be in the profession will become transparent collective responsibility.

2. Ongoing monitoring of the performance of the system, including direct intervention with schools and districts in cases of persistent underperformance.
3. Insisting on reciprocal accountability that manages “up” as well as down so that systems are held accountable for providing the resources and supports that are essential in enabling schools and teachers to fulfill expectations.
4. Adopting and applying indicators of organizational health as a context for individual teacher and leader performance, such as staff retention rates, leadership turnover rates, teacher absenteeism levels, numbers of crisis related incidents, and so on, in addition to outcome indicators of student performance and well-being. These would include measures of social capital in the teaching profession such as extent of collaboration and levels of collegial trust. Outcome measures for students should also, as previously stated, included multiple measures including well-being, students’ sense of control over their own destiny (locus of control), levels of engagement in learning, and so forth.

**Three-Step Interview Protocol**

1. In groups of 3, designate a person A, B, and C.
2. Reflect upon the passages above and think about responses to questions 1-3 on the next page.
3. Begin the cycle with person A as Interviewer, person B as Respondent, person C as Recorder.
4. In rotation cycles, each person will be interviewed until all group members have been interviewed (**4 minutes** for each person).

A - Interviewer  
 B - Respondent  
 C - Recorder



B - Interviewer  
 C - Respondent  
 A - Recorder

C - Interviewer  
 A - Respondent  
 B - Recorder

4 minutes per each person:

Question	Person A	Person B	Person C
1. How would you distinguish between internal and external accountability?			
2. Describe strategies your district uses to build internal accountability.			
3. What steps will you take to ensure the effective implementation of external accountability?			

## Chapter 6: Leading for Coherence

### Deepening Understanding – Summary Protocol

- Review the summary passages on pages 134-135; then, list the most important leadership concepts you gleaned from this reading on the summary notes section of the organizer below.
- In groups of 3-4, share your big ideas from the summary notes (2 minutes each), while capturing notes on your similarities and differences.
- As a group, choose 3 most important ideas discussed to share out with the larger group. (5 minutes)

Summary Notes (p. 134-135)	
Comparing Summaries	
Similarities	Differences
As a group, decide on the 3 most important ideas you'd like to share with the larger group.	
1 –	
2 –	
3 –	