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*

*The concepts of Nested Learning Communities and Two-Way Accountability*

**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


