

Fostering a Shared Identity Through the Power of Narrative

Elyse Eidman-Aadahl, Executive Director, National Writing Project

Simone Palmer, Associate, Carnegie Foundation

Paul LeMahieu, Senior Vice President, Carnegie Foundation

The session will
begin shortly.

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and camera are working.

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recorded and made available for on-
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Program Coordinator, Project
Management & Program Support

Guest Faculty



Elyse Eidman-Aadahl
Executive Director
National Writing Project

Session Objectives

Participants will:

- understand the power of narrative in fostering and sustaining a shared identity in an improvement community
- hear about how a collective narrative is formed and its relationship to individual narrative
- gain a preliminary understanding of a range of methods that can be used to facilitate and communicate a collective narrative
- develop a sense of how to cultivate a shared identity using narrative in their local context using some of the methods

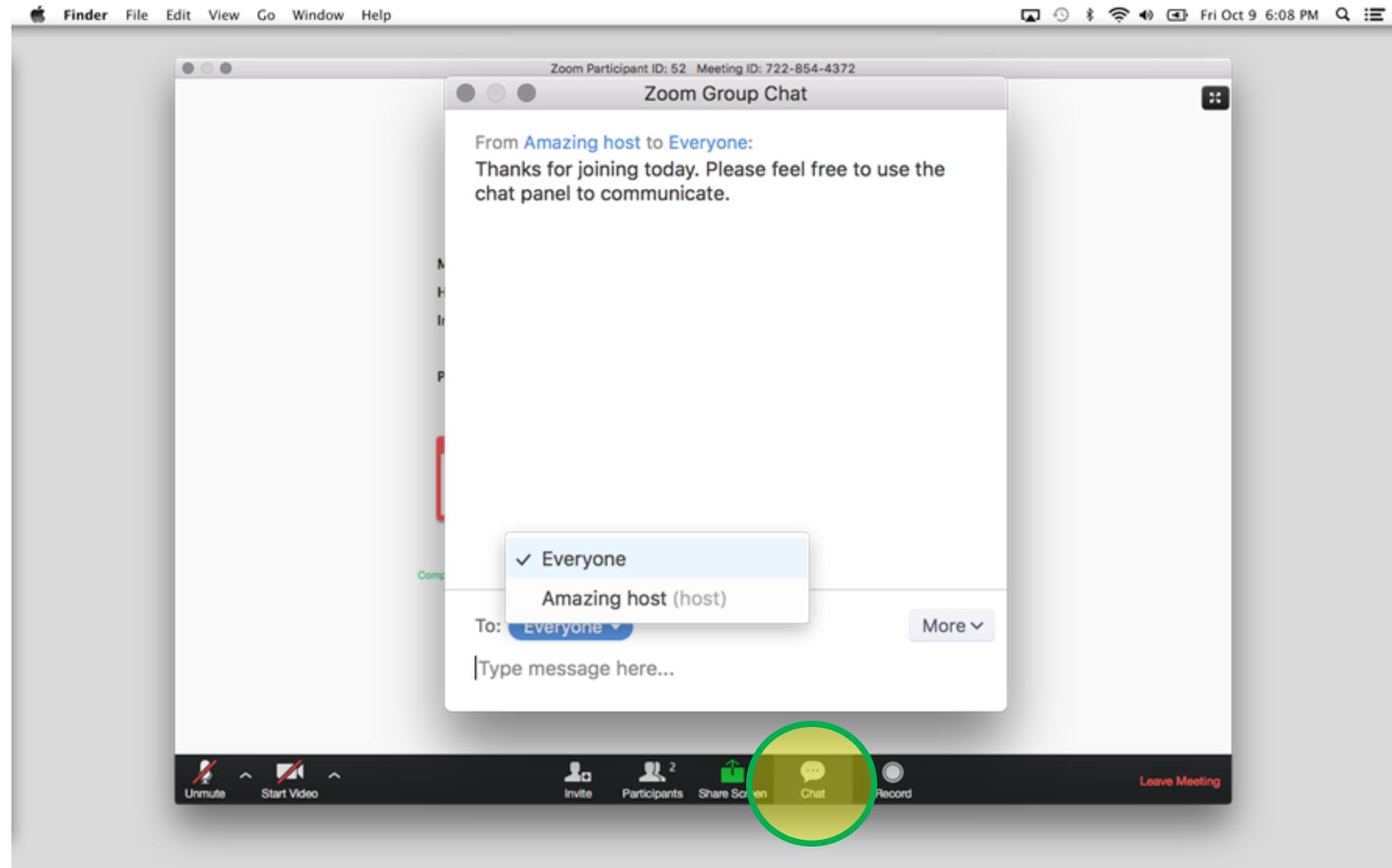
Virtual Learning Norms

How we will work together in this virtual community:

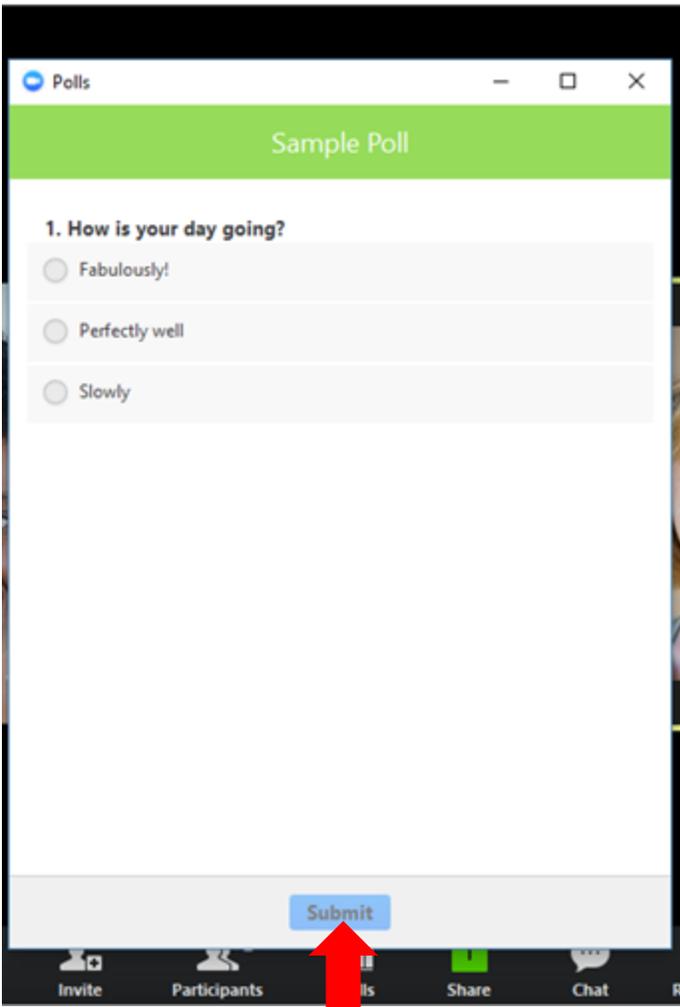
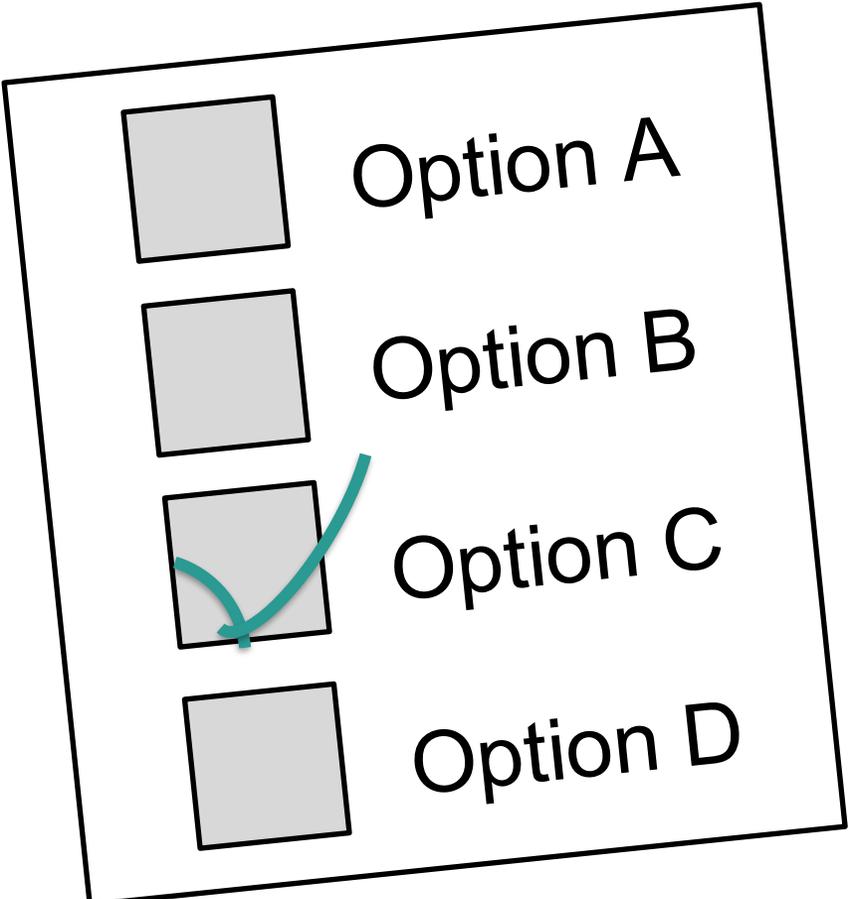
- **Stay on video.**
- **Mute yourself unless speaking.**
- **Interact through chat, poll and/or hand raising.**
- **Expect the unexpected.**
- **Chat Jen for technical issues.**



Chat Feature



Polls



Where do you serve?

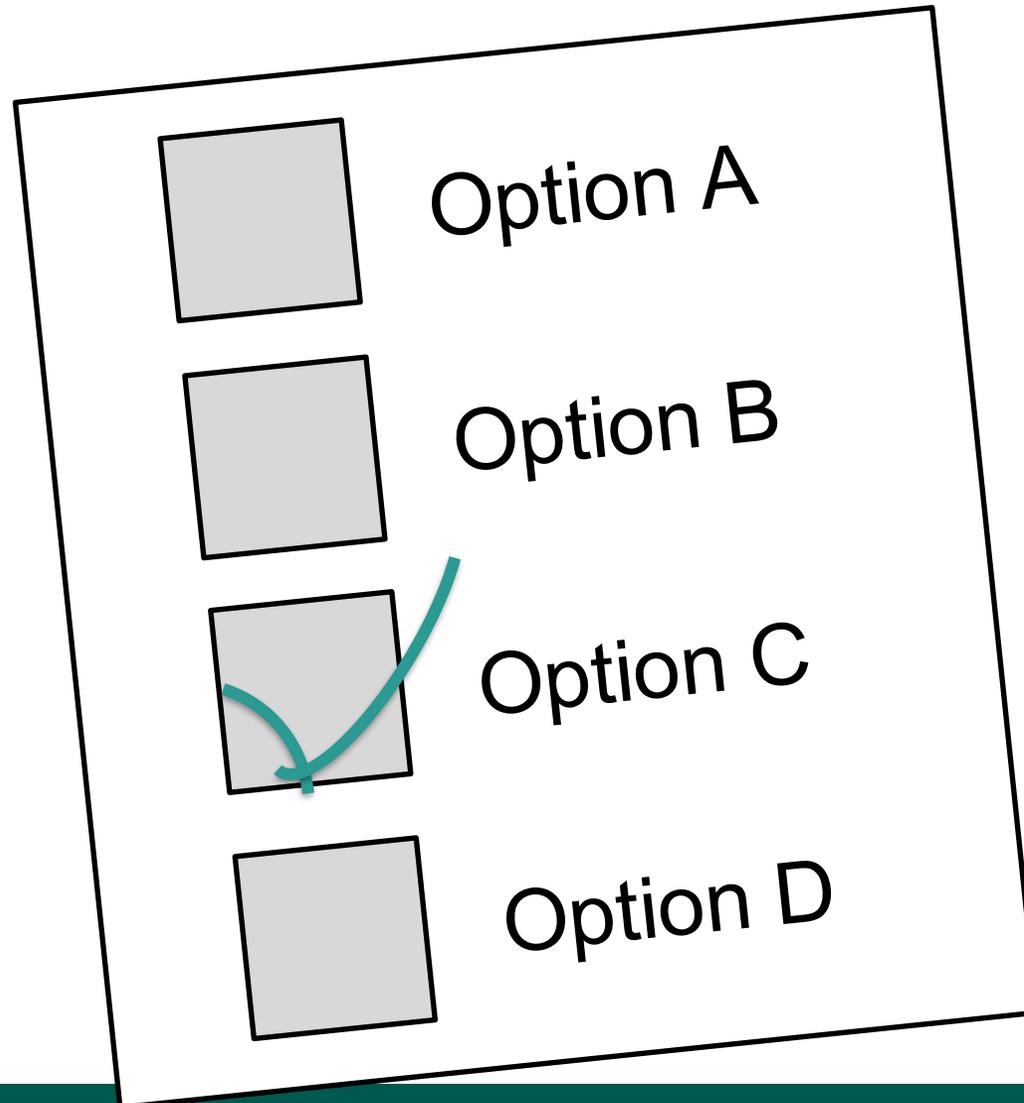
Option A

Option B

Option C

Option D

Where are you with improvement?



Option A

Option B

Option C

Option D

Brandon's Story

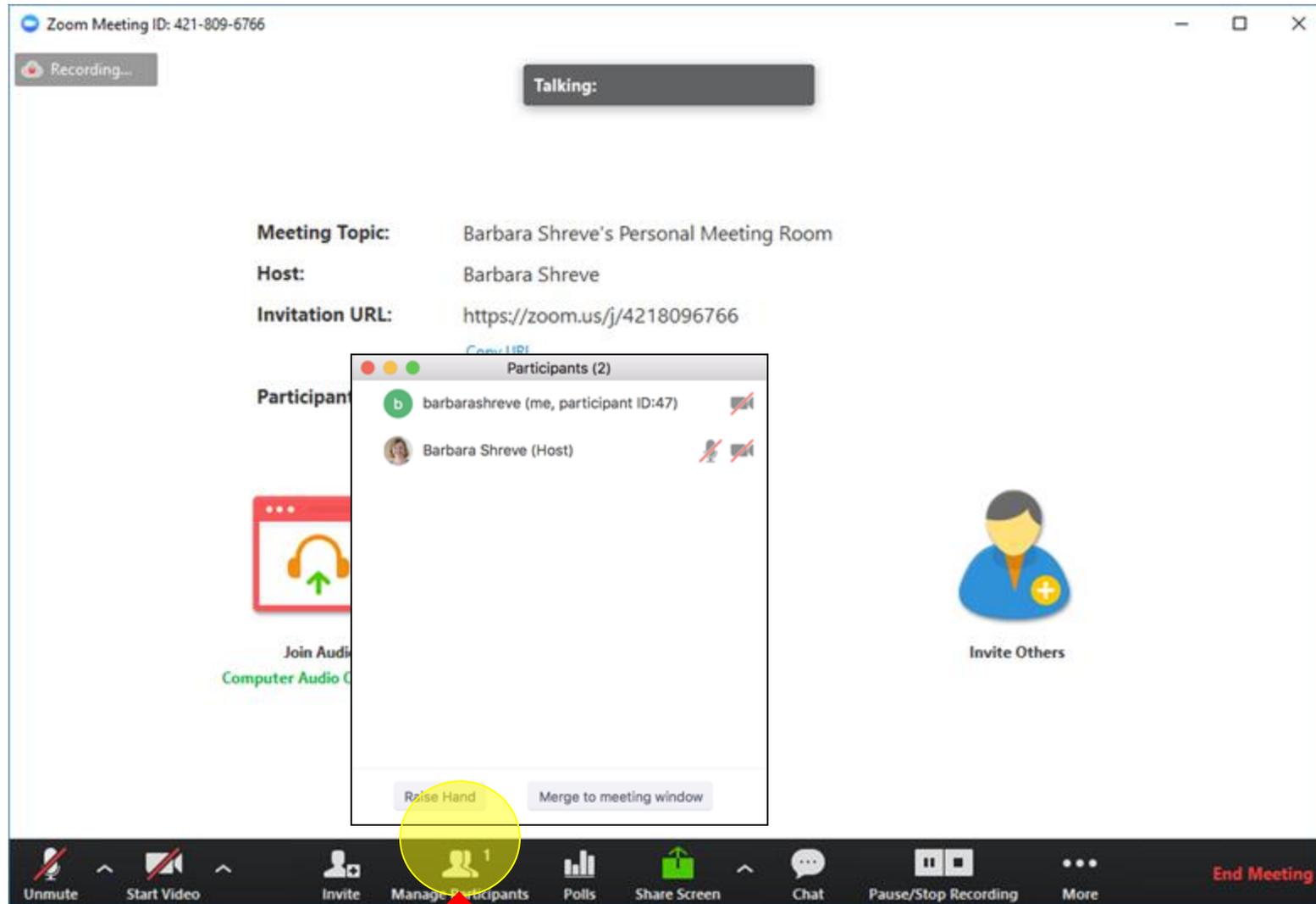
What is your story?

Take a few minutes to reflect and do a private write of your story—what is your why? Be ready to share a phrase that represents the heart of your story.

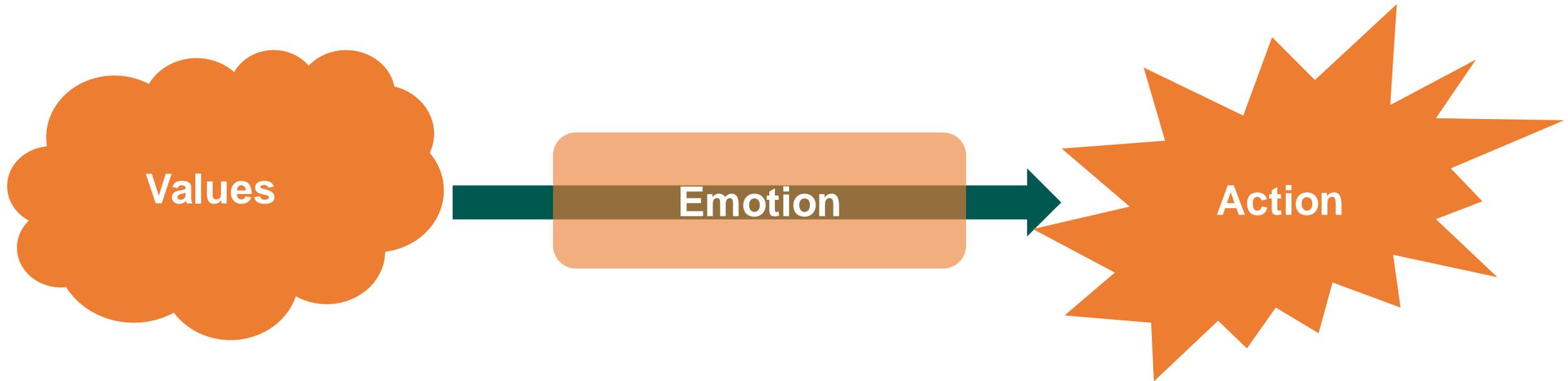
- What is your Why?
- What is the story behind why you are driven to do this work?

PLEASE ENTER YOUR PHRASE INTO THE CHAT. IF YOU ARE WILLING TO VERBALLY SHARE THE STORY BEHIND YOUR PHRASE, PLEASE RAISE YOUR HAND.

Raising Your Hand



Why Story of Self?

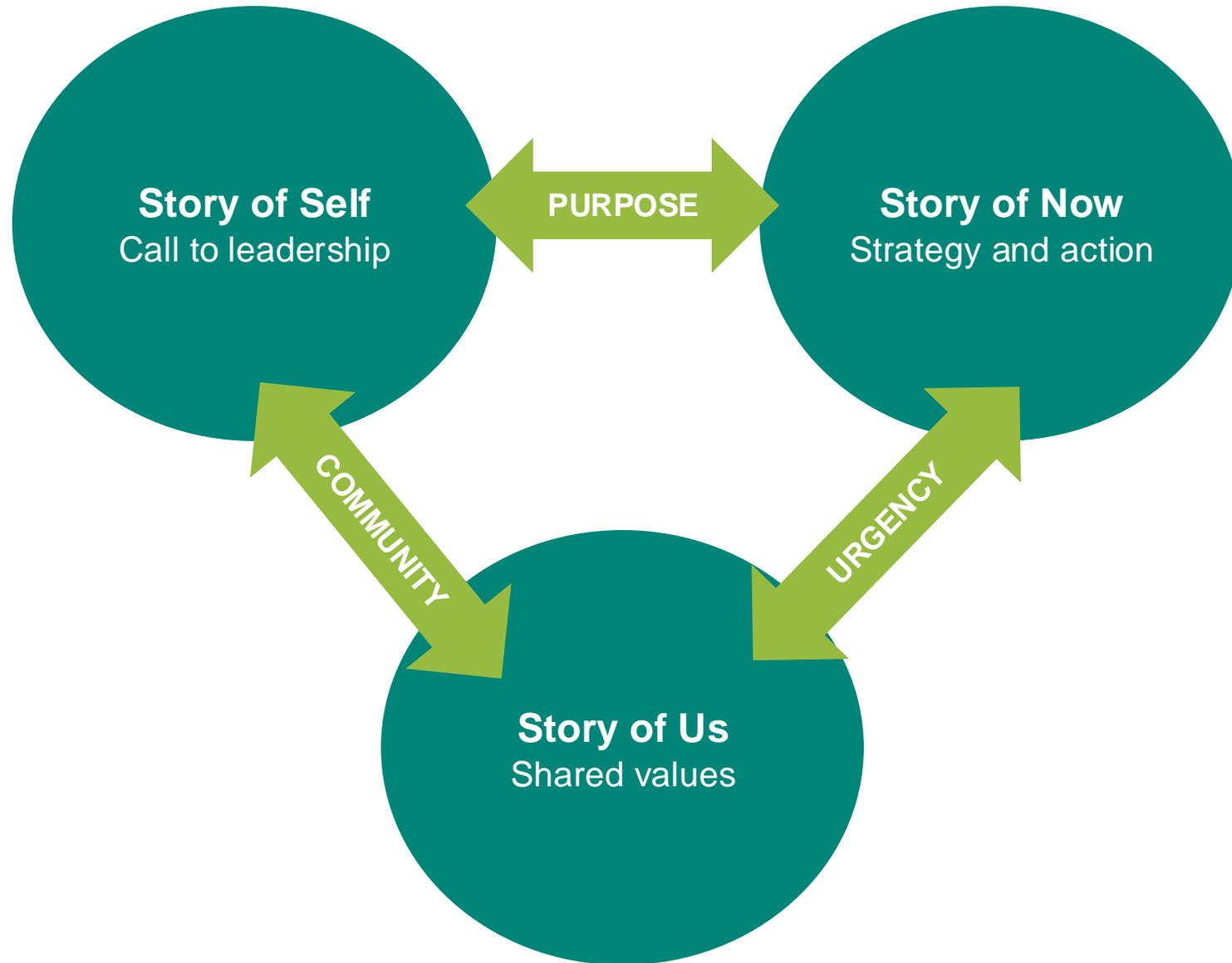


Source: Marshall Ganz

What do we mean by narrative in an improvement community?

The stories we tell about **who we are**,
why we exist as a community,
and **the way we work** together.



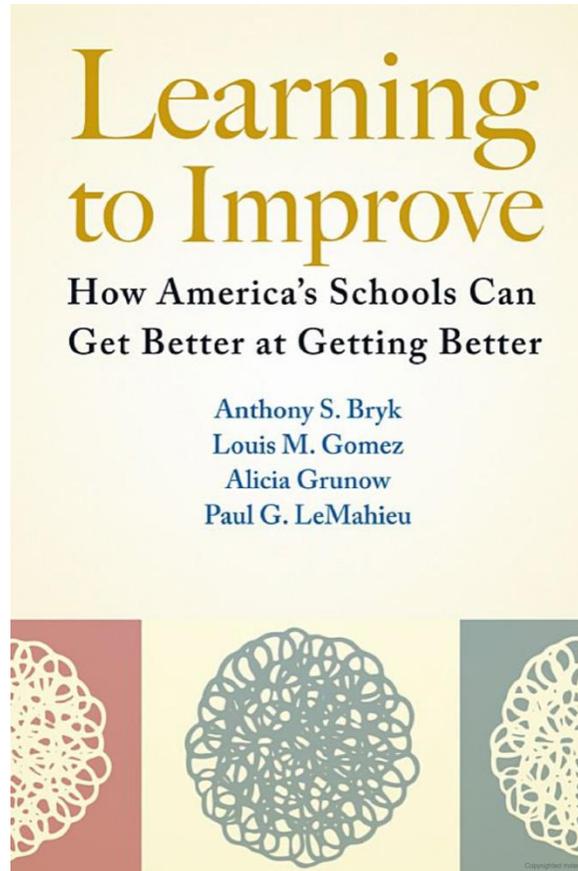


Source: Marshall Ganz



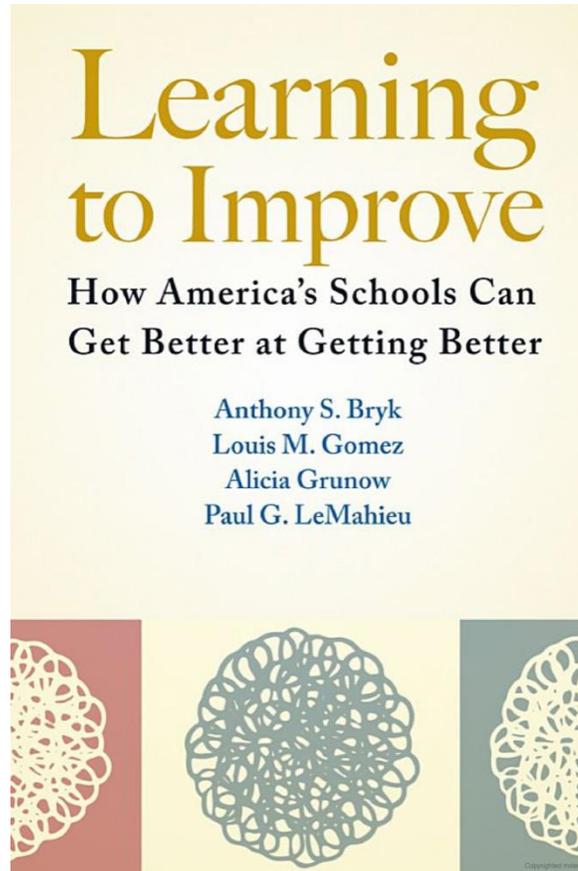
The National Writing Project (NWP) is a network of nearly 175 local sites serving all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. It is run by and for teachers who care about writing, the teaching of writing, and the use of writing in their teaching. The network engages teachers in all disciplines, from early childhood through university. Driven by a belief that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity, educators at local sites draw on shared national program models, working with area schools to develop resources and curricula, offer professional development programs, and build knowledge of the teaching of writing.

A Case In Point: The National Writing Project



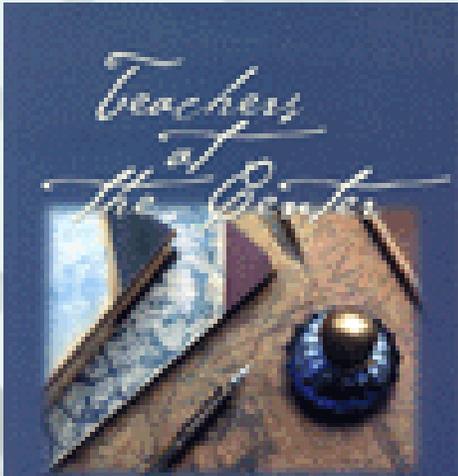
“The tools and processes described throughout this book are largely rationale ones. But there is also a very human side to improvement work, one that is especially salient within NICs.”
(p. 163)

A Case In Point: The National Writing Project



“A NIC asks for a substantial voluntary commitment from its members... To attract and maintain the personal investments of its members, a NIC must nurture a culture that values both individual and collective improvement.”
(pp. 163-164)





*A Memoir of the Early Years
of the National Writing Project*

James Gair



A Case In Point: The National Writing Project

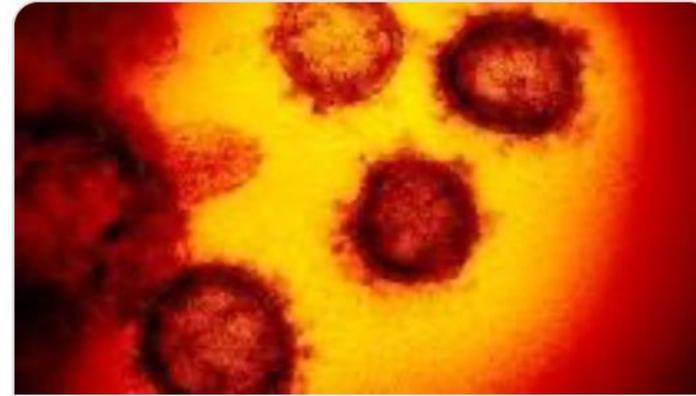
Narratives are data too...

- Generating and harvesting stories
- Reflecting on critical incidents
- Framing narratives from multiple viewpoints
- Using classic analysis: agent, setting, etc.
- Categorizing by significant features

We need narrative; it feeds us in a particular way, and deconstructing it completely before you've actually experienced it, I think it leaves us unfed.

[Joss Whedon](#)

*“You can’t
make a viral
video”*



>
'Praying for Laura':
Tweet about 30-year-old
coronavirus victim
strikes chord, goes viral

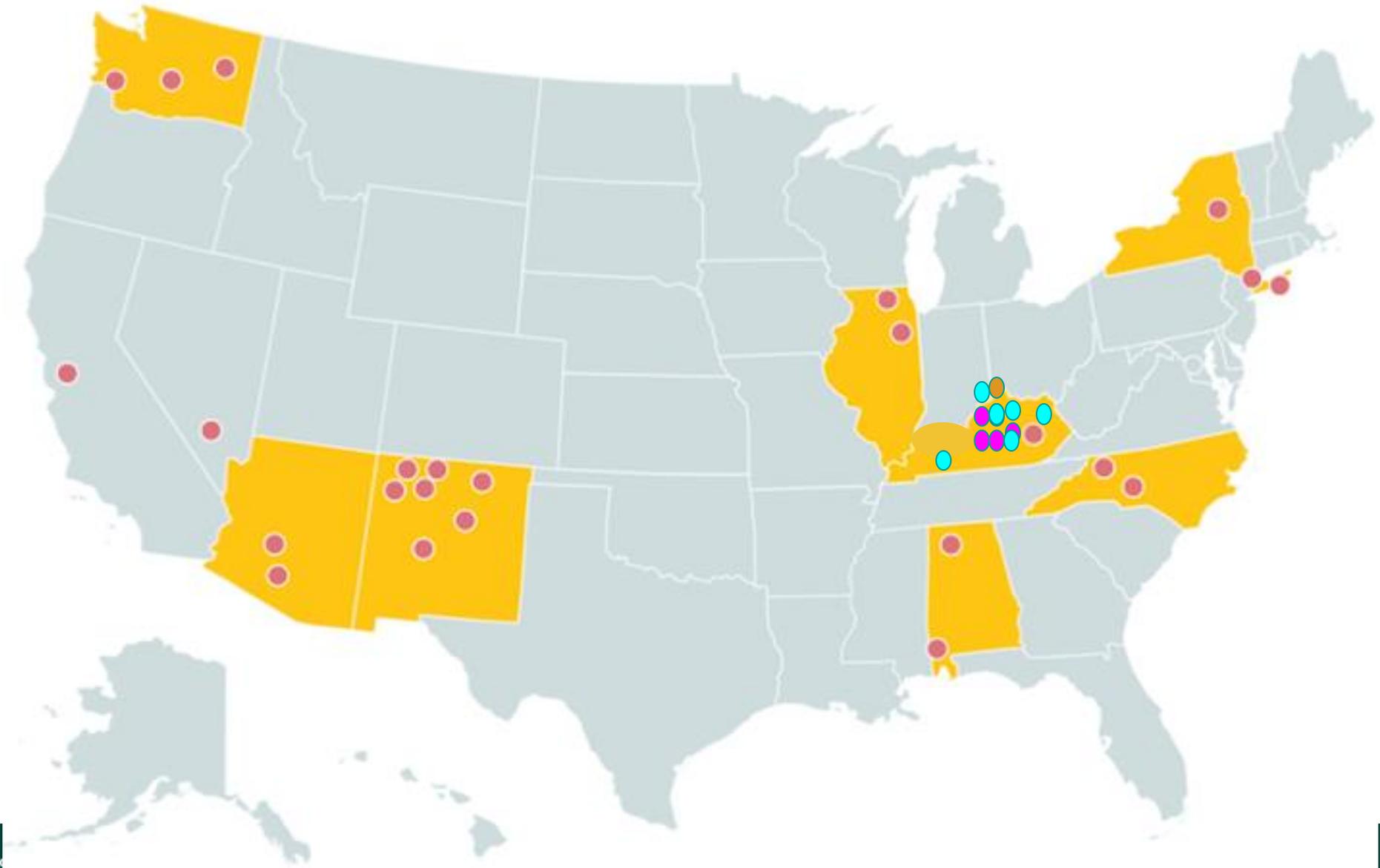
NBC News

1 day ago

Overview of Network to Transform Teaching

- Initiated in 2014 was a consortium of 8 states, 26 districts, and 50 schools that seeks to strengthen teacher development systems so all students have access to accomplished teachers. The grant project innovated using the National Board resources for professional learning, from 2014 to 2018.
- The Network to Transform Teaching was founded on the belief that schools where teachers learn and improve towards professional teaching standards will be schools that best support the learning and growth of their students.

Network Structure



National Board Network to Transform Teaching

Suzanne Farmer--served as the Director of the Kentucky Network to Transform Teaching (KyNT3). Suzanne is the Assistant Principal of Hogsett Primary in the Danville Independent Schools, a National Board Professional Learning School.

Sara Saldaña, Nationally Board Certified Teacher, currently Program Coordinator, San Francisco Unified School District National Board Support Program



<https://youtu.be/8-QevAGsl6A>

More
NBCTs



Improved
Teaching &
Learning

Making Professional Wisdom Transparent



Body of Knowledge



- Architecture of Accomplished Teaching
- ATLAS
- Certificate Area Standards
- Components
- Five Core Propositions

NBCT
Initiative

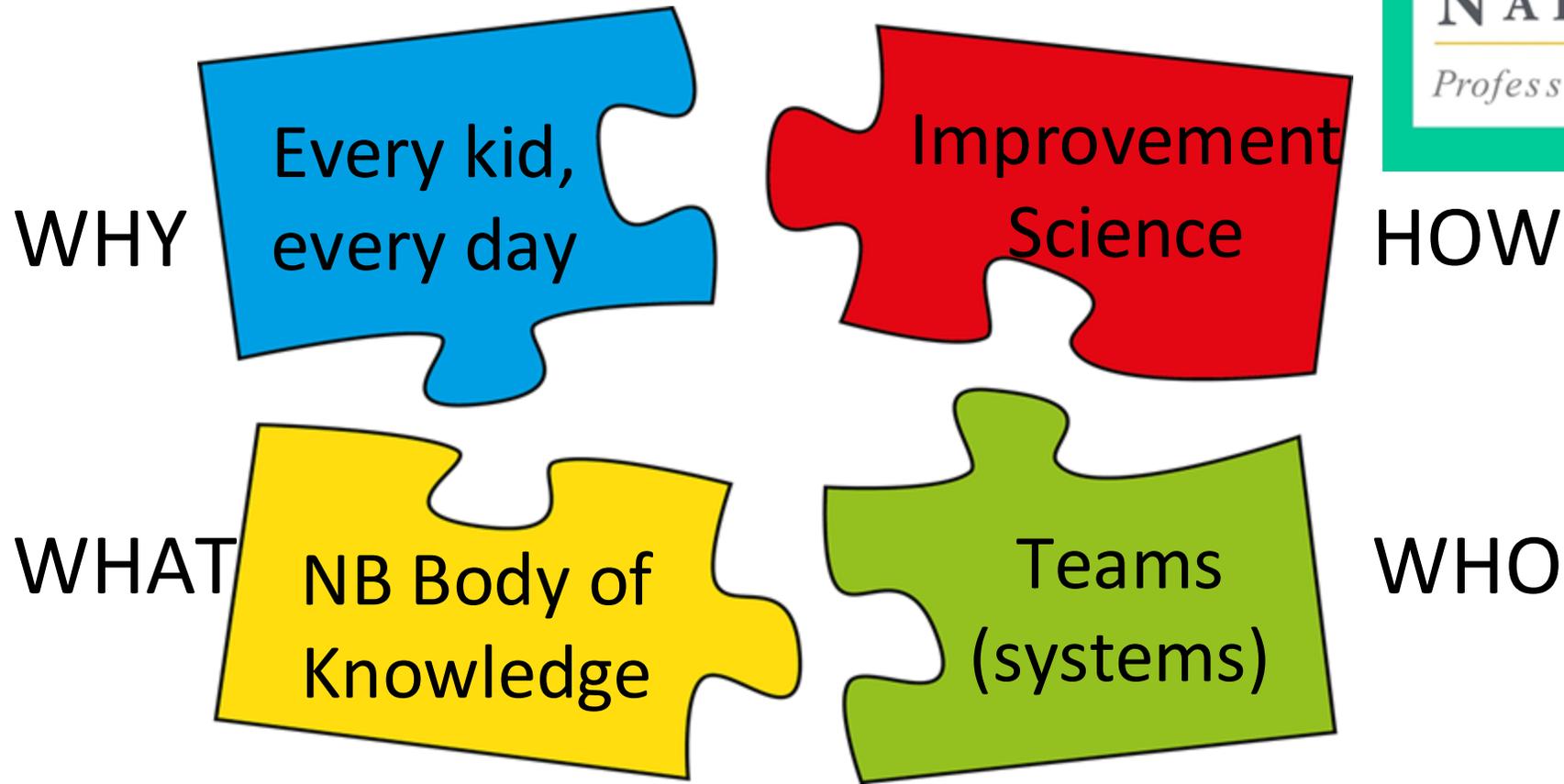


Solution
to Local
Needs

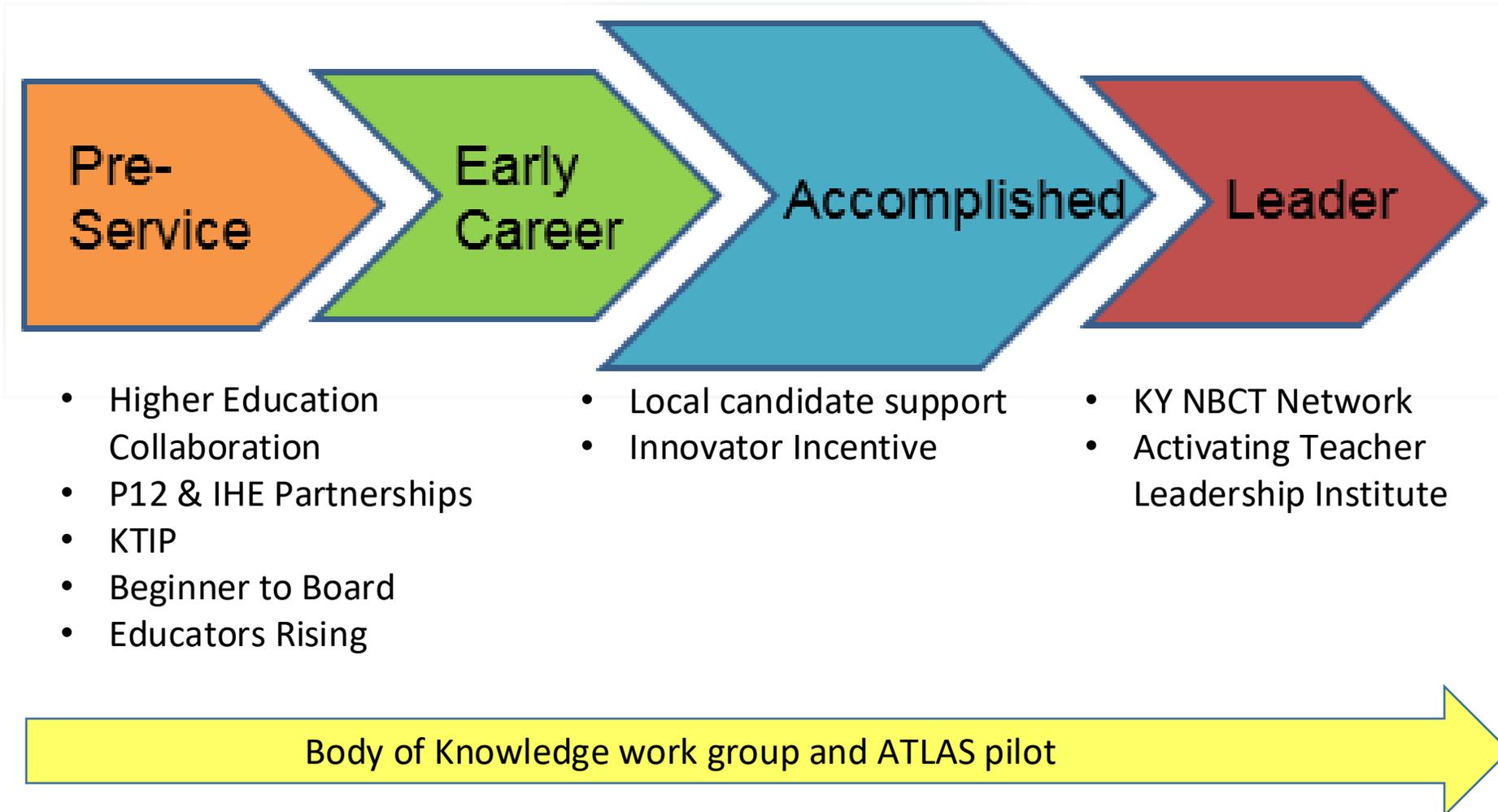
Improvement



Progress – National Board Professional Learning Schools



KyNT3 Change Ideas:



The Architecture of Accomplished Teaching:

What is underneath the surface?

Set new high and worthwhile goals that are appropriate for these students at this time



Reflect on student learning, the effectiveness of the instructional design, particular concerns, and issues

Evaluate student learning in light of the goals and the instruction

Implement instruction designed to attain those goals

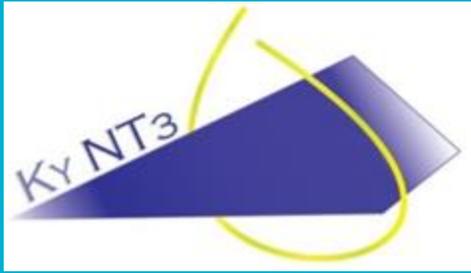
Set high, worthwhile goals appropriate for these students, at this time, in this setting



Your Students - Who are they? Where are they now? What do they need and in what order do they need it? Where should I begin?

Five Core Propositions

-  Teachers are committed to students and their learning
-  Teachers know the subjects they teach and how to teach those subjects to students
-  Teachers are responsible for managing and monitoring student learning
-  Teachers think systematically about their practice and learn from experience
-  Teachers are members of learning communities



Kentucky Network to Transform Teaching

"I used to think National Board certification was..., and now I think..." capturing everyone's thinking on post it notes, analyzing, and messaging quotes to humanize the shifts we were trying to describe. It nailed it and was revisited as a process and important turning point in our NIC." Suzanne Farmer

NT3: Network to Transform

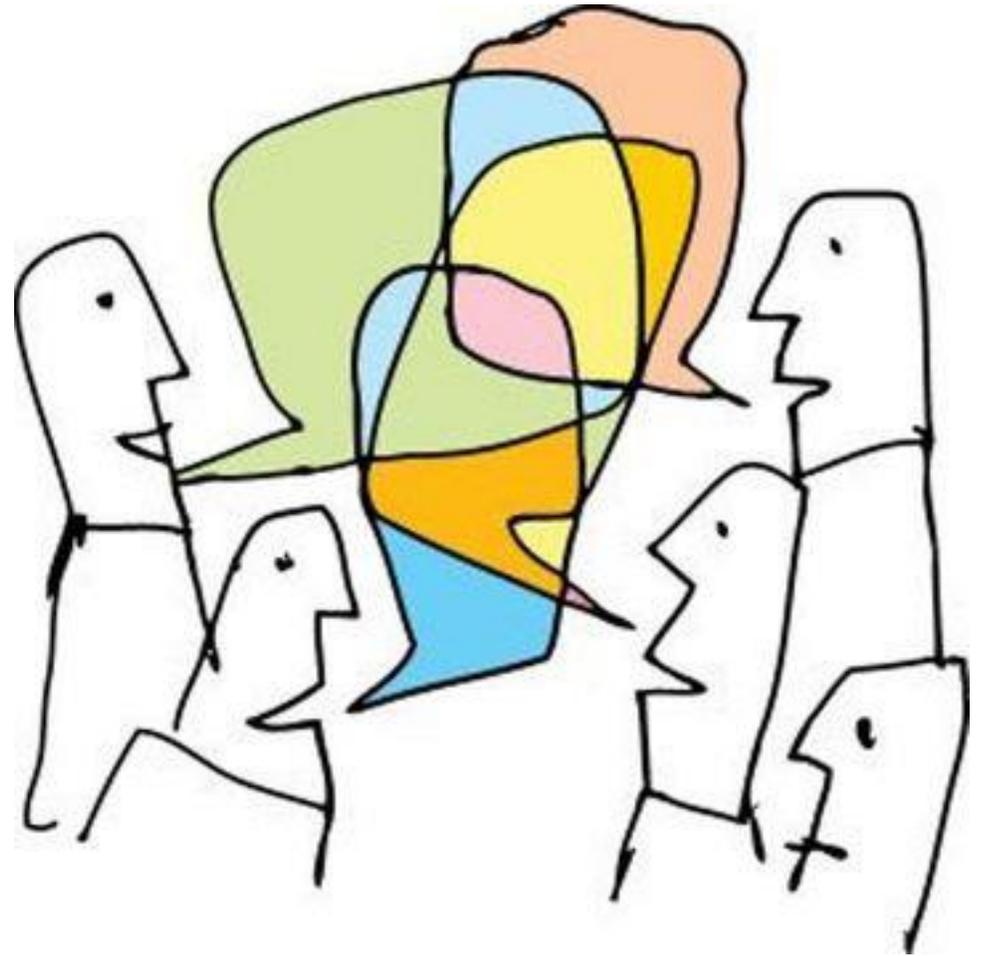
<i>From</i>	<i>To</i>
Idiosyncratic knowledge and variation in teaching skill	Standards-based: A coherent body of knowledge and skills, defined by standards for accomplished teaching
Isolated, static teaching practice	Collaborative: Public, ever-improving practice
External, individual accountability for students' learning	Responsible: Internal, shared responsibility for students' learning

The Problem We Seek To Solve



Discussion

- How does this relate to you as a **human**?
- How does this relate to you as a **teacher**?
- How does this relate to your **students**?



Five Core Propositions



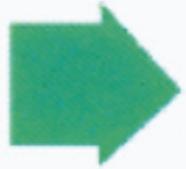
Teachers are committed to students and their learning



Teachers know the subjects they teach and how to teach those subjects to students



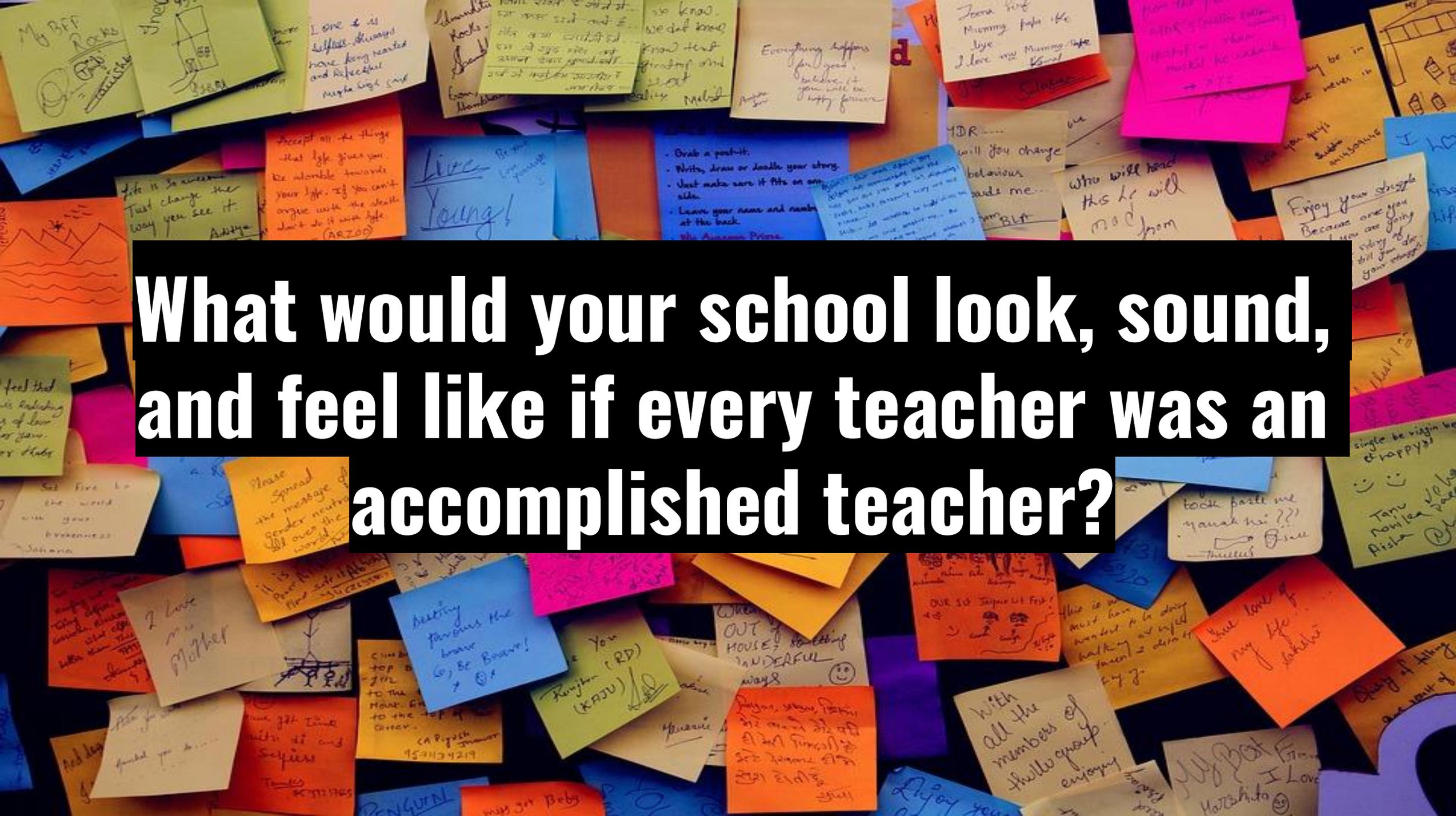
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Teachers are members of learning communities

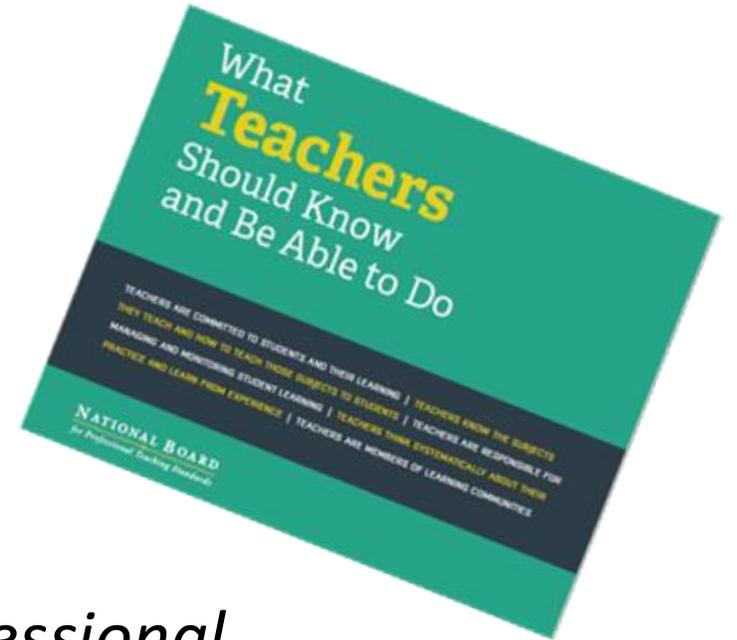


What would your school look, sound, and feel like if every teacher was an accomplished teacher?

The Five Core Propositions

- Read your core proposition
- Discuss with your group
How could/have you use(d) this resource in professional learning in your context?
- Be prepared to have a group representative share your thinking

Then we always make sure to let them know that their recommendations lead to progress and results - so that they feel valued and keep coming back—Suzanne Farmer



Thank you!

From the Accomplished Principal Standards, NBPTS

Standard I Leadership for Results

Accomplished principals lead with a sense of urgency and achieve the highest results for all students and adults. They build organizational capacity by developing leadership in others.

These dynamic, forward-thinking principals lead collaborative organizations that realize and sustain positive change that enhances teacher practice and improves student learning.

Network Data

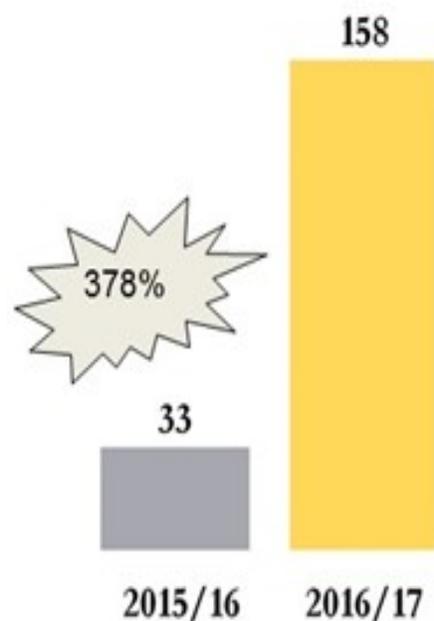
Pilot Schools and Districts

NATIONAL BOARD

Professional Learning Pilot School

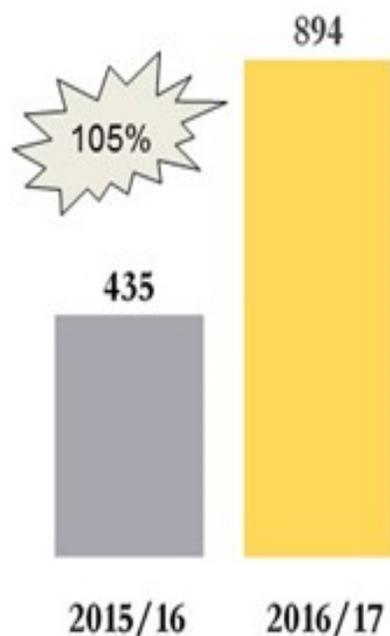
Pilot Schools

of Teachers Pursuing
Board Certification



Pilot Districts

of Teachers Pursuing
Board Certification



Knowing our Students - In All Their Dimensions

Chimamanda Adichie

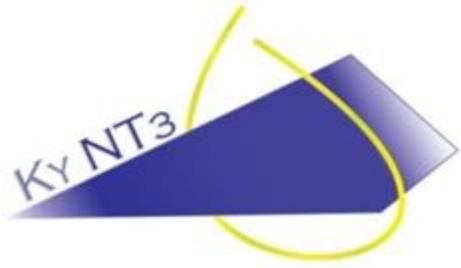
Nigerian Novelist

TED Talk

The Danger of the
Single Story



<https://www.youtube.com/watch?v=D4pH6TxKzus>



Kentucky Network to Transform Teaching

<https://youtu.be/CsrPJxbfxJI>

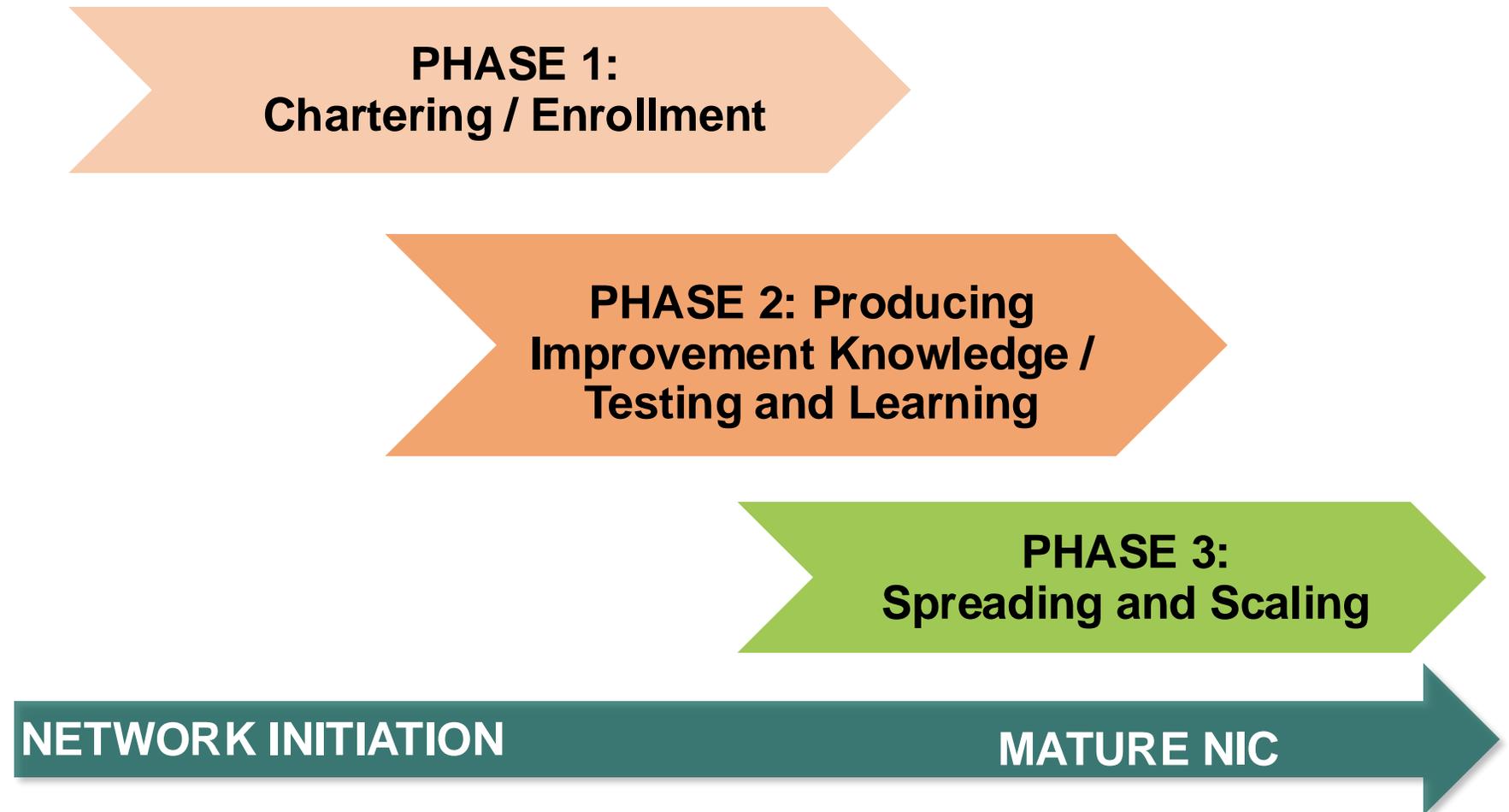
Where Does Narrative Live?



- Recruitment/Launch
- Induction of new members
- Community building
- Motivation
- Public sharing
- Narratives as data

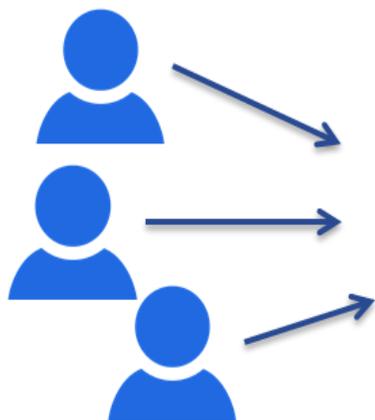
Where Narrative Lives in Networked Improvement

- Narrative can operate in all the phases of an improvement community:



PHASE 1: Chartering / Enrollment

Goal: Activate Personal Commitment



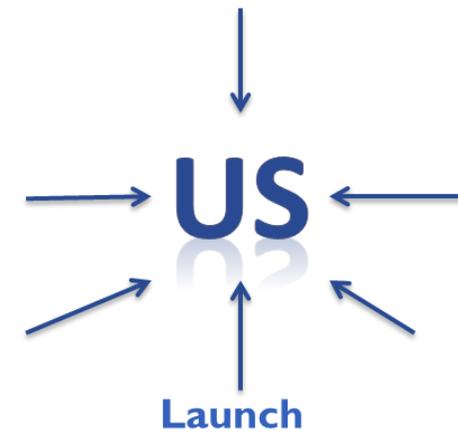
Recruitment

NIC initiators create opportunities for members to commit to the effort by crafting narratives that allow each to value the undertaking and see themselves in the effort:

- What intolerable circumstance are we addressing?
- Why is this problem important?
- Whose lives are we aiming to improve?
- What calls us to this work?

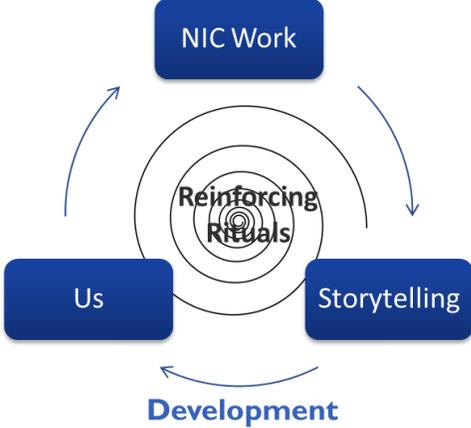
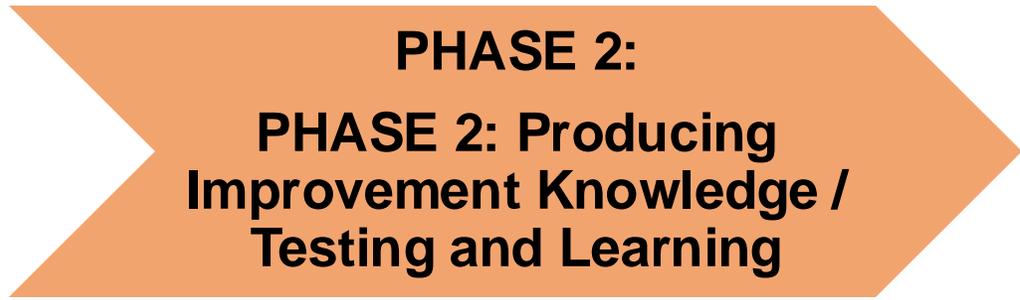
**PHASE 1:
Chartering / Enrollment**

Create and Solidify the Community



As the network is launched, narratives create opportunities for other members to “write themselves into our story”. They speak to our shared aim and how we’ll approach it.

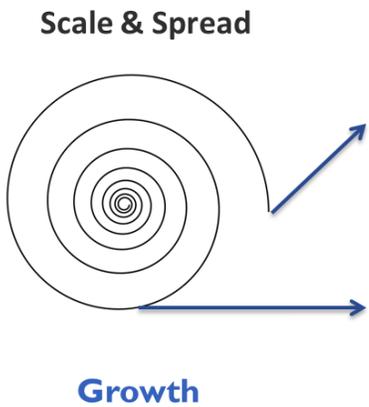
- You know you’re at our NIC meeting when?
- What values do we uphold?
- How are we different than other approaches?



Reinforce Community Identity

Networked learning through testing cycles creates a community. So too does sharing and reacting to other sharing professional practice.

- What rituals do we (can we) use to share and consolidate what we are learning?
- What knowledge do we share that guides our efforts to improve?
- What are learning about the improvement of our practice and what gives us confidence in that knowledge?



PHASE 3: Spreading and Scaling

Grow Work and Share Impact

Narrative helps to share the history of a NIC, including key moments in and important contributors to its learning. Stories about a NICs work allows for its learning to travel, spread, and ultimately scale.

- How do we share our work with a broader audience?
- What are key learnings or moments that will help sustain this work?
- Who has made significant contributions to our work and when?
- How has our work and its focus changed over time?

Where Does Narrative Live in Your Context?

You've heard about the power of narrative and the roles it played in the National Writing Project as well as the National Board's NT3 stories. We've talked about narrative in improvement work carried out in social networks (NICs).

- **What resonated with you and in what ways do you see narrative playing a role in your own context?**



Now it's
your turn!

Breakout Session: Where does Narrative Live in Your Work?

- Introduce yourselves and your institution and select a facilitator to lead the discussion and a reporter who will share back highlights from your group's discussion. (2 min)
- Do individual private write (3 min):
 - *What resonated with you and what will you do in your own context?*
- Share your reflection in a group discussion
- Reporter be ready to share back a key highlight from the discussion.

As you return:

If you are reporting, please post a highlight from your group's discussion in the chat. Thank you!

You will have 15 minutes—you will receive a 5 minute and a 1 minute warning before returning to the large group

Session Key Concepts

- A collective narrative catalyzes the development from an “I” perspective to a “we” perspective (“self” to “us”) within an improvement team/ NIC.
- People need to see and write themselves into the collective narrative to solidify their identity.
- Starting and continuing with the “Why?” and the story of “us” as a plumb line helps to maintain a team’s clarity around their vision, focus on priorities and motivation for the ongoing improvement work.
- Narrative can be utilized in a range of ways to foster a shared identity and community norms.
- An improvement team’s narrative is dynamic and can evolve throughout the phases of improvement work.

Questions about Narrative



Use the chat to type in your questions

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