

Friday, April 8, 2016 | 10:00 am – 5:30 p.m.
Washington Court Hotel | 525 New Jersey Ave, NW | Washington, D.C.

THE SOCIAL SIDE OF EDUCATION:

How Social Aspects of Schools and School Systems Shape Teaching and Learning



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ALBERT SHANKER INSTITUTE

Systems, Networks, and Relationships

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Albert Shanker Institute

April 8, 2016



Dank U

Merci

mahalo



cnacu6o

Grazie

Thank
you

mauruuru

Takk

Gracias

Dziękuję

Děkuju

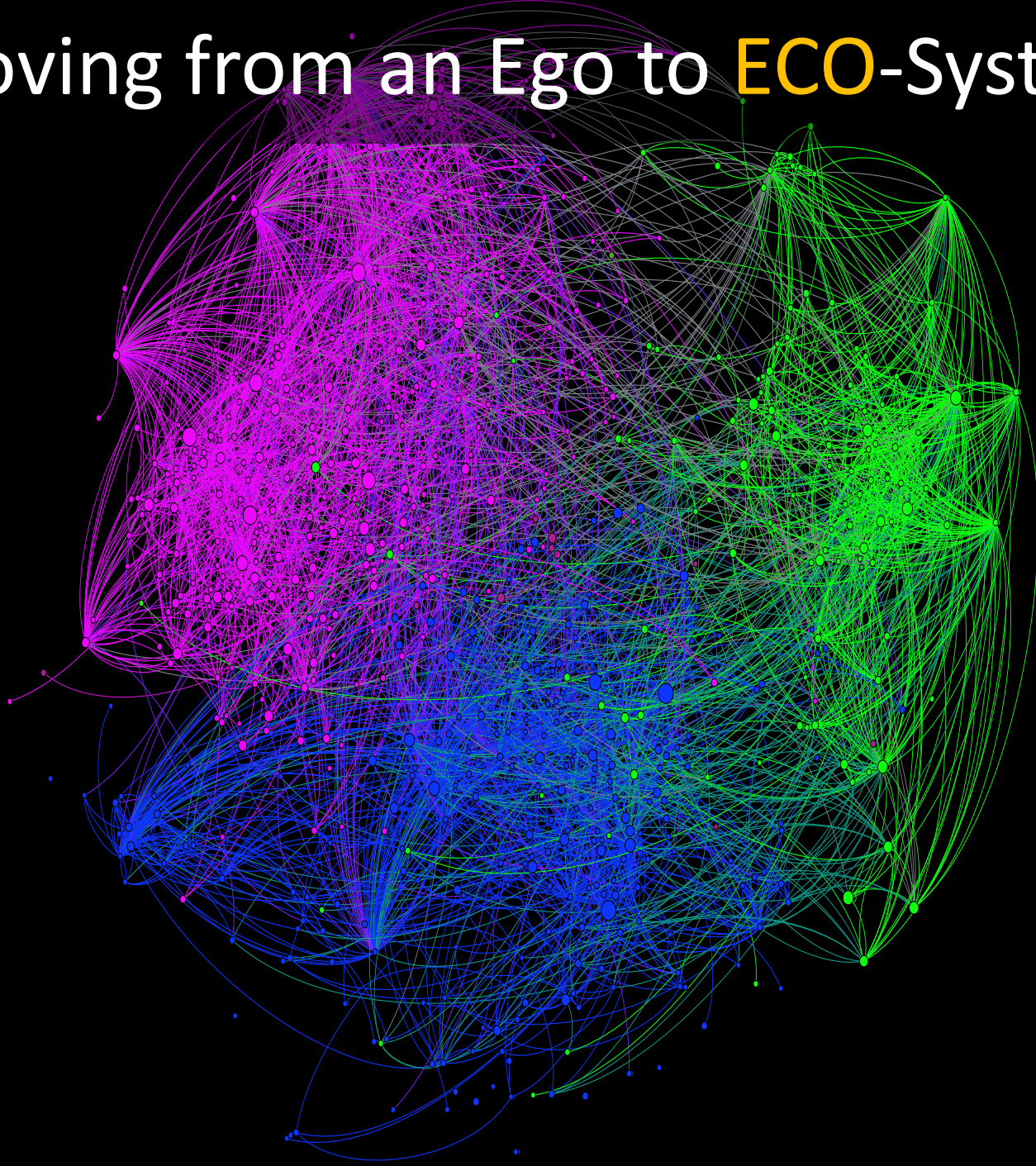
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Dawn of the System



Moving from an Ego to ECO-System

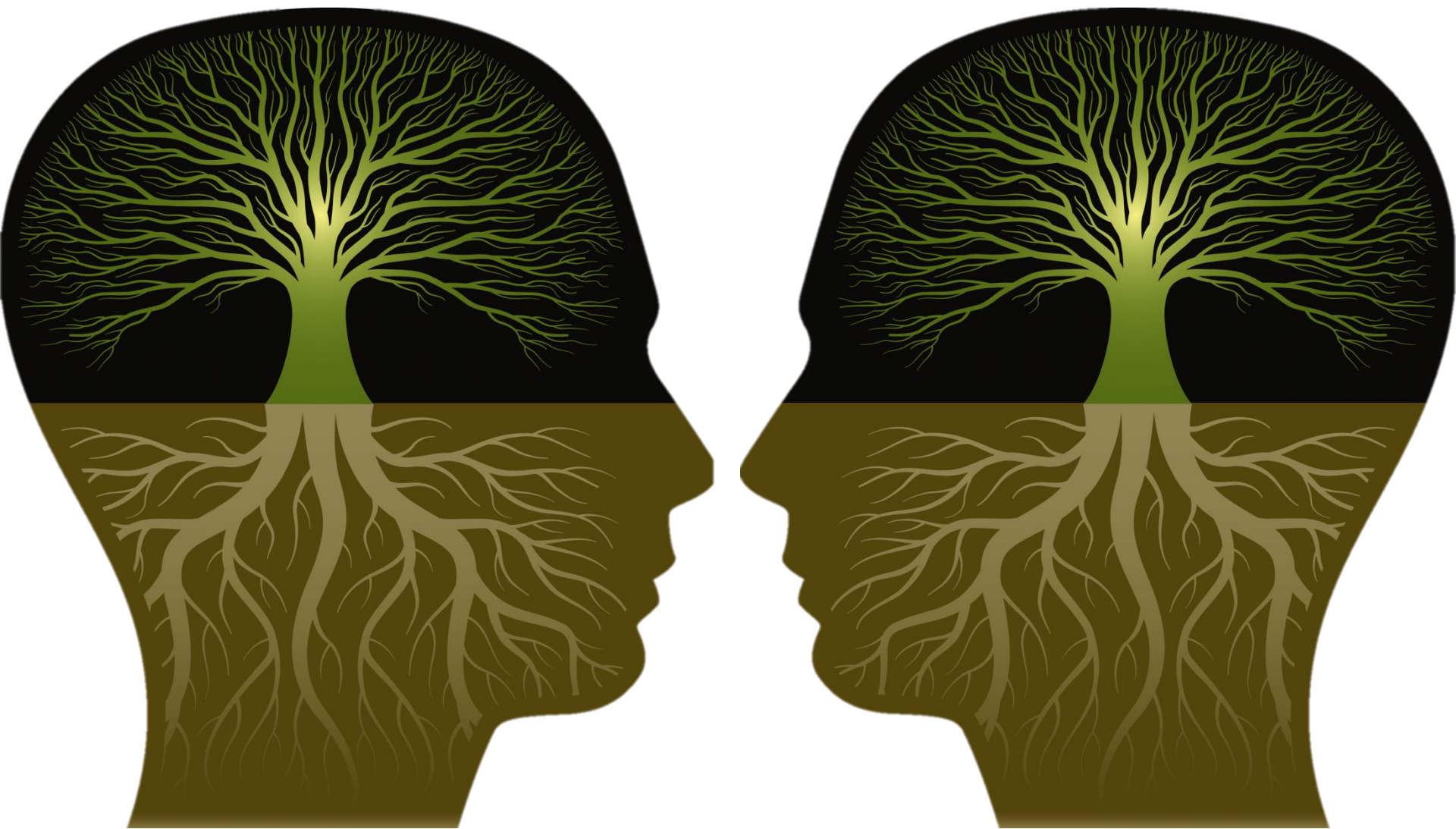


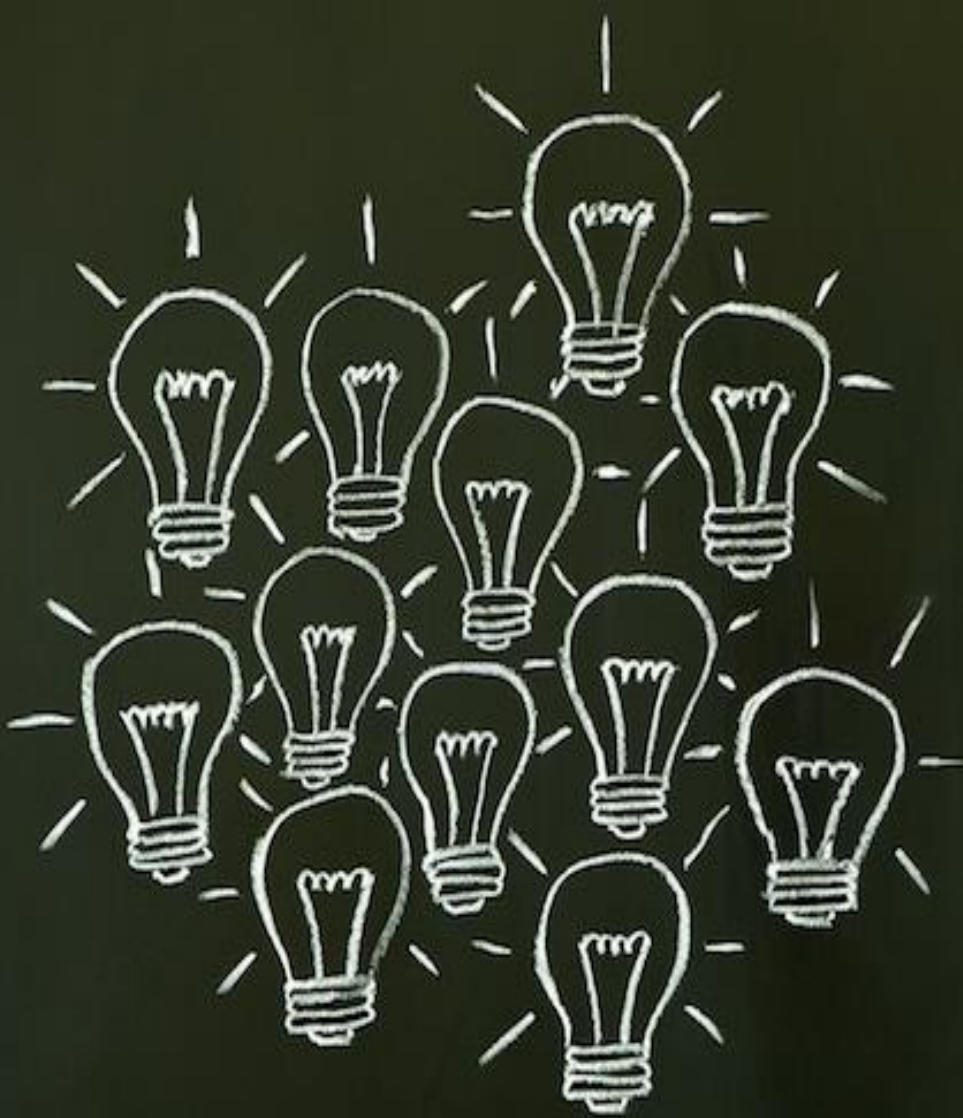
Narrow focus on “Capital”





Human Capital

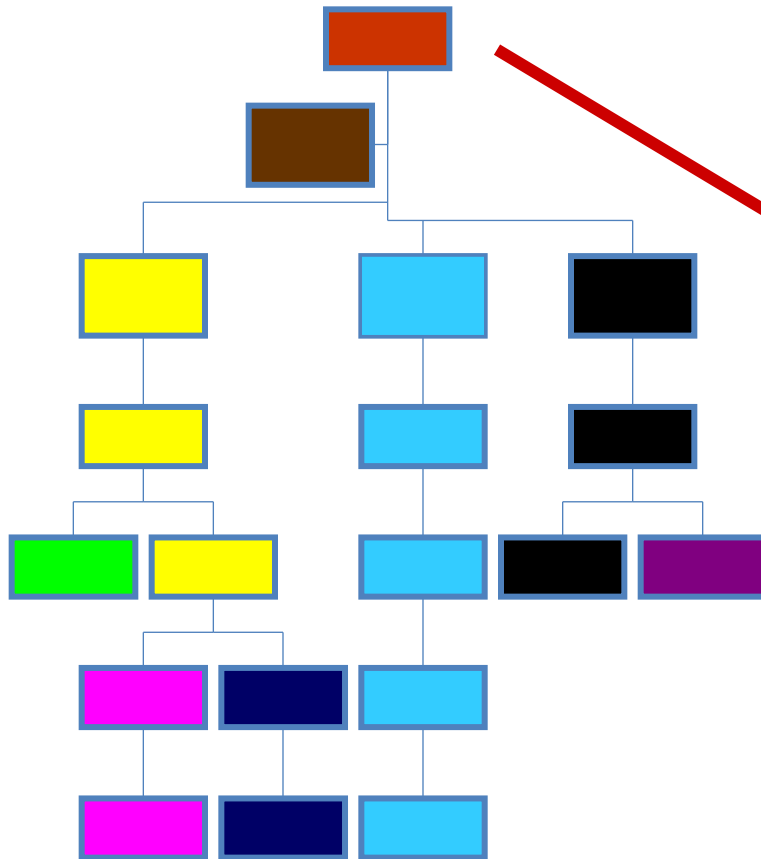




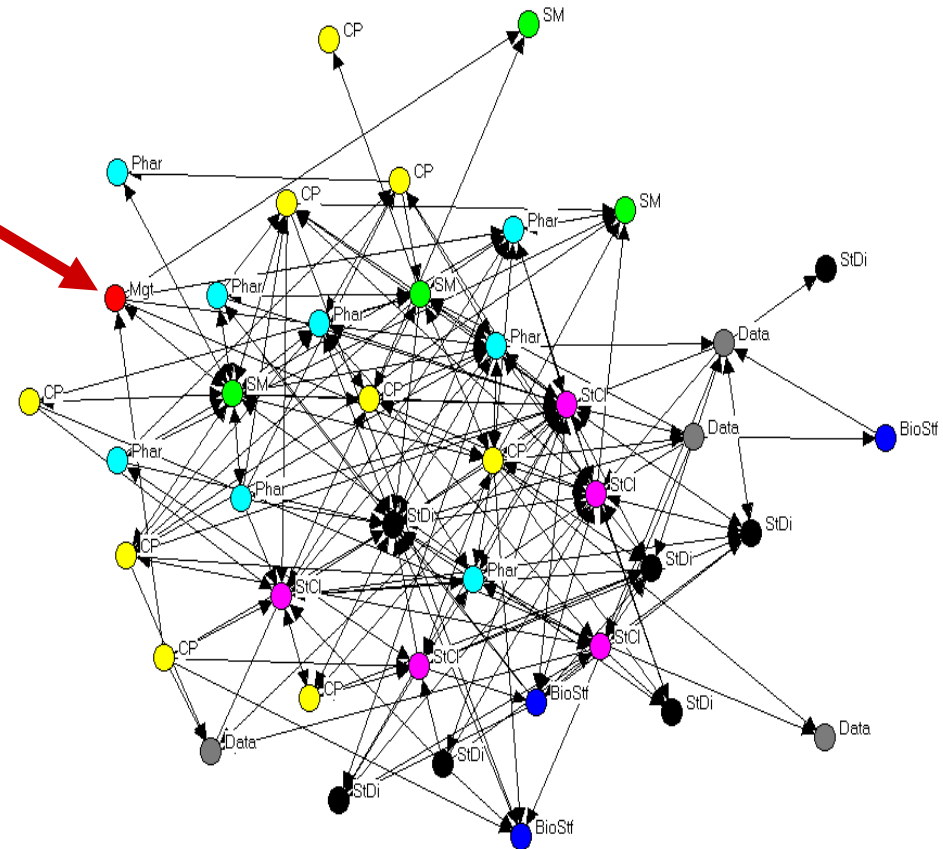
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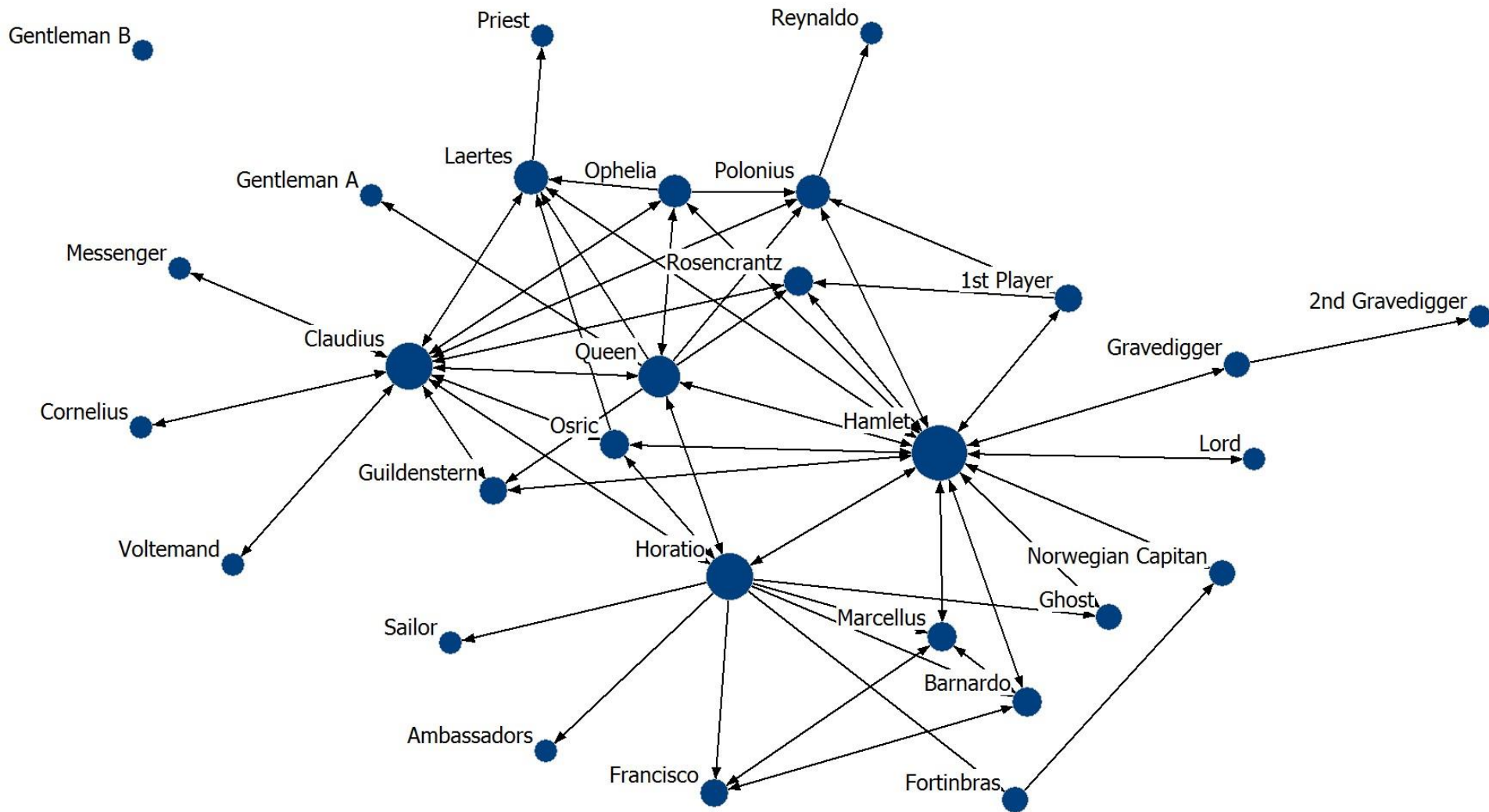
Formal

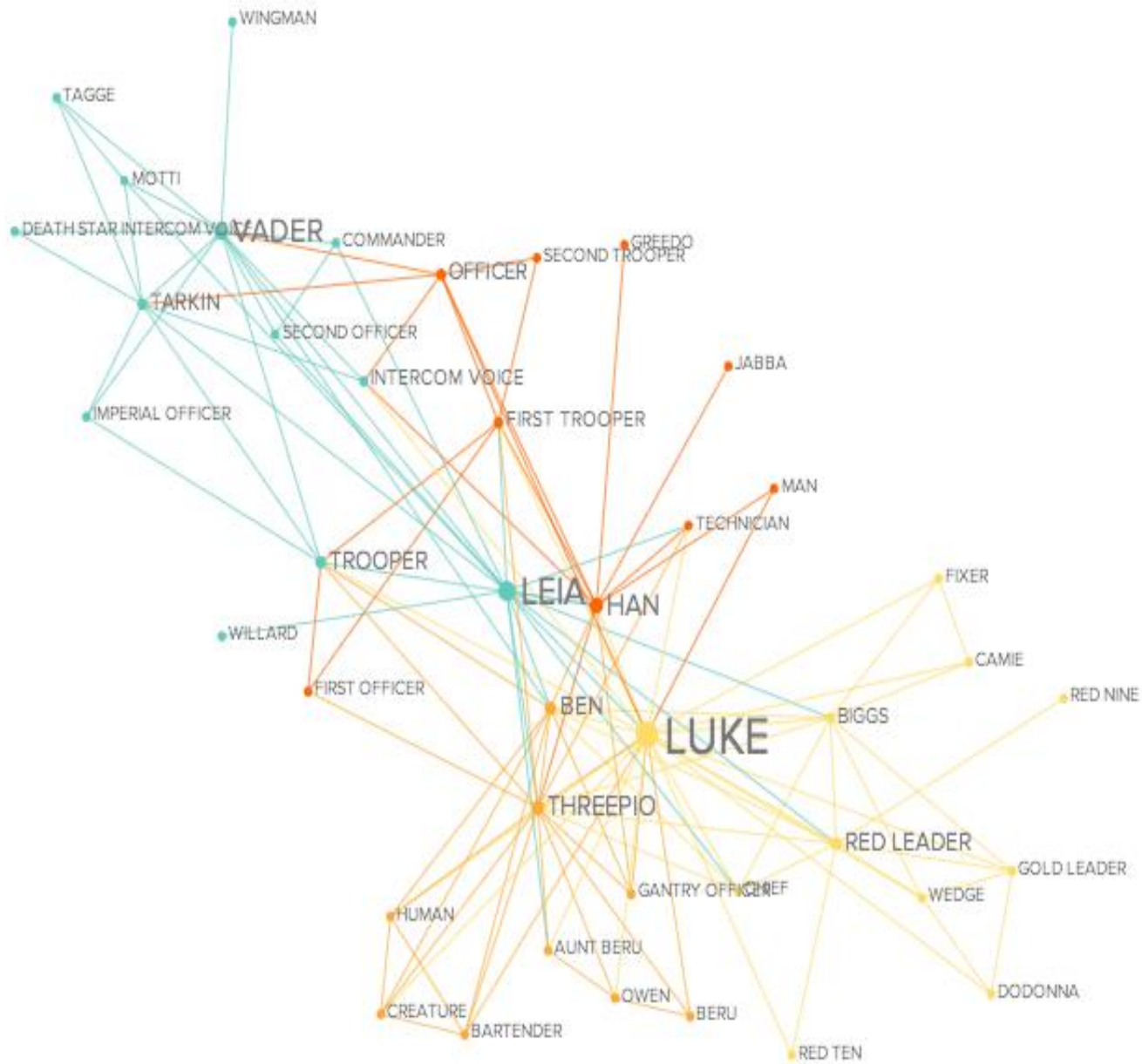


Informal



Social Network Theory and Methods

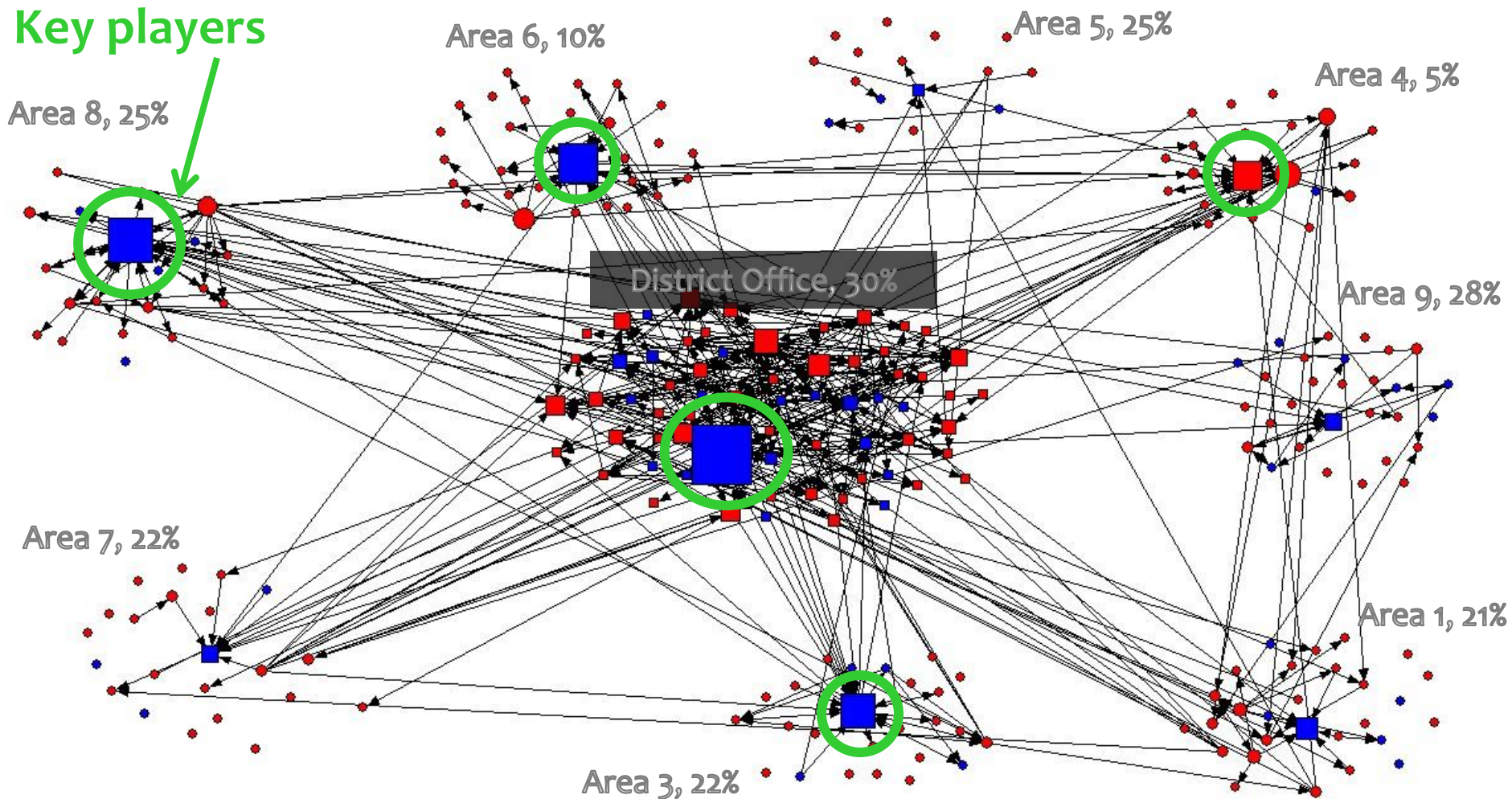




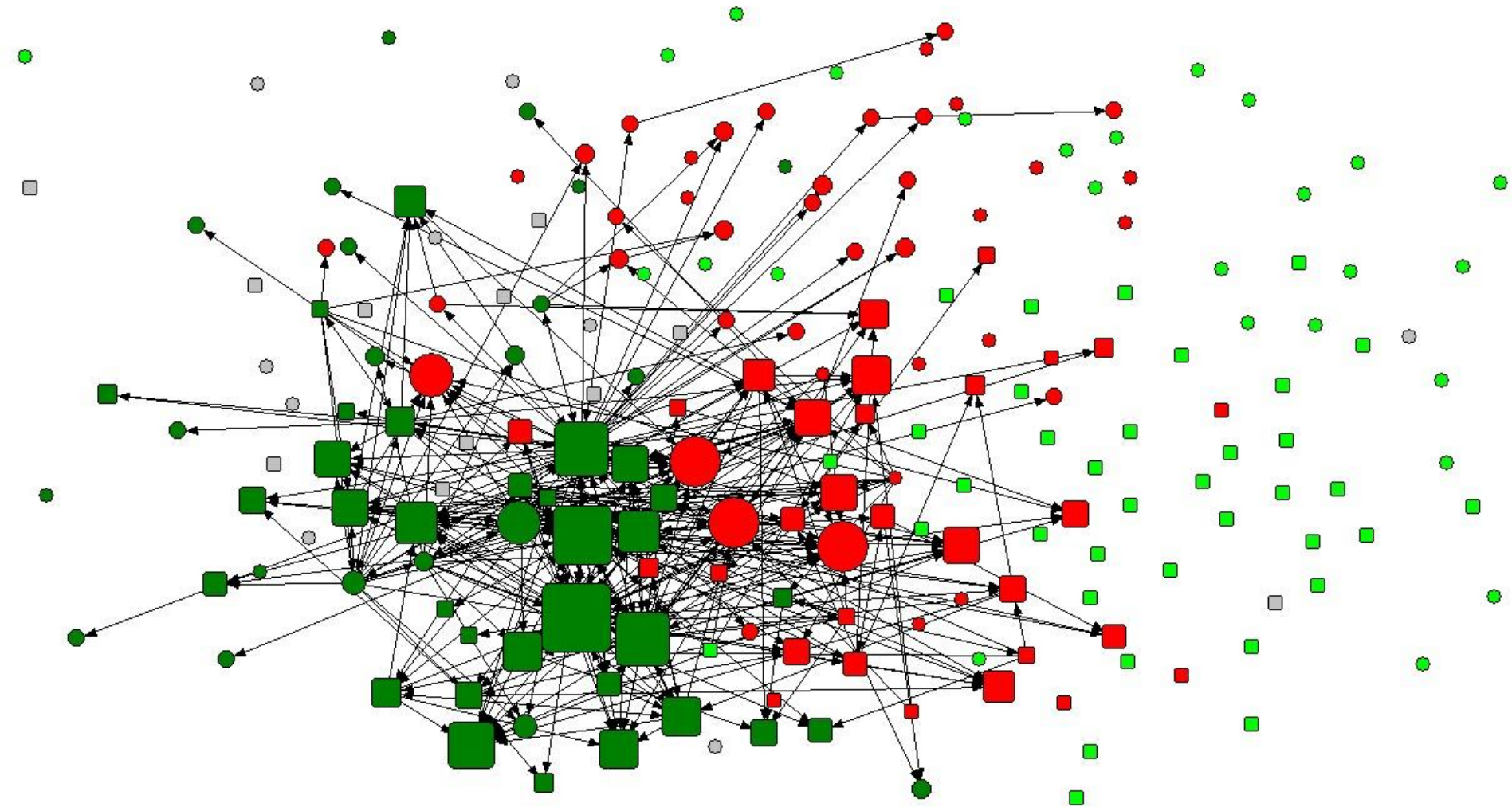
Selected Findings



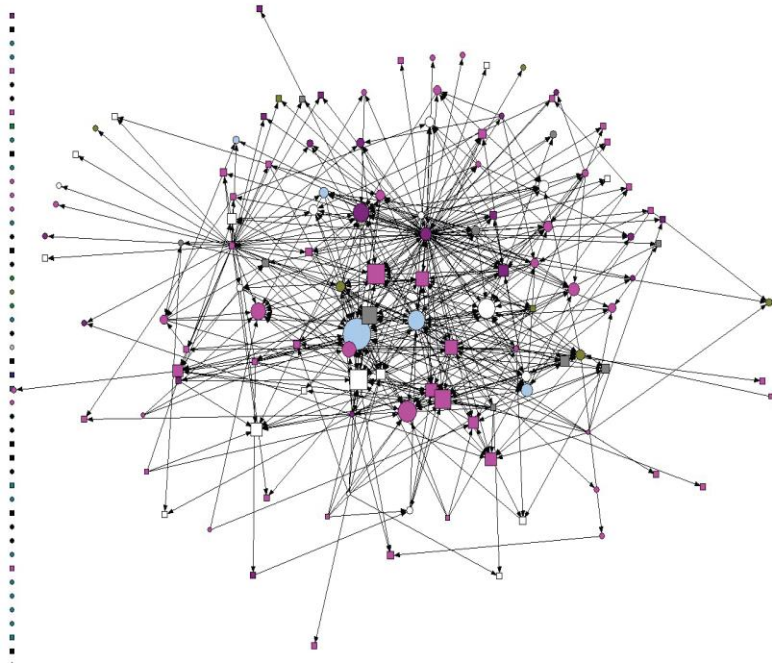
Brokers and Loss of Capital



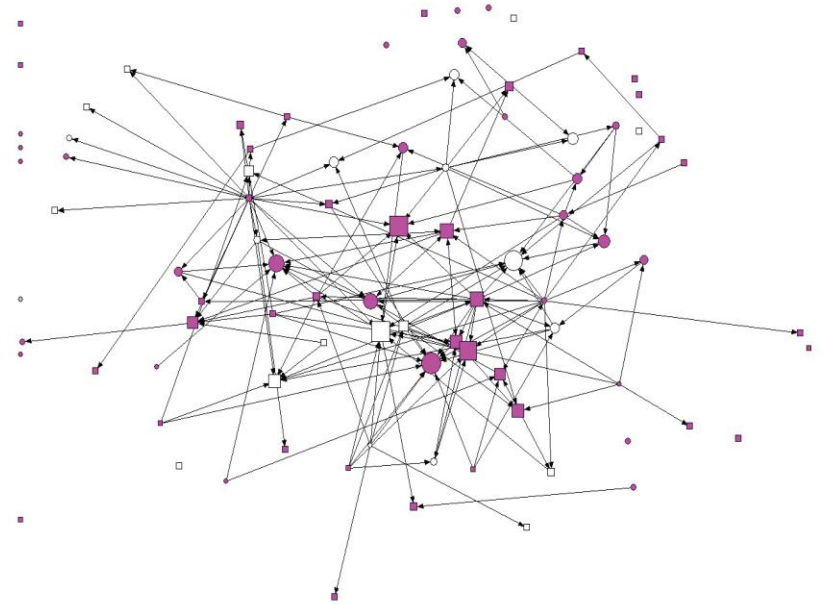
Churn Undermines Coherence



Churn Undermines Use of Research

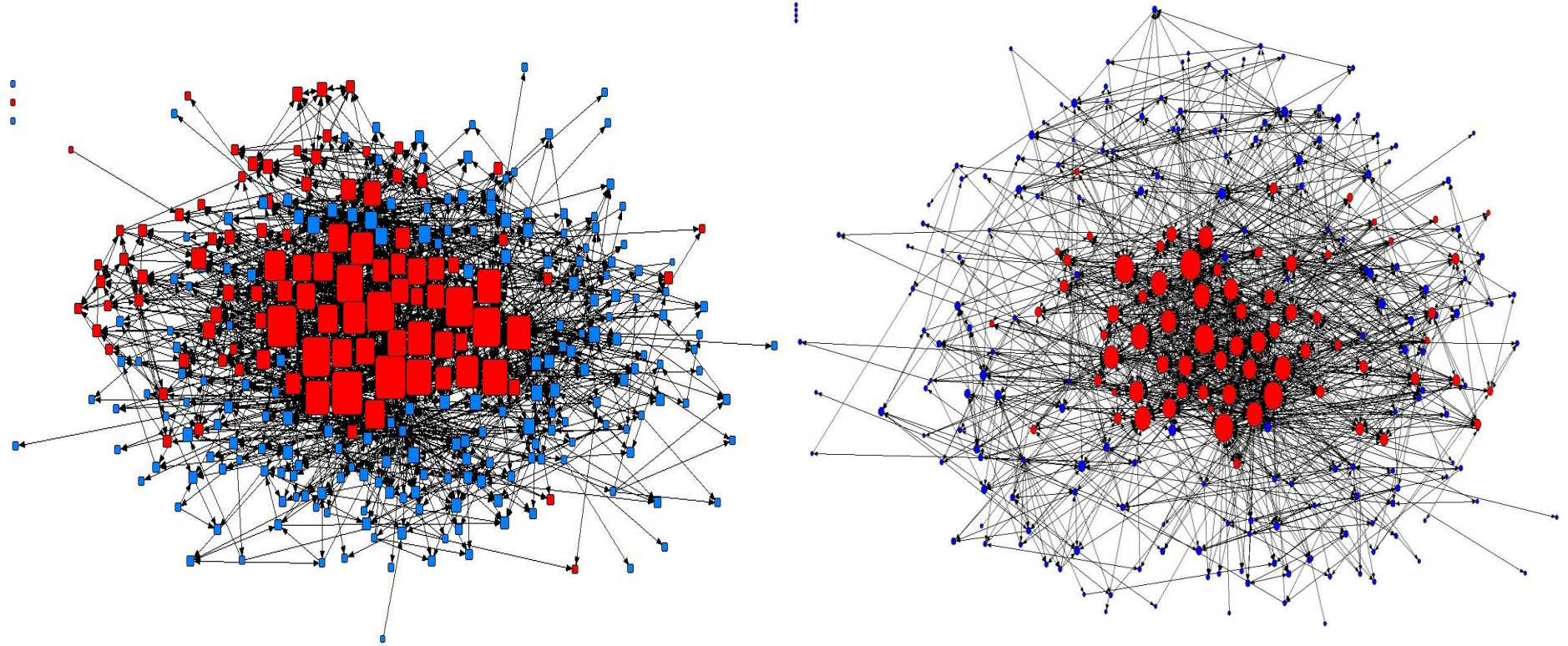


Time 2



Time 4

Leadership Expertise Networks



District 1

District 2

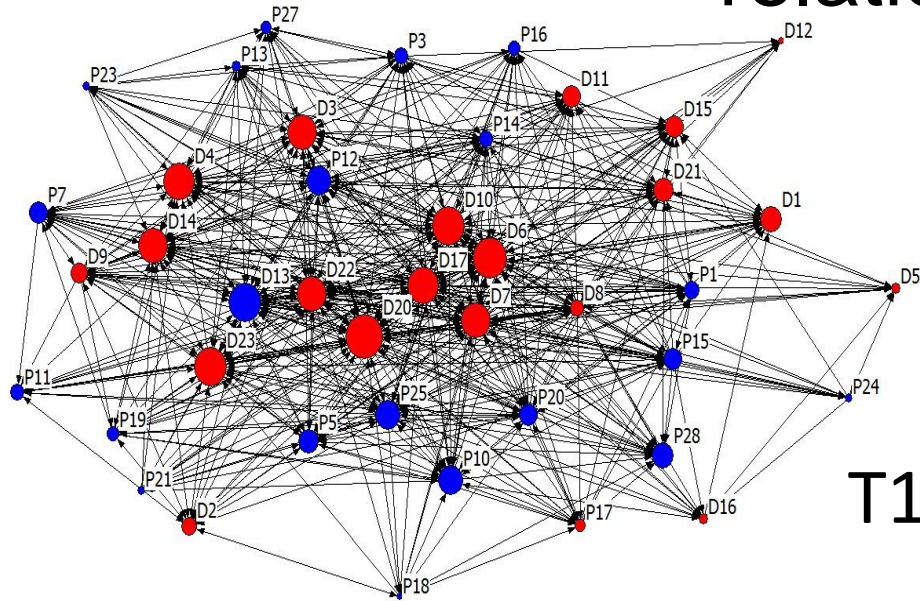
Examining Collegial Relationships

Reciprocity by Network Area and District

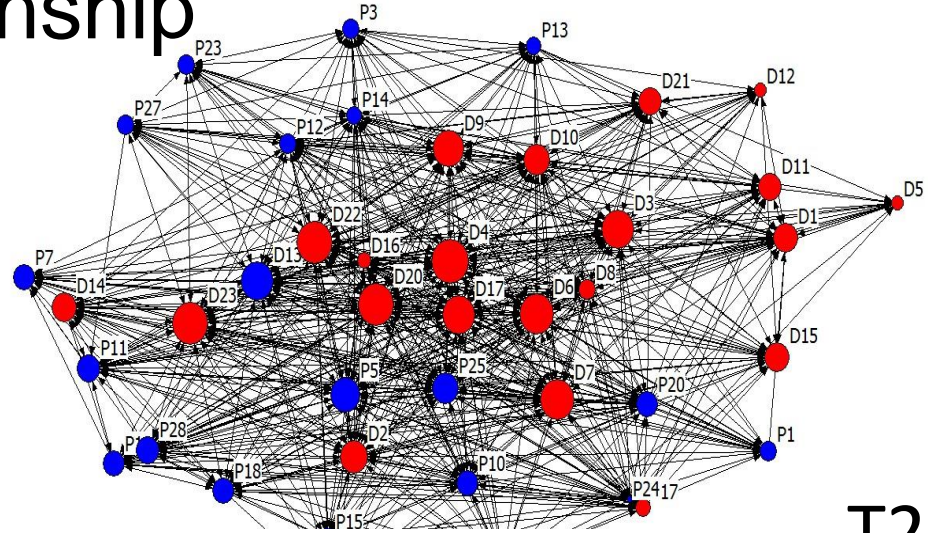
Type of Tie	All Ties (GT0)		Most Frequent Ties (GT2)	
	Eastern County (n=304)	La Urbana (n=248)	Eastern County (n=304)	La Urbana (n=248)
Expertise	28.6%	6.6%	27.4%	1.9%
Data use	13.1%	1.3%	5.1%	4.5%
Scoop	13.1%	1.3%	11.5%	0.0%
Research ideas	4.1%	1.6%	-	-
Close relationship	18.2%	16.1%	-	-

Networks Can Change

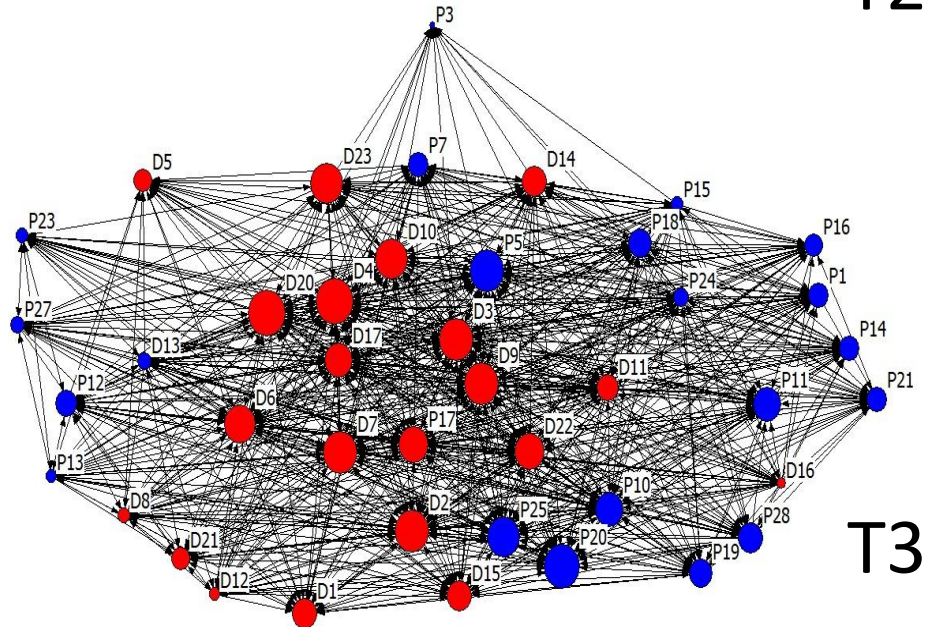
“With whom do you have a collaborative relationship”



T1



T2



T3

	T1	T2	T3
Density	0.44	0.56	0.65
Degree	18.19	22.81	26.64
Reciprocity	0.50	0.57	0.61



Thinking and Acting Systemically

IMPROVING SCHOOL DISTRICTS UNDER PRESSURE

EDITED BY Alan J. Daly
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treatment 19/62 319. 7/62 129.
123 kids (combined treatment + control)
Required parental involvement
Very expensive by pre-school standards
- timing intervals
- length of class
IV) Paper assignment

Systems, Networks & Relationships

The Social Side of Education: How Social Aspects of Schools Shape Teaching and Learning

Molly F. Gordon

Albert Shanker Institute Conference

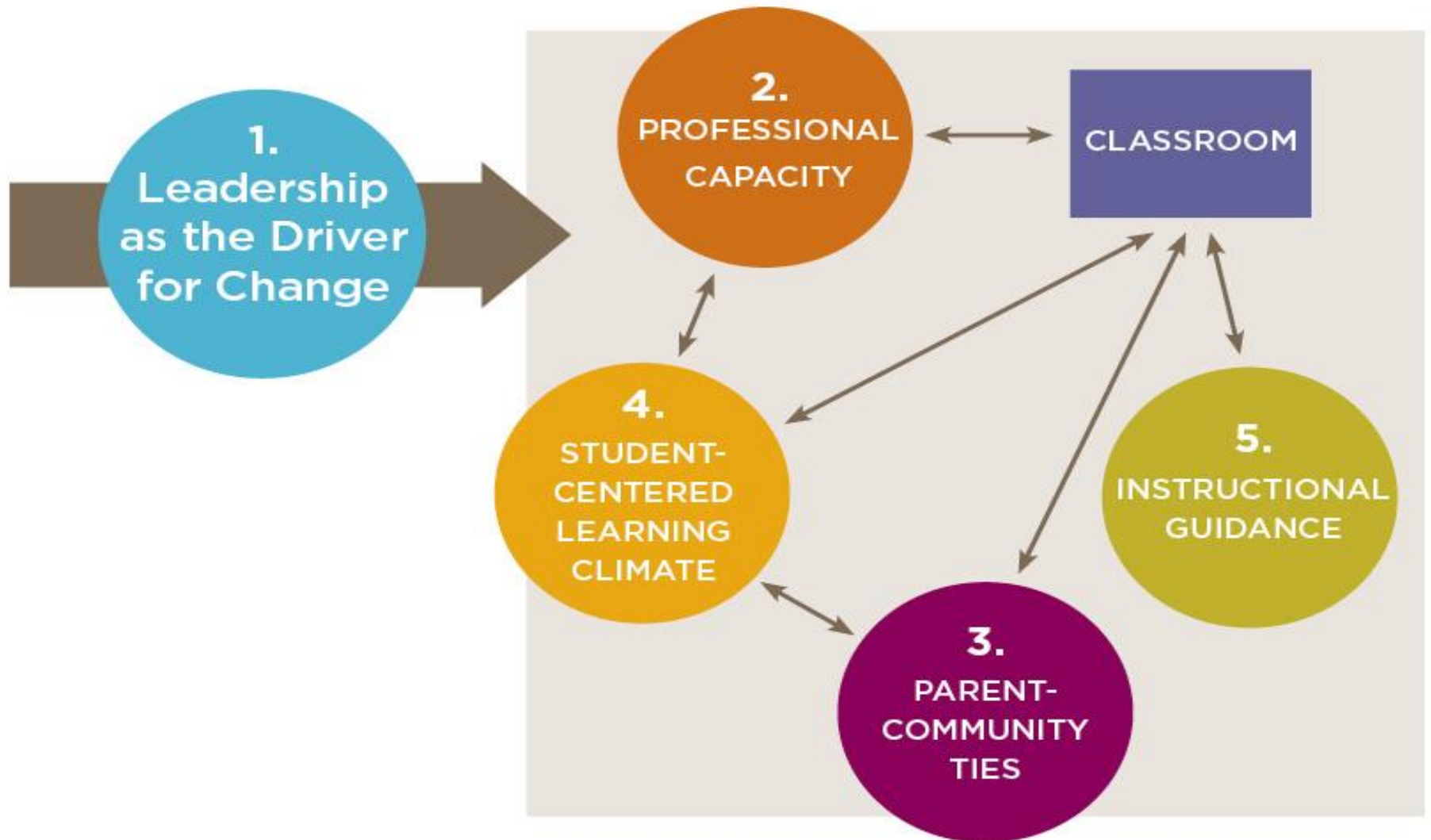
Washington, D.C., April 8, 2016

“Relationships are the lifeblood of activity in a school community. The patterns of exchanges established here and the meanings that individuals draw from these interactions can have profound consequences on the operations of schools.”

-Bryk, Sebring, Allensworth, Luppescu, & Easton, (2010) *Organizing Schools for Improvement*



Five Essential Supports Framework





Schools strong in these relational practices were more likely to improve elementary/ middle school student test score gains:

- Professional community
- Trust
- Parent and community involvement

Professional community and trust are related to **Teacher**:



- Job satisfaction
- Mobility
- Safety

Professional community and trust are related to **STUDENT**:

- Safety
- Behavior
- Peer relationships
- Attendance
- Academic outcomes





In strong schools collective effort is built and maintained in strategic ways



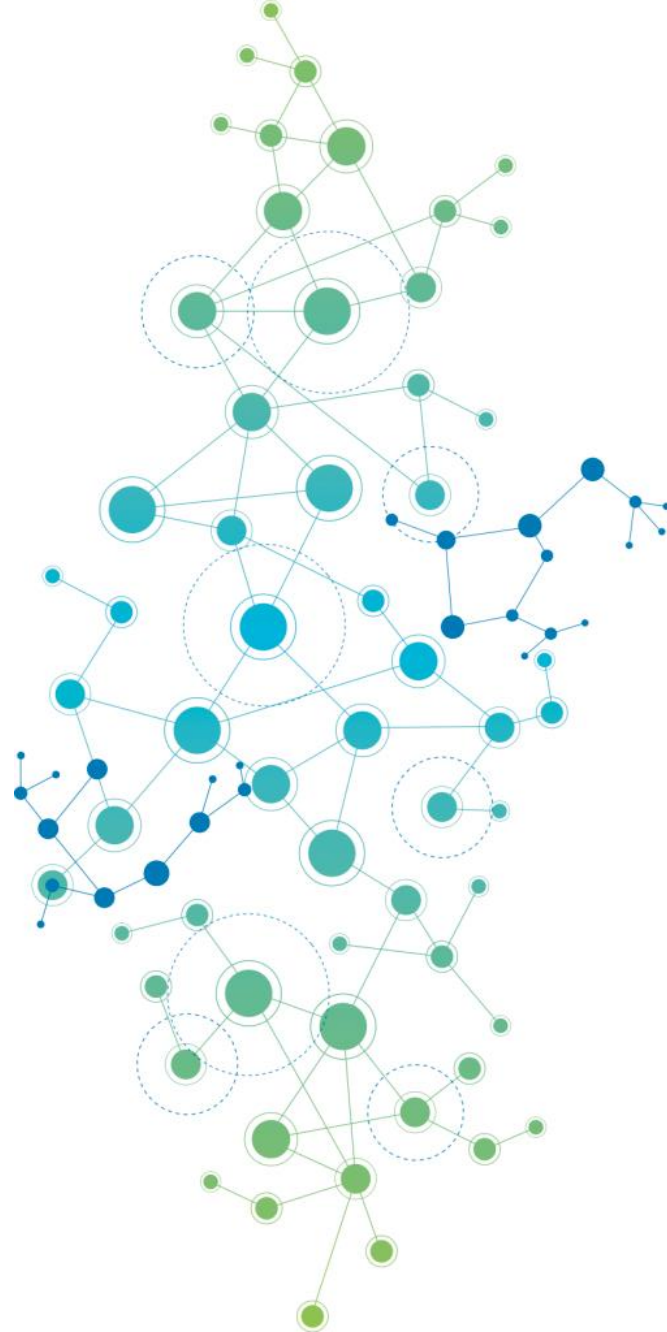
- Coherent and ambitious direction
- Shared leadership
- Time & space for collaboration
- Sustained support
- Family & community connections

Interviewer: What would you tell a new principal about what it takes to help students learn and succeed academically?

Principal: **Good relationship skills.**

Interviewer: That's it?

Principal: ...I remember my previous principal told me this, and it just rings more and more true every year. **The principal's job is relationships.** There's so much involved with relationships. You can be really smart; you can be able to analyze things really well, **but it's a people job.** You're constantly involved with **building relationships with kids, with teachers, with the community,** with everybody. And so, having those relationship skills ... and **working with them productively** to get them onboard with your vision is – **that's number one.**



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For Reference

- Organizing Schools For Improvement: Lessons From Chicago, 2010
<http://consortium.uchicago.edu/publications/organizing-schools-improvement-lessons-chicago>

- The Schools Teachers Leave: Teacher Mobility in Chicago Public Schools, 2009
<http://consortium.uchicago.edu/publications/schools-teachers-leave-teacher-mobility-chicago-public-schools>

- Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization, 2011
<http://consortium.uchicago.edu/publications/student-and-teacher-safety-chicago-public-schools-roles-community-context-and-school>

- From High School to the Future: ACT Prep --Too Much, Too Late, 2008; and The Pathway to 20, 2008
<http://consortium.uchicago.edu/publications/high-school-future-act-preparation-too-much-too-late>

<http://consortium.uchicago.edu/publications/high-school-future-pathway-20>

For Reference, cont.

- What Matters for Staying On-Track and Graduating in Chicago Public Schools, 2007

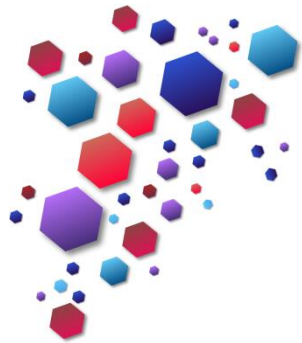
<http://consortium.uchicago.edu/publications/what-matters-staying-track-and-graduating-chicago-public-schools>

- Preschool Attendance in Chicago Public Schools: Relationships with Learning Outcomes and Reasons for Absences: Research Summary, 2013

<http://consortium.uchicago.edu/publications/preschool-attendance-chicago-public-schools-relationships-learning-outcomes-and-reasons>

- When Schools Close: Effects on Displaced Students in Chicago Public Schools, 2009

<http://consortium.uchicago.edu/publications/when-schools-close-effects-displaced-students-chicago-public-schools>



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