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Appreciative inquiry operates from the premise that asking positive questions draws out the human spirit in organizations.

Four D Cycle (Cooperrider and Sekera, 2006) – Asking positive questions!

Discovery – Positive Questioning

Dream - Vision

Design

Appreciative Education (Bloom, Hutson, He & Konkle, 2013)

Administration (Bloom, 2016)

Advising (Bloom & Martin, 2002)

Disarm – Your voice matters (power)

Discover – Positive , open ended questioning

Dream - Vision

Design –

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– Positive questioning

– Vision

– Plan

- Engage



*“Leadership resides, not in individuals, but in the spaces between and among individuals” (Taylor, Goeke, Klein, Onore, and Geist, 2011, p. 921).*

# "Spaces Between"

## Organizational change AND Socially constructed reality

- The theoretical frameworks for my dissertation include symbolic interactionism and social capital – both very socially constructed frameworks for reality – social interactions are very influenced by how you view yourself, how others view you, how you think others view you, and the resources you perceive are available to you within and across social settings.
- Appreciative Inquiry comes from that same branch of socially constructed reality.
- I wanted to know more about what was going "right" in a relatively successful school. I wanted to know what professional networks existed and if they had an impact upon perceptions of leadership for student achievement within this school. – Remember Cooperrider (e) -2 (m) -3(e) -2 (n) -3.8 cm 6((p)4) -p) -3dS(e) -2TJET © T

What was I looking for?

I wanted to find out what networks exist in this school, and how teacher leaders view their opportunities to influence the broader school community for improvement and innovation.

What was I looking for?

I investigated what formal and informal networks exist in this case. Networks were mapped using Social Network Analysis (SNA). Formal advice seeking networks were mapped based on data collected through observations, while informal networks were mapped based on data collected through a survey and interviews of key actors within the network. Interviews with these key actors provided more thorough descriptions of these networks. I then combined the data from all three sources to create an overall advice-seeking network.

What was I looking for?

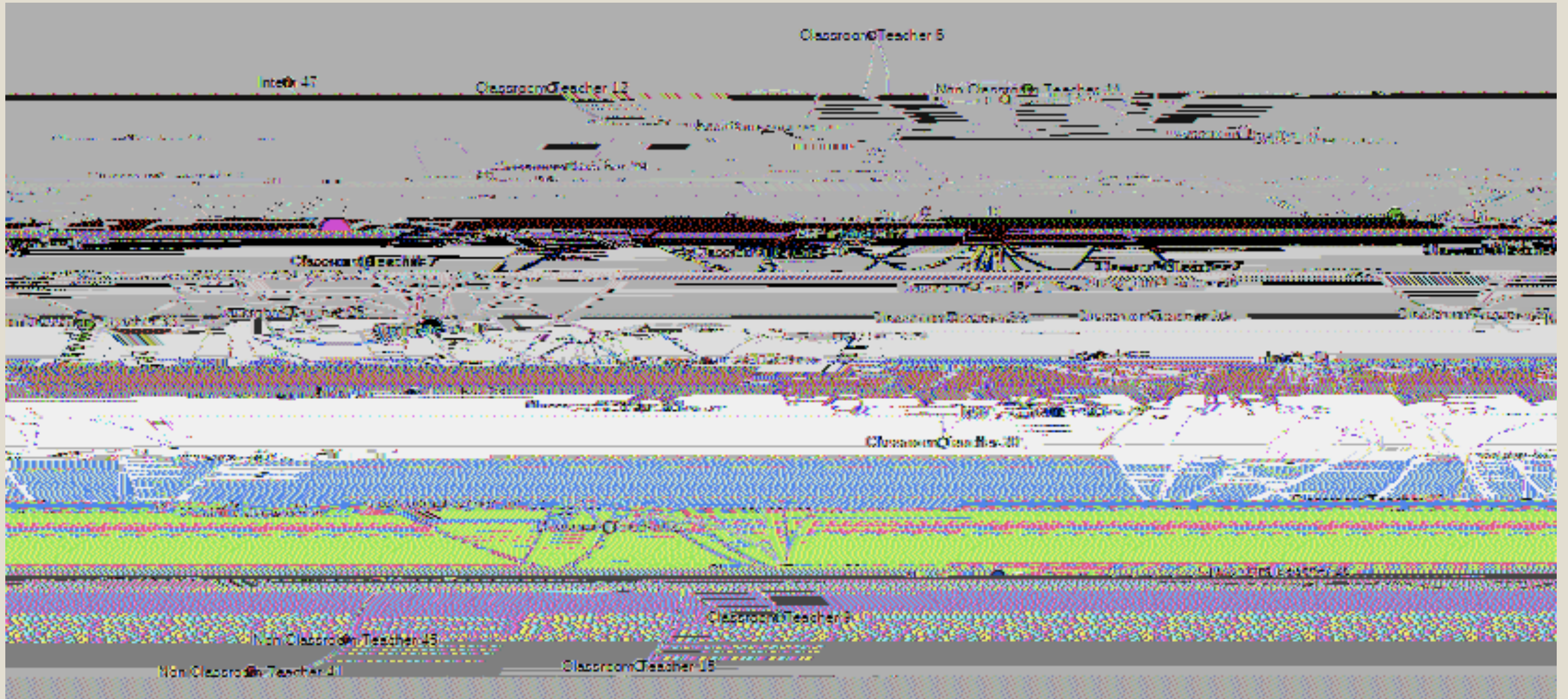
- Evidence from observations helped reveal public manifestations of teacher efficacy.
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# Combined Advice Seeking for Instructional Practice



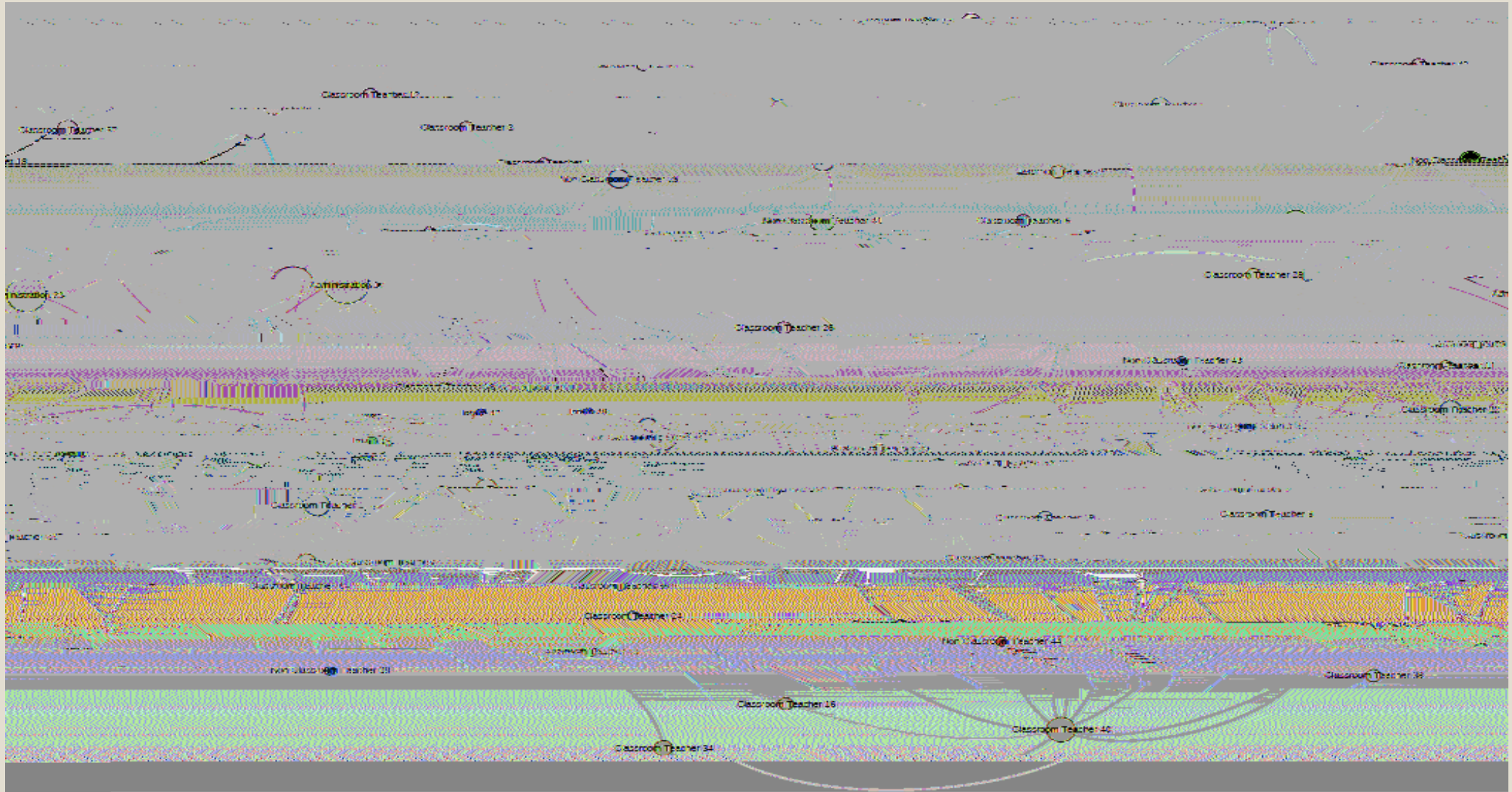
Bastian M., Heymann S., & Jacomy, M. (2009). Gephi: An open source software for exploring and manipulating networks. In . Retrieved from <http://www.aaai.org/ocs/index.php/ICWSM/09/paper/view/154>

# Combined Advice Seeking for Improvement





# Combined Advice Seeking for Innovation





Upon reflection – I was deep in the *Inquiry* phase.

- I chose a school that illustrated what was “going well” in the district.
- I wanted to reveal strengths within the networks – who were those instructional leaders –

Upon reflection

- I worked deep in the **Inquiry** phase.

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Educators asking appreciative inquiry questions during...

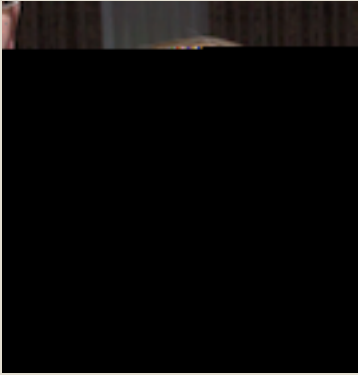
Continuous Improvement Planning

Response to Intervention

MTSS

Teacher Evaluation

Constructive Feedback



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