

FACILITATOR'S BOOK STUDY Implementation Guide

The National Center for Systemic Improvement (NCSI) has created this Implementation Guide and accompanying materials to support state education agencies in undertaking a book study for the book *Coherence: The Right Drivers in Action for Schools, Districts, and Systems*, written by Michael Fullan and Joanne Quinn (2016, Corwin Press).

INTRODUCTION

This implementation guide provides a detailed schedule and instructions for conducting a Book Study on *Coherence: The right drivers in action for schools, districts, and systems* written by Michael Fullan and Joanne Quinn in 2016. The implementation guide includes a pre-session to determine meeting times, location, roles, norms for working together, and determining goals at the

individual and group level for participating in the Book Study. In addition, the implementation guide has detailed instructions covering seven sessions, each of which lasts for 1 hour. The sessions follow the same format and activities, indicated by specific icons, as well as suggested key points to surface, response prompts, strategies for engaging Book Study attendees, and time for individual reflection.

ICON KEY

 <p>Purpose</p>	 <p>Ties to Professional Experience</p>
 <p>Report Out</p>	 <p>Implications for Professional Responsibilities/Role</p>
 <p>Insights</p>	 <p>Now what?</p>

Book Study Pre-Session



PURPOSE: PLANNING, LOGISTICS, AND PREPARATION FOR THE BOOK STUDY.



PLANNING

The facilitator should send out the Participant Packet (PP) electronically to participants or distribute it at the pre-session for participants who prefer to access the a hard copy version.

Participants should be reminded to bring their laptops to the pre-session and to the Book Study Sessions.

If the Book Study is being conducted as a formal professional learning opportunity within the SEA, it may be helpful for the facilitator to meet with the Book Study sponsor to ensure their expectations and goals for the professional learning are clear and achievable. The pre-session could also be an opportunity to provide context on the book, *Coherence*.

For example, review the short article on the wrong drivers to understand the purpose of the Book Study (Fullan, May 2011)¹.

Identify the facilitator and optional team support roles: recorder, reflector, and timekeeper. These roles are explained in the FG. Depending on the size, scope, and purpose of the Book Study group, a facilitator may be a team leader, or an outside facilitator from NCSI to organize and assist with bringing the participants together. The role of facilitator could remain with one person or could be rotated through various team members, with a new facilitator selected for each session. There is a planning schedule in the PP to capture these details (PP, p.2).



LOGISTICS

Establish meeting dates and decide how long the group will meet each session. This implementation guide has been created for a 60-minute meeting.

Determine how many times the group study will meet. This implementation guide is based on seven meetings. There is flexibility in how the Book Study can be conducted. The FG and this implementation guide contain options for how to run a Book Study in different ways.

Identify and, if necessary, reserve a meeting location for the Book Study sessions.

Decide whether the enrichment activity that accompanies each book chapter will be used to reinforce learning after a session has addressed the material (as it is in this guide) or whether it will be used before the session as part of the pre-reading for the next chapter. Participants can record these details in the planning schedule in the PP (PP, p.2).

1 Fullan, M. Choosing the wrong drivers for whole system reform. Summary of Seminar Series Paper No. 204, May 2011. Centre for Strategic Education <http://michaelfullan.ca/wp-content/uploads/2016/06/13396088160.pdf>



PREPARATION

Goals/Outcome Planning

Individual participants should record in their PP why they want to take part in the Book Study and what they want to achieve by participating in it (PP, p.6).

Collectively, the group should discuss what it wants to achieve by participating in the Book Study and develop a goal statement (PP, p. 6). It may be that the group is coming together to solve a particular problem of practice or situation within the SEA or their particular unit/division/office, and that will be part of the goal statement. *Note: The facilitator should provide a copy of the group goal statement before the first session.*

Establish Norms for Working Together

It can be helpful to provide some sample norms. In your PP there is a tool to help develop group norms (PP, pp. 4-5).

It's okay to:

- Ask questions.
- Say “I don’t know.”
- Disagree—as long as it is not an attack.
- Take the time to understand everyone’s point of view.
- Come to consensus.
- Compliment team members on contributions.
- Recognize different strengths in different people.
- Learn from each other
- Commit to completing the between-session activity and attending to each meeting

Preparation for Session 1

- Read Chapter 1: Coherence-Making (pp. ix–16).
- Use the What? So What? Now What? Protocol (PP, p. 7) to take notes and think critically about the implications of the Chapter.

Session 1: Chapter 1 Coherence Making (Pages ix-16)



PURPOSE: TO BUILD AWARENESS AND UNDERSTANDING OF THE KEY CONCEPTS OF COHERENCE-MAKING



INSIGHTS (15 MINUTES)

The first person states what struck them the most and explains why. The second person begins the cycle again, and so on, until all significant ideas are expressed. If there is time, participants can respond to the ideas of others, expand on the thinking, provide a differ-

ent view, clarify thinking, etc. You can use the suggested key points to prompt the discussion if participants are reluctant to respond to the prompt. You can also ask participants to use concrete examples of current practices/work that relate to the idea that struck them the most.



Prompt 1: *What do you think were the most significant concepts and ideas from Chapter 1, Coherence Making?*

Suggested Key Points to Surface

- Coherence is a shared depth of understanding about the purpose and nature of the work in the minds and actions individually and especially collectively.
- Coherence represents going into action with the right drivers as the foundation and maintaining a focus on them.
- The cumulative effect of downplaying the wrong drivers and employing the right drivers is greater clarity and cohesion.
- To achieve greater coherence, systems must engage in purposeful action; build capacity; develop precision of practice; be transparent; monitor progress; and engage in continuous correction.
- Get the right mindset for action and have deep respect for the unpredictability of change.
- Leadership both activates and connects the four components of the Coherence Framework. Each of the four components serves the other and must be addressed simultaneously and continually.



TIES TO PROFESSIONAL EXPERIENCE (15 MINUTES)

Participants take 7 minutes to discuss Prompt 2 and 7 minutes to reflect on Prompt 3. If the group is too large to allow for deep dialogue, consider breaking into smaller groups to

discuss the prompts or breaking into smaller groups and assigning each prompt to a particular group or groups. It is important to bring the large group back together so that the groups can share their learning and insights.

- ! **Prompt 2:** *In your experience, what are some examples of the wrong drivers (punitive accountability, individualistic strategies, technology, and ad hoc policies) that have resulted in confusion and overload for you or your teams?*
- ! **Prompt 3:** *Which of the right drivers (Focusing Direction, Cultivating Collaborative Relationships, Deepening Learning, and Securing Accountability) do you look forward to diving into in the next sessions? Why did you choose these drivers?*



IMPLICATIONS FOR PROFESSIONAL RESPONSIBILITIES/ROLES (15 MINUTES)

Participants reflect on the prompt and what it means to them in their role within the organization and how they might use their learnings from the Book Study to collaborate in meaningful work with others within their organization. Participants also reflect on how their

learnings from the Book Study may impact the ways that they work with others external to the organization, such as districts, schools, and communities. If the group is too large to allow for deep dialogue, consider breaking into smaller groups to discuss the prompt.

- ! **Prompt 4:** *“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.” (1).*



NOW WHAT? (5 MINUTES)

Participants write in the self-reflection section of the PP about what they have learned during the session and what they will do differently in their role within the organization.



Prompt 5: *What will I do differently?*

Preparation for Session 2

- Complete the Quote Walkabout Protocol 1 Activity (PP, pp. 11-12) to reinforce the learnings from Chapter 1.
- Read Chapter 2: Focusing Direction (pp. 17–45).

Session 2: Chapter 2 Focusing Direction (Pages 17 -45)



PURPOSE: TO REVIEW THE PREVIOUS LEARNINGS, INTRODUCE THE FIRST RIGHT DRIVER OF THE COHERENCE FRAMEWORK, FOCUSING DIRECTION, AND EXAMINE EACH OF THE FOUR ELEMENTS.



REPORT OUT: QUOTE WALKABOUT ACTIVITY (10 MINUTES)

Three or four people report out on the quotes from the Quote Walkabout Protocol 1 that resonated with them the most.



INSIGHTS (15 MINUTES)

The first person states what struck them the most and describes why that concept struck them the most. The second person begins the cycle again, and so on, until all significant ideas are expressed. If there is time, participants can respond to the ideas of others,

expand on the thinking, provide a different view, clarify thinking, etc. You can use the suggested key points to prompt the discussion if participants are reluctant to respond to the prompt. You can also ask participants to use concrete examples of current practices/work that relate to the thing that struck them the most.

! *Prompt 1: What do you think were the most significant concepts and ideas from Chapter 2, Focusing Direction?*

Suggested Key Points to Surface

- Leaders must understand their moral purpose and connect to others to make their moral purpose part of the organization's DNA.
- It's important for leaders to be transparent about dealing with "initiativitis."
- Develop a collaborative approach with a common language. "Walk the talk."
- Develop a clear strategy with a purposeful focus; identify time-wasters and inefficiencies.
- Goals should connect to what matters most for students and the community. Don't realign initiatives to preserve the old way.
- Remember that clarity precedes coherence. Everyone must have a shared mindset, perceive that there is a clear strategy for achieving goals, and see their part in the strategy.



TIES TO PROFESSIONAL EXPERIENCE

Participants take 7 minutes to discuss Prompt 2 and 7 minutes to reflect on Prompt 3. If the group is too large to allow for deep dialogue, consider breaking into smaller groups to

discuss the prompts or breaking into smaller groups and assigning each prompt to a particular group or groups. It is important to bring the large group back together so that the groups can share their learning and insights.

- ! **Prompt 2:** *To what extent does your organization have “initiativitis”?*
- ! **Prompt 3:** *Which step of the four-step approach to tackling “initiativitis” (p. 21) would help your organization most (Be Transparent, Build a Collaborative Approach, Develop a Clear Strategy, or Cultivate Engagement)?*



IMPLICATION FOR PROFESSIONAL RESPONSIBILITIES/ROLES (15 MINUTES)

Depending on the time allotted to the Book Study, each participant responds in turn to Prompt 4. After 7 minutes, they turn to Prompt 5. If the group is too large to allow for deep dialogue, consider breaking into smaller

groups to discuss the prompts or breaking into smaller groups and assigning each prompt to a particular group or groups. It is important to bring the large group back together so the groups can share their learning and insights.

- ! **Prompt 4:** *To what extent is the fishbowl metaphor applicable to you in your current role in the organization?*
- ! **Prompt 5:** *What implications does the concept of Lead from the Middle (p. 37) have for you?*



NOW WHAT?

Participants write in the self-reflection section of the PP about what they have learned during the session and what they will do differently in their role within the organization.

- ! **Prompt 6:** *What will I do differently?*

Preparation for Session 3

- Complete the Quick Write Protocol (PP, p.17). Leaders need the ability to develop shared moral purpose and meaning with others as well as a clear strategy for attaining that purpose. Leaders must understand their own moral purpose before they can develop it in others. For the next session, use the Quick Write Protocol to identify your own moral purpose and come ready to share your learning for the next session
- Read Chapter 3: Cultivating Collaborative Cultures (pp. 47–74).

Session 3: Chapter 3 Cultivating Collaborative Cultures (Pages 47-74)



PURPOSE: TO REVIEW THE LEARNINGS FROM THE LAST CHAPTER, INTRODUCE THE SECOND RIGHT DRIVER OF THE COHERENCE FRAMEWORK, CULTIVATING COLLABORATIVE CULTURES, AND EXAMINE EACH OF THE FOUR ELEMENTS.



REPORT OUT: QUICK WRITE PROTOCOL (10 MINUTES)

Three or four people report out on what they learned about their own moral purpose when using the Quick Write Protocol.



INSIGHTS (15 MINUTES)

The first person states what struck them the most and explains why. The second person begins the cycle again, and so on, until all significant ideas are expressed. If there is time, participants can respond to the ideas of others, expand on the thinking, provide a

different view, clarify thinking, etc. You can use the suggested key points to prompt the discussion if participants are reluctant to respond to the prompt. You can also ask participants to use concrete examples of current practices/work that relate to the idea that struck them the most.



Prompt 1: *What do you think were the most significant concepts and ideas from Chapter 3 Cultivating Collaborative Cultures?*

Suggested Key Points to Surface

- Organizations that support learning, innovation, and action build a culture of growth.
- Seek good ideas externally, but don't rely on external experts for solutions.
- Lead learners build professional capital across their organizations by modeling learning, shaping the culture, and maximizing the focus on learning.
- Collaborating is not just about creating a place where people feel good; rather, it is about cultivating the expertise of everyone to focus on a collective purpose.
- Collaborative work opportunities must be intentionally designed and implemented to incorporate whole systems; focus on learning; build capacity; have measurable impact; be flexible and dynamic; and be sustainable.
- The key to capacity building lies in developing common knowledge and skill bases across all leaders and educators in the system; focusing on a few goals; and sustaining an intense effort over multiple years.



TIES TO PROFESSIONAL EXPERIENCE (15 MINUTES)

Facilitator divides the group into four teams by counting off: one, two, three, four. Each team addresses one of the prompts for 7 minutes. The group comes back together and reports out at a high level.

- ! **Prompt 2:** *Is your organization's culture more like the reality TV show *The Voice* (with an emphasis on mentorship, collective support, and collaboration), or more like *Survivor* (with an emphasis on competition and individual winners and losers) (pp. 49-50)? Give one reason for your choice.*
- ! **Prompt 3:** *To what extent do you feel like your organization values and prioritizes collective staff capacity building? What kinds of internal capacity building opportunities are available in your organization?*
- ! **Prompt 4:** *What is one success story you can share of when members of your organization worked together effectively to achieve a goal? What were the factors that led to the group's success?*



IMPLICATIONS FOR PROFESSIONAL RESPONSIBILITIES/ROLES (15 MINUTES)

Each participant responds in turn to Prompt 5. After 7 minutes, turn to Prompt 6. If the group is too large to allow for deep dialogue, consider breaking into smaller groups to discuss the

prompts or breaking into smaller groups and assigning each prompt to a particular group or groups. It is important to bring the large group back together so the groups can share their learning and insights.

- ! **Prompt 5:** *"People are motivated to change through meaningful work done in collaboration with others."(60). What does this statement mean to you in your current role within your organization? Share an example of how you collaborate with others on meaningful work.*
- ! **Prompt 6:** *What could you do to increase your collaboration with others in your organization?*



NOW WHAT? (5 MINUTES)

Participants write in the self-reflection section of the PP about what they have learned during the session and what they will do differently in their role within the organization.



Prompt 7: *What will I do differently?*

Preparation for Session 4

- Complete the Lead Learner Competencies Protocol Activity (PP, pp. 22) to reinforce the learnings from Chapter 3. This protocol allows individuals to reflect on strengths by citing evidence and then identifying areas for growth. Complete this chart individually and reflect on your strengths and areas for growth.
- Read Chapter 4: Deepening Learning (pp. 77–107).

Session 4: Chapter 4 Deepening Learning (Pages 77-107)



PURPOSE: TO REVIEW THE LEARNING FROM THE LAST CHAPTER, INTRODUCE THE THIRD RIGHT DRIVER OF THE COHERENCE FRAMEWORK, DEEPENING LEARNING, AND EXAMINE EACH OF THE THREE ELEMENTS.



REPORT OUT: QUICK WRITE PROTOCOL (10 MINUTES)

Three or four people report out on what they learned from using the Lead Learner Competencies about their strengths and areas for growth.



INSIGHTS (15 MINUTES)

The first person states what struck them the most and explains why. The second person begins the cycle again, and so on, until all significant ideas are expressed. If there is time, participants can respond to the ideas of others, expand on the thinking, provide a

different view, clarify thinking, etc. You can use the suggested key points to prompt the discussion if participants are reluctant to respond to the prompt. You can also ask participants to use concrete examples of current practices/work that relate to the idea that struck them the most.



Prompt 1: *What do you think were the most significant concepts and ideas from Chapter 4 Deepening Learning?*

Suggested Key Points to Surface

- We must shift to a deeper understanding of the process of learning and how we can influence it. This requires knowledge-building partnerships for everyone engaged.
- There are strong forces for change: urgency, knowledge, and capacity. The dynamic, fast-paced, multimedia global world is competing with traditional schooling that hasn't changed much for 50 years.
- We need to shift from teaching inputs to a deeper understanding of learning.
- Deep learning involves using new knowledge to solve real-life problems and incorporating a range of skills and attributes.
- There is no silver bullet; we need knowledge-building from everyone.
- We all need to become both learners and reflective doers who are working on continuous improvement and innovation simultaneously.
- Technology is the wrong driver; pedagogy accelerated by the digital world is the right driver.



TIES TO PROFESSIONAL EXPERIENCE (15 MINUTES)

Each participant in turn responds in turn to Prompt 2. After 7 minutes, turn to Prompt 3. Participants record their responses to Prompt 3 in the PP note-taking tool. Participants turn to a colleague and share one attribute they would like to see in the young person and what they can do in their work to support attainment of that attribute.

If the group is too large to allow for deep dialogue, consider breaking into smaller groups to discuss the prompts or breaking into smaller groups and assigning each prompt to a particular group or groups. It is important to bring the large group back together so the groups can share their learning and insights.

- ! **Prompt 2:** Consider each of the three elements of deepening learning: clarity of learning goals, precision in pedagogy, and shifting practices through capacity building. Which area or areas are you involved with in your work?
- ! **Prompt 3:** Think about a young person you know and care about. As you think about this person, consider these questions: What do I want them to know, to be able to do, and to be like when they leave school? What can I do in my work to help them?



IMPLICATIONS FOR PROFESSIONAL RESPONSIBILITIES/ROLES (15 MINUTES)

Each participant responds in turn to Prompt 4. After 7 minutes, turn to Prompt 5. If the group is too large to allow for deep dialogue, consider breaking into smaller groups to discuss the

prompts or breaking into smaller groups and assigning each prompt to a particular group or groups. It is important to bring the large group back together so the groups can share their learning and insights.

- ! **Prompt 4:** What levers are available to you and/or your organization to help teachers, school leaders, and districts deepen learning? Consider professional development and technical assistance systems, teacher evaluation/certification systems, fiscal and program monitoring, and policy and practice guidance.
- ! **Prompt 5:** The third strand of deepening learning is leveraging the digital world to amplify, accelerate, and facilitate student learning. To what extent is this strand important in your work?



NOW WHAT? (5 MINUTES)

Participants write in the self-reflection section of the PP about what they have learned during the session and what they will do differently in their role within the organization.



Prompt 6: *What will I do differently?*

Preparation for Session 5

- Complete the 6Cs Protocol (PP, pp. 27) to reinforce the learnings from Chapter 4. Assign each participant to one of the 6Cs Deep Learning Competencies. More than one participant may be assigned to a competency. Ask participants to review the descriptors of each competency and then look at their state content standards and indicate how the competency is addressed in their state content standards.
- Read Chapter 5: Securing Accountability (pp. 109–125).

Session 5: Chapter 5 Securing Accountability (Pages 109-125)



PURPOSE: TO REVIEW THE LEARNING FROM THE LAST CHAPTER, INTRODUCE THE FOURTH RIGHT DRIVER OF THE COHERENCE FRAMEWORK, SECURING ACCOUNTABILITY, EXAMINE EACH OF THE TWO ELEMENTS, AND UNDERSTAND THE IMPORTANCE OF SECURING INTERNAL ACCOUNTABILITY THROUGH CAPACITY BUILDING.



REPORT OUT: 6CS PROTOCOL (10 MINUTES)

Three or four people report out on what they learned from using the 6Cs Protocol with their own state content standards.



INSIGHTS (15 MINUTES)

The first person states what struck them the most and explains why. The second person begins the cycle again, and so on, until all significant ideas are expressed. If there is time, participants can respond to the ideas of

others, expand on the thinking, provide a different view, clarify thinking, etc. You can also ask participants to use concrete examples of current practices/work that relate to the thing that struck them the most.



Prompt 1: *What do you think were the most significant concepts and ideas from Chapter 5 Securing Accountability?*

Suggested Key Points to Surface

- The best approach for securing accountability is to develop conditions that maximize internal accountability and reinforce it with external accountability.
- Successful systems build a collaborative culture that combines individual responsibility, collective expectations, and corrective action.
- Internal accountability is based on the idea that individuals and the group in which they work can transparently hold themselves responsible for their work.
- Internal accountability must precede external accountability if lasting improvement in student achievement is the goal.
- Policymakers and other leaders must establish conditions for developing cultures of internal accountability.
- The more internal accountability thrives, the greater the responsiveness to external requirements, and the less the external forces have to do.
- Successful systems establish strong degrees of internal accountability that serve them well in the external accountability arena.



TIES TO PROFESSIONAL EXPERIENCE (15 MINUTES)

Each participant in turn responds in turn to Prompt 2. After 7 minutes, turn to Prompt 3. Participants record their responses to Prompt 3 in the PP note-taking tool. Participants turn to a colleague and share one attribute they would like to see in the young person and what they can do in their work to support attainment of that attribute.

If the group is too large to allow for deep dialogue, consider breaking into smaller groups to discuss the prompts or breaking into smaller groups and assigning each prompt to a particular group or groups. It is important to bring the large group back together so the groups can share their learning and insights.

- ! **Prompt 2:** *How would you distinguish between internal and external accountability in your organization?*
- ! **Prompt 3:** *What strategies does your organization use to build internal accountability?*



IMPLICATIONS FOR PROFESSIONAL RESPONSIBILITIES/ROLES (15 MINUTES)

Each participant responds in turn to Prompt 4. After 7 minutes, turn to Prompt 5. If the group is too large to allow for deep dialogue, consider breaking into smaller groups to discuss the

prompts or breaking into smaller groups and assigning each prompt to a particular group or groups. It is important to bring the large group back together so the groups can share their learning and insights.

- ! **Prompt 4:** *What can you do to develop internal accountability for the work you and others do in your organization?*
- ! **Prompt 5:** *To whom do you think you and your organization should be accountable? How could external accountability be used to support continuous improvement in your organization?*



NOW WHAT? (5 MINUTES)

Participants write in the self-reflection section of the PP about what they have learned during the session and what they will do differently in their role within the organization.



Prompt 6: *What will I do differently?*

Preparation for Session 6

- Complete the Quote Walkabout Protocol 2 (PP, pp. 33-34).
- Read Chapter 6: Leading for Coherence (pp. 127–137).

Session 6: Chapter 6 Leading for Coherence

(Pages 127-137)



PURPOSE: TO REVIEW THE LEARNING FROM THE LAST CHAPTER AND DEEPEN UNDERSTANDING OF THE IMPORTANCE OF LEADERSHIP AT ALL LEVELS.



REPORT OUT: QUOTE WALKABOUT PROTOCOL 2 (10 MINUTES)

Three or four people report out on how they responded to the Quote Walkabout Protocol 2 activity on securing accountability.



INSIGHTS (15 MINUTES)

The first person states what struck them the most and explains why. The second person begins the cycle again, and so on, until all significant ideas are expressed. If there is time, participants can respond to the ideas of

others, expand on the thinking, provide a different view, clarify thinking, etc. You can also ask participants to use concrete examples of current practices/work that relate to the thing that struck them the most.



Prompt 1: *What do you think were the most significant concepts and ideas from Chapter 6 Leading for Coherence?*

Suggested Key Points to Surface

- Leaders have to focus on the right things but must also learn as they go along. Leaders influence the group, but they also learn from it. Joint learning is what happens in the process of effective change.
- Leaders build coherence when they combine the four components of the Coherence Framework to meet the varied needs of the complex organizations that they lead.
- Achieving coherence in a system takes a long time and requires continuous attention. The main threat to coherence is turnover at the top, with new leaders who come in with their own agenda. The problem is not turnover per se, but discontinuity in direction.
- Leaders don't have to do it alone. Leaders can't do it alone. It takes the group to change the group, and it takes many leaders to change the group. This is why developing leaders at all levels is essential.
- The first order of business for education leaders is to develop the active bench strength of existing leaders in the organization. Leaders developing leaders becomes the natural order of the day.
- The organization should develop a leadership framework and tools to systematically foster leadership in this system, including mentorship, coaching, feedback, internships, and capacity building in key skill areas.



TIES TO PROFESSIONAL EXPERIENCE (5 MINUTES)



Prompt 2: *What informal and formal leadership development opportunities exist in your organization? Share an instance when you received or provided mentorship to someone else in your organization.*

Participants take turns to discuss the prompt.



IMPLICATIONS FOR PROFESSIONAL RESPONSIBILITIES/ROLES (15 MINUTES)

Effective Leadership Pair and Share Activity.

Each participant takes 5 minutes to read the three quotes (p.134) about developing leaders at all levels and selects the one that most closely resonates with their experience.

Participants record their reflections on the advanced organizer in the PP. Participants take 10 minutes to share their reflections with a colleague and compare choices and reflections.

- “One of the marks of an effective leader is not only the impact they have on the bottom line of student achievement, but also equally how many good leaders they leave behind. Thus, effective leaders choose, mentor, and otherwise develop other leaders.”
- “Effective leaders develop teams of leaders and, consequently, if they are successful, become more dispensable to their organizations because they have developed a cadre of other leaders who can carry on and go deeper.”
- “If an individual leader is dominant, they leave a vacuum when they depart. Even if they are successful, their impact is superficial because too much depends on them as individuals. The goal is to make yourself dispensable as a leader so you and your organization can go on to further progress.”



NOW WHAT? (5 MINUTES)

Participants record in their reflection journals the actions they will take in the next 6 months to engage in coherence-making in their professional roles.



Prompt 3: *“Others are waiting to join. Be the connector who activates them; connect locally, regionally, and beyond. Make a difference by being a coherence-maker in chaotic times” (p. 137).*

Preparation for Session 7

- Review and complete as much as you can the Coherence Framework Assessment Protocol (PP pg. 39) to share during Session 7. Participants should provide evidence supporting their assessment of their organization’s degree of coherence.

Session 7: Bringing It All Together



PURPOSE: TO REVIEW THE COHERENCE FRAMEWORK ASSESSMENT PROTOCOL AND ASSESS THE EXTENT TO WHICH THE GROUP MEMBERS INDIVIDUALLY AND COLLECTIVELY MET THEIR GOALS DURING THE BOOK STUDY.

BRINGING IT ALL TOGETHER

For each of the four drivers in the Coherence Framework Assessment Protocol, attendees spend 12 minutes describing their assessment of coherence in their organization and the evidence they identified to support their views.

Depending on the size of the group, this activity could be completed as a whole group, or several small groups of 4–6 participants. It is important that everyone has a chance to share their thoughts and reflect with others.



NOW WHAT? FINAL THOUGHTS (15 MINUTES)

- Individual participants should revisit their goals for participating in the Book Study. To what extent did each participant achieve their goals (PP, p.6)?
- Collectively, the group/team should discuss whether it achieved its purposes (PP, p.6).
- Remember that coherence is never finished because people come and go, new ideas come along, and the environment changes. Coherence comes from ideas and action. What is one word that describes how you are feeling about coherence making?
- What are the next steps you could take individually and collectively to increase coherence? What are areas of strength and what are opportunities for growth within the organization? What are the next steps you could take to achieve greater focus?

ABOUT THIS RESOURCE

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WestEd is the lead organization for NCSI. For more information about the work of WestEd, NCSI, and their partners, please visit www.ncsi.wested.org and www.wested.org.