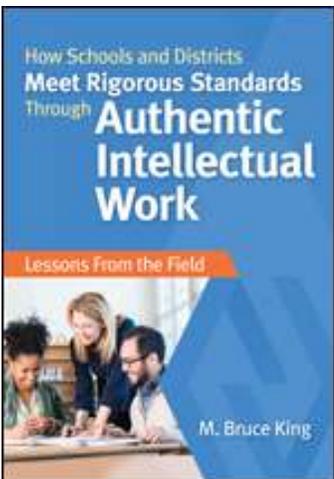
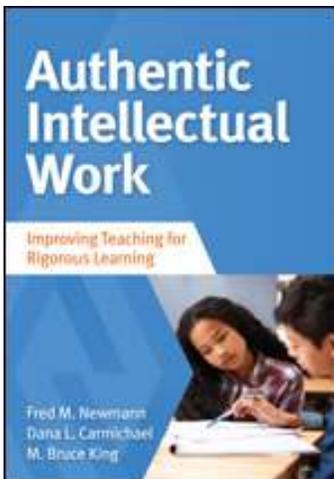


2016



The Center for Authentic Intellectual Work... ...Transforming Teaching to Equip Students with 21st Century Skills

New Books



Available through Corwin

Partnering for Change

Many school leaders struggle to improve their teaching and learning culture while increasing student achievement without burning out staff. The Center for Authentic Intellectual Work offers a solution. We've designed a multi-phase approach that impacts student learning from the beginning.

What's Our Approach?

We have taken a research-based theory called Authentic Intellectual Work (AIW) and shared it with practitioners. Teachers use AIW criteria to measure the quality of their teaching and student learning in professional learning communities; but rather than analyze students, curriculum, or assessment data, the focus is teacher pedagogical practice. Our professional development aims to fundamentally impact the quality of instruction and assessment. Although the process takes time, the impact goes far beyond increased test scores. Teachers, students and administrators report a more trusting learning climate with more meaningful teaching and learning for all students.

What's the Impact?

Using this model, the Center has already greatly impacted Iowa's education, where student achievement significantly increased in 36% of schools and transformed over 4000 teachers' pedagogy.

Teachers report that AIW professional development has rejuvenated their love of teaching and brought them back to why they originally joined the profession; administrators tell us AIW has helped them build better relationships with teachers by connecting them with classroom practices in non-evaluative ways; and, students' ability to connect real world problems to classroom learning has helped create more authentic ties between the community and school.

Now, we have added new ways to move AIW reform work forward Join us!



Visit us at www.centerforaiw.com

info@centerforaiw.com

AIW ORIGINS

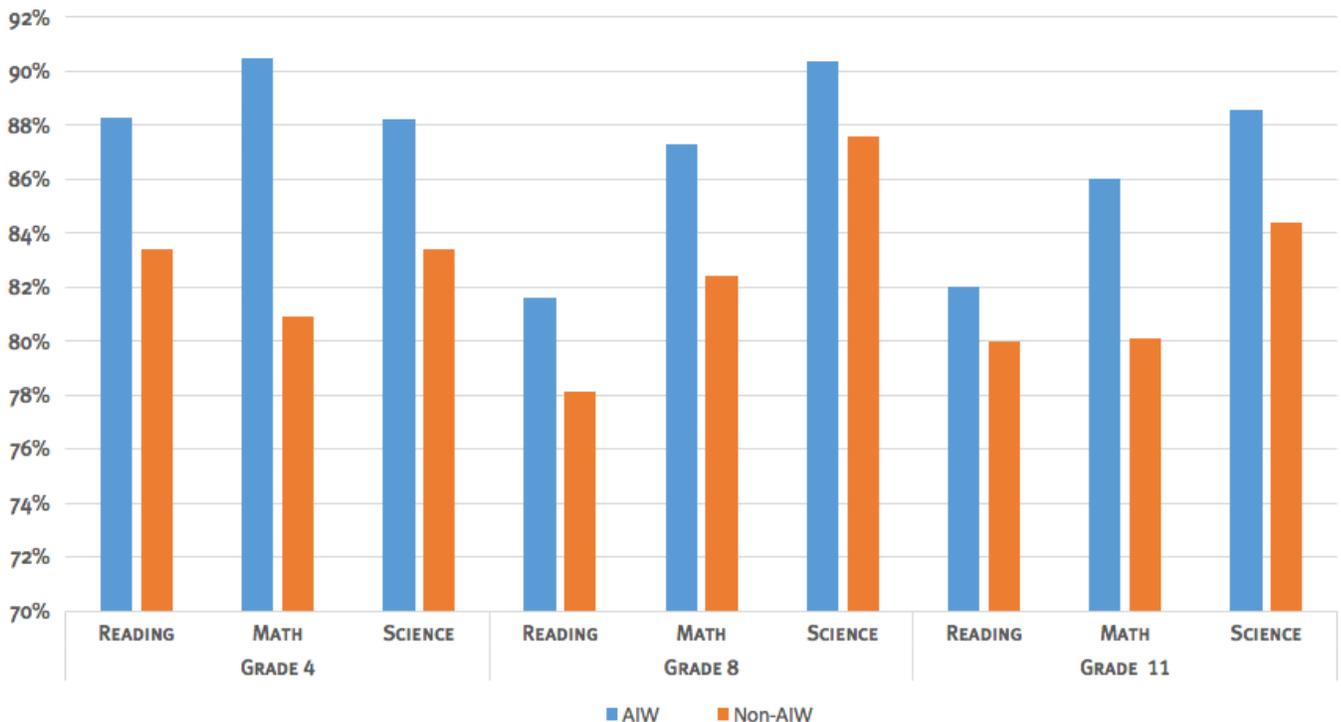
The research on Authentic Intellectual Work has been around since the mid-1990s when Fred Newmann and his colleagues at the University of Wisconsin developed the Framework for Authentic Pedagogy and Student Achievement. These efforts provided a strong research base connecting teaching, assessment and student learning. Efforts to share the power of AIW with teachers to influence their practice were isolated until 2007, when the Iowa Department of Education invested in a multi-year partnership with us to create the AIW professional development model to enhance the intellectual quality of student work in Iowa schools. The AIW-Iowa project focused on improving teachers' ability to design instruction and assessments to increase student authentic intellectual work. Though originally intended as a high school reform, the project expanded to include any K-12 school or district by 2009.



What's the Impact on Student Achievement?

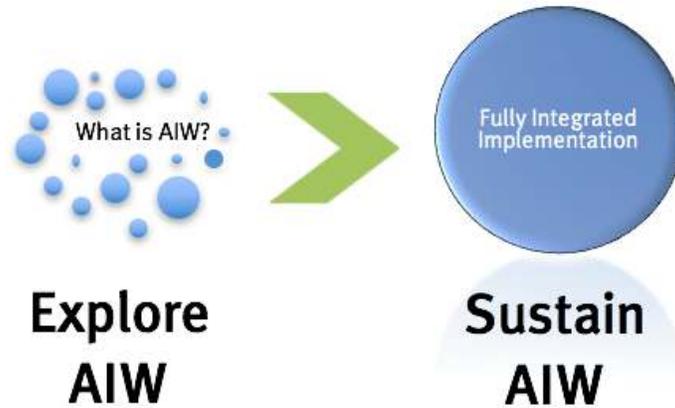
In 2012, the Iowa Department of Education conducted a comprehensive evaluation to understand the project's impact. In one study, evaluators examined whether participation in the AIW project is associated with higher achievement on the Iowa Test of Basic Skills and Iowa Test of Educational Development by comparing test scores from the AIW schools with scores of students in matched schools with no AIW professional development. The chart below shows that students from AIW schools (shown in blue) had significantly higher proficiency in reading, math and science at grades 4, 8 and 11 than students from non-AIW schools (shown in red).

Percentage of Students Proficient from AIW and Non-AIW Schools by Grade Level & Subject



Our goal is to help a school move from exploring AIW to independently sustaining a transformed learning culture where students, teachers and administrators learn together.

Moving
from
exploring
to
sustaining
AIW is a
multi-
phase
process!



Traditional AIW reform is a multi-phase process designed to bring about systemic change in organizations seeking fundamental improvement in their teaching and learning culture. The reform is most successful when schools and districts have a compelling goal, such as raising student achievement, adjusting to new student populations, or improving the learning climate.

- Implementation is based on a cumulative growth model using incremental steps to reach full implementation.
- The reform yields long lasting, adaptive change in pedagogy because teachers spend much of their initial time unlearning previous thinking and engaging in a deep level of cognitive dissonance. In short, the AIW teaming process turns everyone's thinking inside out.
- The AIW language and thinking permeates the culture, providing students with a compounded effect of better teaching and learning, as more and more teachers participate and adhere to the same protocol over time.
- Administrators commit to limiting competing initiatives that could draw focus from AIW's implementation.

Common ways AIW positively impacts a district or school include:

- improving student achievement by improving the quality of teaching,
- increasing risk-taking at all levels of the system,
- transforming climate, particularly trust between teachers and administration,
- providing instructional coherence and better alignment between intended outcomes and student performance.

Full implementation typically takes 3-5 years depending on the district's size and initial capacity



THE PILOT PHASE

The first step is to form at least one team of pilot teachers in a school. Pilot teams have four to six members who can meet 4-6 hours per month. Fully adhering to the structural components for AIW teams (listed below) is the fastest way for team members to experience a change in student engagement.

Ideally, a pilot team includes one administrator and five teachers, who are from at least two disciplines and grade levels. By breaking up natural teams, such as grade levels or departments, teachers feel less awkward analyzing each other's work.

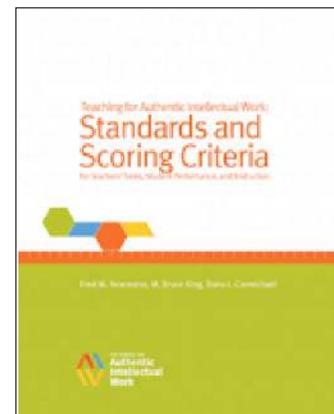
The primary role of the AIW Coach leading process is to ensure that team members maximize opportunities to revise lessons and improve pedagogical practice. Each AIW team meeting focuses on one teacher's artifact, which the team scores using the *AIW SCORING AND SCORING CRITERIA* manual, based on type of

artifact type brought (e.g., instruction, tasks, or student work). The catch is that rather than bringing lessons that are going well, members bring lessons that haven't been successful with students.

Structural Components for AIW Teams	RESULTS IN ...
AIW learning teams meet 4–6 HOURS per month.	Common language AIW fluency Trust Change in student engagement Improved teaching climate Increased test scores System-wide change
AIW learning TEAMS include 4–6 people.	
Every team meeting includes SCORING .	
AIW learning team members bring artifacts that NEED IMPROVEMENT , including tasks, student work, or instruction.	
AIW learning teams use AIW TOOLS including scoring criteria booklet and rules of thumb, norms and descriptive language.	
AIW work is JOB-EMBEDDED .	
Building administrators participate as LEARNERS .	
Local capacity development.	

Framework for Authentic Intellectual Work

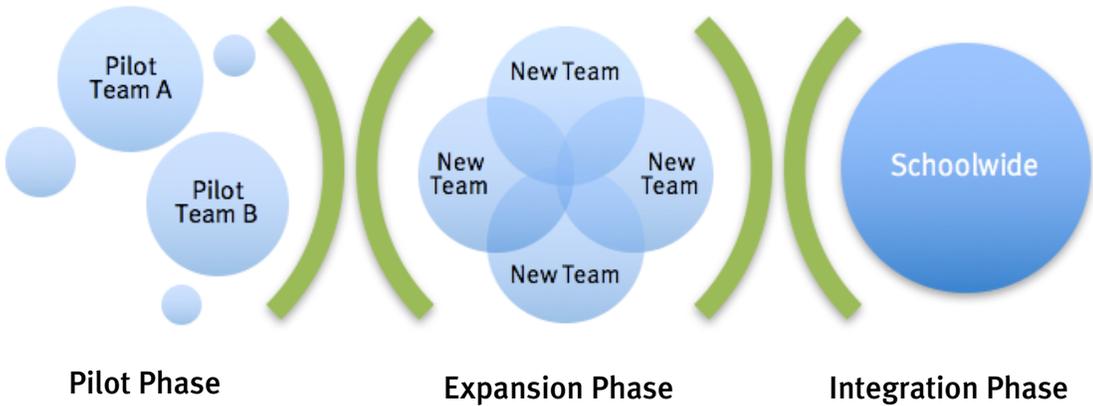
 THE CENTER FOR Authentic Intellectual Work	Instruction (Lessons Taught)	Tasks (Assignments)	Student Performance (Student Work)
Construction of Knowledge	Higher Order Thinking	Construction of Knowledge	Construction of Knowledge
Disciplined Inquiry	Deep Knowledge and Student Understanding	Elaborated Communication	Conceptual Understanding
	Substantive Conversation		Elaborated Communication or Demonstration
Value Beyond School	Value Beyond School	Value Beyond School	<i>Note: Students don't have control over the audience. Directions come from the task.</i>



Having the courage to follow this guideline requires trust and patience. Likewise, teammates acclimate to offering descriptive feedback with evidence based on their AIW scores. AIW teams that adhere to the structural components are the most successful both in the pilot phase and as participation expands to include more teams.

PLANNING FOR EXPANSION

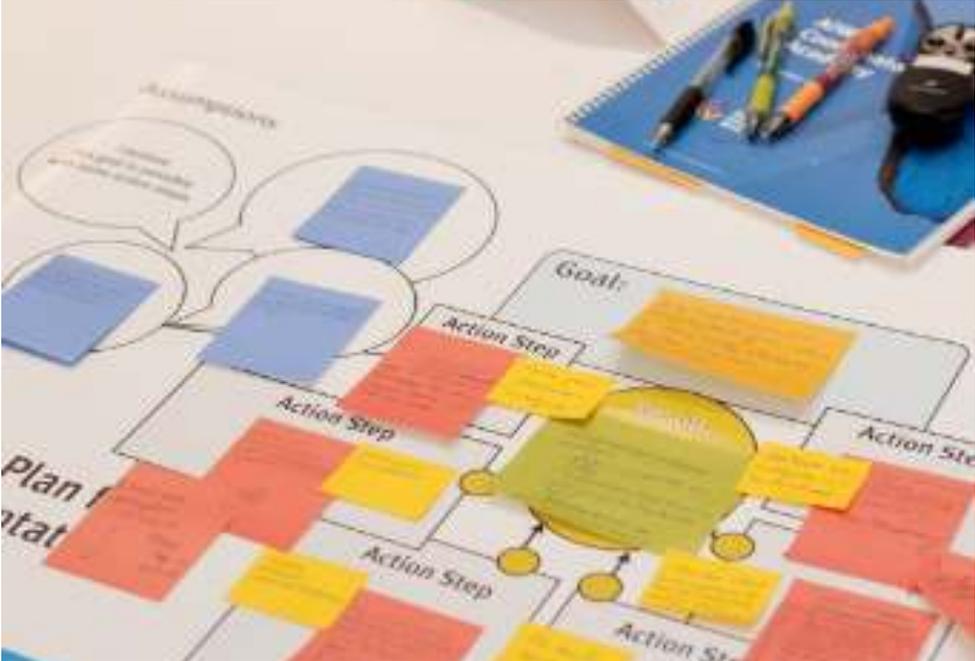
Each phase of AIW reform work has common parameters that maximize coherence while allowing flexibility. The Center specializes in supporting a school’s move from the pilot phase to a fully integrated program that is sustainable, but can support any type of AIW professional development if the traditional reform seems to intensive.



YEAR-ROUND FOCUS: SUMMER PLANNING FOR SCHOOL LEARNING

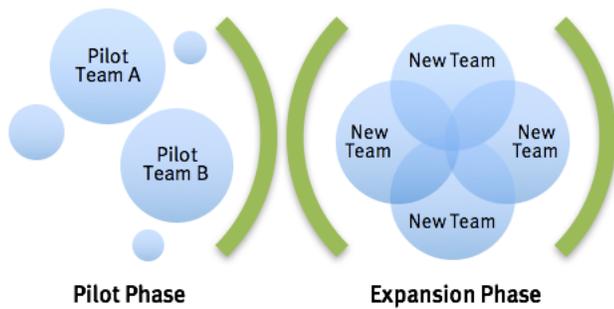
Once the pilot team members decide AIW reform is worth the effort, we recommend a structured approach to planning prior to roll-out. For several years we offered a Coordinator’s Academy for Iowa schools to guide the planning process. We offer the same approach onsite for schools ready to plan for expansion, or a Coordinator’s Academy for regional expansion upon request.

PILOT	
School year	Summer
Support a deep learning experience for 5-10 people to determine AIW's school wide viability	Plan for expansion at building/ district level
One team has 1 administrator, 4-5 teachers from at least two different subjects or grade levels, and ideally core and non-core subjects	AIW Lead Team, includes 2-6 people (both decision-makers and pilot teachers)
Pilot team meets 4-6 hours per month to score artifacts that need improvement	Team considers school calendar, schedule and resources
Typically 1 year	Spring and Summer



The Center for AIW Summer Academy activities are designed to help schools transition from one phase to the next.

THE EXPANSION PHASE



Building the Collective

Too many reform efforts fail because schools try to scale up too quickly. Before expanding beyond the initial small-scale pilot, AIW educators must learn enough and experience sufficient positive results to have confidence that expansion will succeed. This is why we advocate that schools start with one or two pilot teams and then expand so that the staff builds sufficient capacity to use AIW successfully beyond the pilot phase.

After successful implementation on a small scale with one or a few teams in a school, the AIW lead team, consisting of both administrators and 1-2 pilot teachers, plans with their AIW Coach to add more teams. Eventually, expansion can proceed to a whole school and more schools within the district or region.

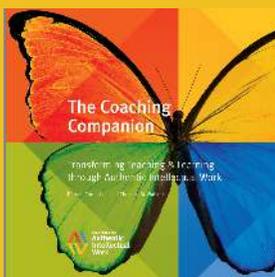
AIW Lead Coaches Matter!

Learning these new dispositions takes time and practice. Many pilot teachers begin to revise lessons right away, while others struggle to critique other's work or bring lessons worth revising. This is why a certified Lead Coach is so helpful. During the pilot and expansion phases, the AIW Lead Coach works intensively with the teams by modeling how to score using descriptive language and evidence.



Certified Coaches go through a year-long residency to learn how to foster the cognitive dissonance required for in-depth analysis. They also engage in extensive self-study to unlearn the habits required to be a good trainer. In other words, they guide a team's process without telling them the answers.

A similar residency is available for educators from schools that want to develop their local capacity with Local AIW Coaches.



The Role of Administrators

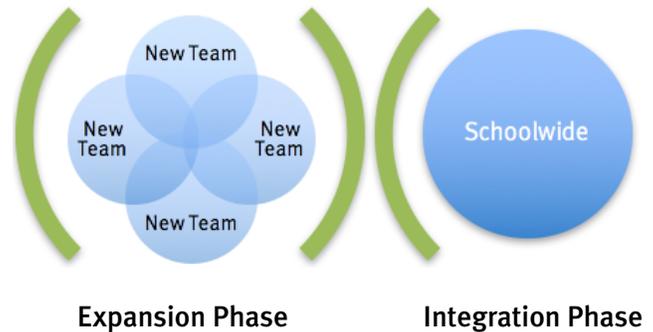
Principals have great influence on the success of any reform initiative. No school should undertake the AIW process unless at least one building administrator, preferably the principal, is actively involved from the outset. In the early stages, AIW teams should have school administrators who have agreed to help introduce AIW to teachers.

School administrators' first responsibility is to learn, in teams, how to score and improve artifacts, because this is the foundation for understanding the nature and power of teaching according to the AIW framework. Some may resist and move from team to team, assuming their job is to supervise or coordinate by rotating among teams. This is especially common in the Expansion Phase as more teams are brought on; but observing only snippets of conversations and snapshots of team discussions cannot reveal how pedagogy among team members evolves through AIW professional development.

Customized Consulting
Center Support
Summer Academies
AIW Coaching Cohorts
AIW Cohorts Building Capacity by semester
Workshops

Differentiating to Build Capacity

To successfully move from the expansion phase to fully integrating the reform within the school culture, administrators must become learners and teachers must become leaders. This allows for shared decision-making that is meaningful and appropriate for the school, as well as accommodating individual staff needs within a spectrum of proficiency.



Partnering for Transformational Change

The chart below shows how the Center for AIW supports growth over time. Summer Academies (in the green) help AIW Lead Teams plan and prepare for the next phase so the school-year focus remains on learning. The complexity of each experience increases over time and is designed to build both individual and school capacity so external support gradually decreases.

PILOT		EXPAND		INTEGRATE		INNOVATE
Customized consulting is more common before a school begins or after full expansion. It is typically not necessary when receiving direct Coaching support, though it is available.						Customized Consulting
Direct Coaching + Leadership Facilitation	Coordinator's Academy	Direct Coaching + Leadership Facilitation	Next Steps Academy	Supplemental Coaching for new PD Initiatives and Staff Needs	Unit Planning Academy	
n/a	AIW Coaches Residency		AIW Coaches Residency		Unit Planning Residency	
n/a	UP Participant Selection	Unit Planning Cohort	UP Participant Selection	Unit Planning Cohort	Unit Planning Cohort	
n/a	Participant Selection	Instruction Cohort	Participant Selection	Instruction Cohort	Instruction Cohort	
Midyear Regional Collaboration Day	Leadership Training	Midyear Regional Collaboration Day	Substantive Conversation	CIP Training	Advanced Workshops Developed as Needed	
HOT vs. LOT		CIP Training	CIP Training	Correlation Training		
What is "Value Beyond School" ?		Tech Integration	Tech Integration	Tech Integration		

INNOVATION PHASE



Innovating to Jump the Curve

Innovation is key to all aspects of the human experience. Education is no exception. At the Center for AIW, we pride ourselves not only on being innovative, but also on supporting AIW innovation with our partners. When we think about an innovation, the driving consideration is how it will bring us closer to our goal.

If this sounds like a higher bar than the other AIW phases, you are right. But here's why: True innovation requires moving away from the status quo—it's about jumping the curve with new pathways to reach your goal.

AIW SCHOOLS: For those that have moved through all the phases of AIW reform, the most important consideration is to be sure AIW will not get lost when incorporating a new initiative into the teaching and learning culture.

NON-TRADITIONAL AIW INNOVATION: We have also helped organizations with a strong track record and collaborative culture use AIW to improve their professional development. This is because the AIW criteria can be applied to any context and any content that requires authentic learning.

How do you know you are ready?

Regardless of your context, here are a couple considerations:

- The decision to innovate comes from compelling data within the organization—not because the innovation is a fad or hot trend.
- The decision-makers represent multiple perspectives and have learned to see “and/both” solutions rather than “either/or” decisions.

In the beginning, our focus was improving teaching and learning in the classroom. It took five years to fully integrate AIW throughout our secondary schools.

Having achieved exceptional student achievement gains with middle schoolers, our current focus is strengthening AIW at the high school and building more cohesion throughout the system. These goals have moved us into the Innovation Phase because our needs are our unique to our context.

Now, the Center for AIW is helping us build system congruence with reflective leadership that is more accountable and compassionate, in addition to improving our instructional effectiveness.

AIW not only serves instruction at the micro level, it also operationalizes leadership and systems at the macro-level.

-Marci Dunlap
Curriculum Director, Fairfield, IA

