

Beyond Classrooms: Scaling and Sustaining Instructional Innovation

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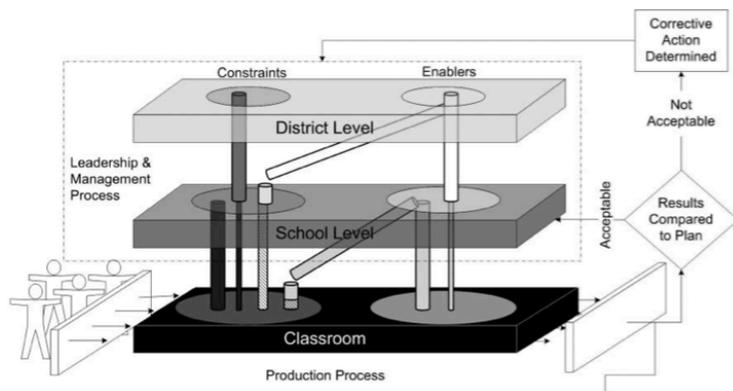


Design-Based Implementation Research through the Lens of Situated Learning

Stage I: Origins of the IFL superintendents create **boundary objects**

- *A group of urban superintendents involved in the New Standards movement ask for help in meeting the challenges that were becoming official public policy: (1) Set challenging academic standards, (2) use and assess the same standards of academic performance for all students, and (3) provide “standards-based teaching” to everyone

- *Created *Principles of Learning Communities* and *Two-Way Accountability*



Design-based researchers have to focus on entire school systems if they wish their innovations to scale successfully and be sustainable.

Stage II: Entering the Nest IFL Fellows become **boundary brokers**

- *Research showed the *boundary objects* from Phase I was not changing practice
- *Started on-the-ground training and coaching of principals along with key central staff professionals
- *IFL Fellows assigned to districts to bridge research and practice

Stage III: The Classroom Level within the Nest

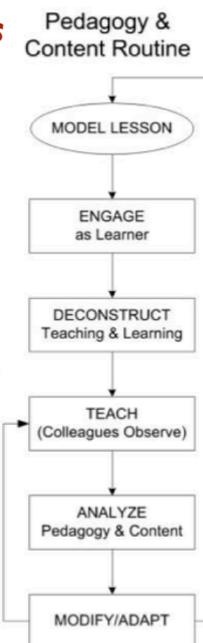
mutual engagement in *boundary practices*

- *IFL embedded ever more deeply into districts’ instructional practices through *Content-Focused Coaching (CFC)*
- *Four conditions of CFC: (1) principals must experience the training and should not use coaches to evaluate teacher performance, (2) the coaching must be subject-matter specific, (3) careful selection of coaches, and (4) school schedule had to allot time for coaches to work with teachers in small study groups

Stage IV: Curriculum-Based Teacher Development

sustaining innovations in *Nested Learning Communities*

- *Design practices that provide an ongoing forum for mutual engagement
- *Involve actors from various levels of the education nest
- *Encourage a process of *appropriation*



Relevant Literature

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