

Clarify Your Vision with an Innovation Configuration Map

Diann Osterlund / ACS Beirut

dosterlund@acs.edu.lb

What can stall the the change process?

- ❖ Being fuzzy about what we want
- ❖ Failure of leadership to promote and support

What is an Innovation Configuration map? Why use one?

- ❖ Clarifies what a new program or practice - the innovation - is and is not.
- ❖ Clearly shows the stages that an educator might move through toward ideal practice.
- ❖ Makes clear what is expected; teachers more likely to implement in a consistent way.

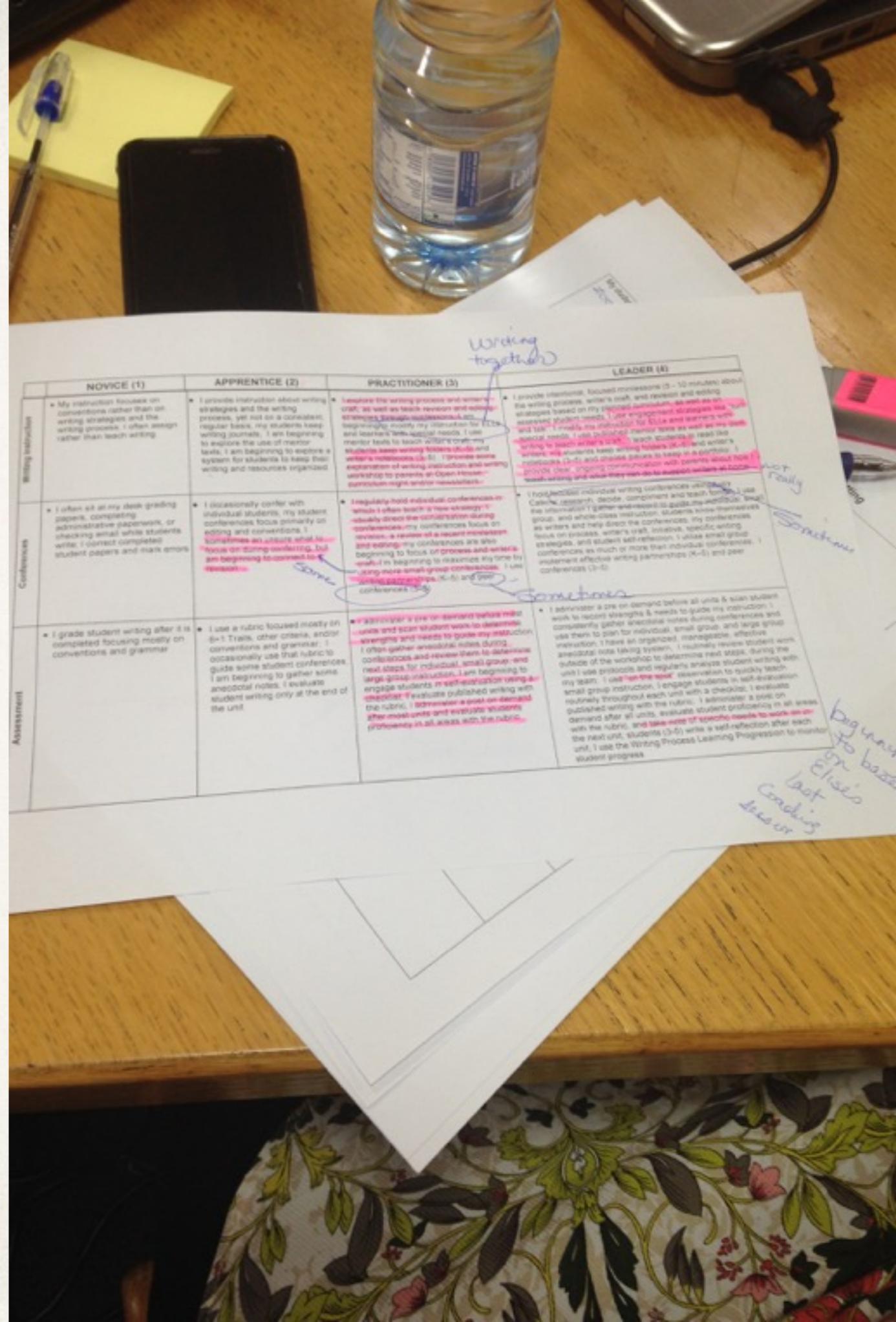
- ❖ Can be used for self and group reflection and evaluation as part of a growth model (not for program or teacher evaluation).
- ❖ Can be used to identify strengths, gaps, and next steps.
- ❖ Leaders have an easier time identifying when and where to provide the push and support toward ideal implementation.
- ❖ Creating your own IC map? Come together to discuss and debate the innovation, clarifying the new program or practice.

How does an IC map differ from a rubric?

- ❖ Teachers generally create **rubrics** to *measure the quality of student work*
- ❖ **IC maps** are developed to *measure the implementation of a new practice or program and provide support and assistance* to improve the quality of the implementation

Creating an IC map

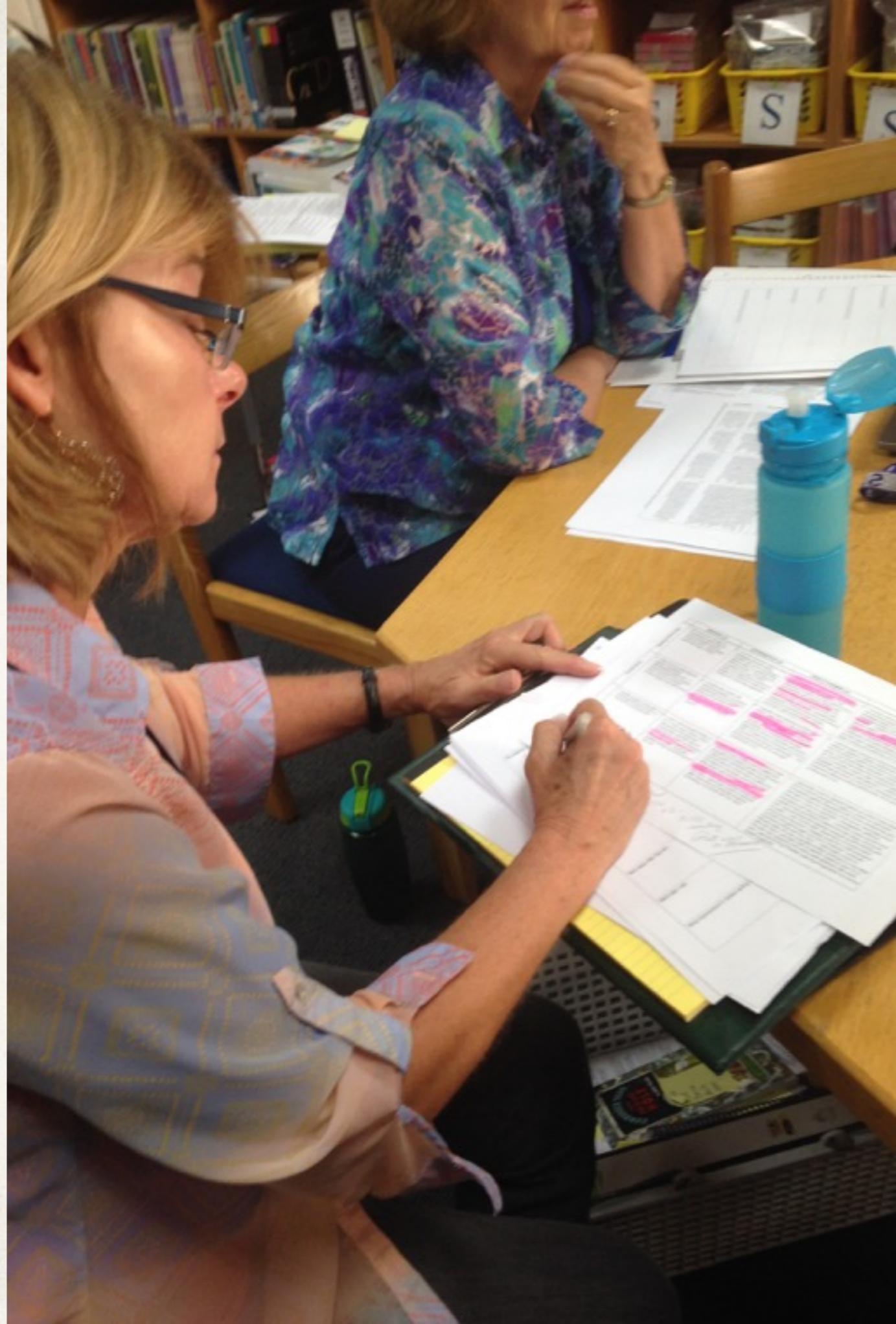
- ❖ Visualize and brainstorm the components of the new program or practice.
- ❖ For each component, visualize or brainstorm the *ideal* behavior; using an action verb, describe the behavior of the key individual and write at one end.
- ❖ For each component, identify the *nonuse* level and write that in at the opposite end. Continue to generate variations along a continuum to fill in gaps between ideal and nonuse levels



New program or practice at your
school? Try an IC map!

Writing Instruction at ACS Beirut IC Map

- ❖ Self Reflection
- ❖ Strengths
- ❖ Next Steps - self
- ❖ Next Steps - school
- ❖ Celebration





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FALL LEADERSHIP
OCTOBER 20-23

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Making a World of Difference

CREATING CULTURES of Thinking

ARE WE SENDING CONSISTENT Messages?
(about what's important?)

Dispositions "RESIDUALS"

WHAT'S LEFT BEHIND WHEN THEY LEAVE US?

WHAT DO WE WANT THE CHILDREN WE TEACH...

TO BE LIKE AS ADULTS?

CHILDREN grow INTO THE INTELLIGENT life AROUND THEM
VYGOTSKY

SHORT TERM

LONG HAUL

COMPLIANCE IS NOT A WORK ETHIC.

ENCULTURATION

HOW CAN WE CONSTRUCT QUESTIONS?

FOCUS

CULTURAL FORCES

8

POWER OF "WE"

OPPORTUNITY

BOARD MEETINGS

PARENTS & COMMUNITIES

LEADER'S LISTENING

CHOICE

NEW TEACHER

WITTEN-CULTURATION

WAYS

REFLECTION

ENVIRONMENT

EXPECTATIONS

LANGUAGE

MODELLING

INTERACTIONS

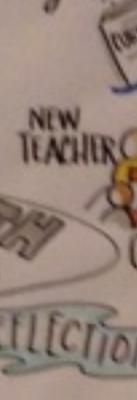
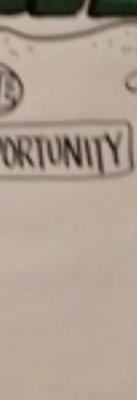
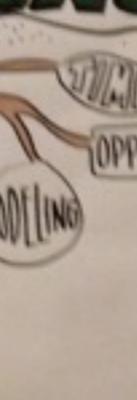
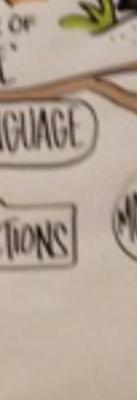
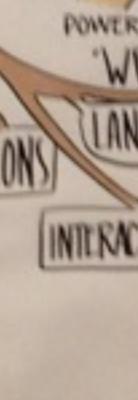
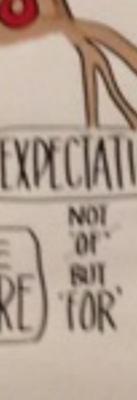
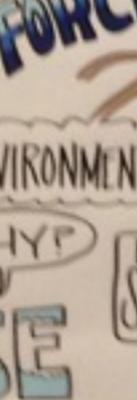
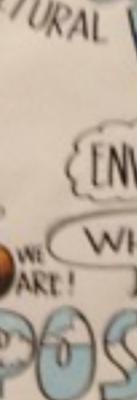
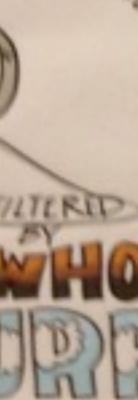
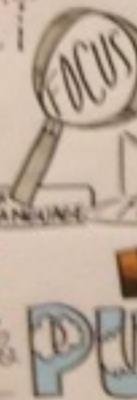
ROUTINE STRUCTURE

NOT "OF" BUT "FOR"

WHY?

WHO WE ARE!
PURPOSE

DISRUPT HOW...
THEIR ANSWERS
JOURNALISM
LANGUAGE
FILTERED BY



Final Thoughts

Resources

Innovation Configuration maps

“Taking Measure: The Innovation Configuration”, by Robby Champion.
Journal of Staff Development, Learning Forward, Spring 2003 (Vol. 24, No. 2)
pp.69-70

“Taking Measure,” by Joan Richardson. *Tools for Schools, Learning Forward,*
October/November 2004.

“Innovation Configurations”, by Joan Richardson. *The Learning Principal,*
Learning Forward, September 2007

“Clarifying Your Vision”, by Joan Richardson. *Tools for Schools, Learning*
Forward, August/September 2007