Beyond Islands of Excellence
http://www.learningfirst.org/publications/districts/

Learning First Alliance studied districts that were able to generalize school level success to districtwide productivity. Leaders and researchers spent several days in each district and conducted more than 200 individual interviews, 15 school visits, and 60 focus groups. We found that districts implemented a strikingly similar set of strategies to improve instruction. Seven factors emerged as essential to improvement:

1. Districts had the courage to acknowledge poor performance and the will to seek solutions.
2. Districts put in place a systemwide approach to improving instruction—one that articulated curricular content and provided instructional supports.
3. Districts instilled visions that focused on student learning and guided instructional improvement.
4. Districts made decisions based on data, not instinct.
5. Districts adopted new approaches to professional development that involved a coherent and district-organized set of strategies to improve instruction.
6. Districts redefined leadership roles.
7. Districts committed to sustaining reform over the long haul.

Learning First Alliance, 2003
3 Minute Management Course
Lesson One

An eagle was sitting on a tree resting, doing nothing. A small rabbit saw the eagle and asked him, "Can I Also sit like you and do nothing?"
The eagle answered: "Sure, why not." So, the rabbit Sat on the ground below the eagle and rested. All of a Sudden, a fox appeared, jumped on the rabbit and ate It.

Management Lesson
To be sitting and doing nothing, you must be sitting Very, very high up.
Lesson Two

A turkey was chatting with a bull. "I would love to be Able to get to the top of that tree," sighed the Turkey, "but I haven't got the energy."
Well, why Don't you nibble on some of my droppings?" replied the Bull. "They're packed with nutrients."
The turkey Pecked at the droppings, and found it actually gave Him enough strength to reach the lowest branch of the Tree.
The next day, after eating some more , he Reached the second branch. Finally after a fourth Night, the turkey was proudly perched at the top of The tree.
He was promptly spotted by a farmer, who Shot him out of the tree.

Management Lesson
Bullsh_t might get you to the top, but it won't keep You there.
Lesson Three

A little bird was flying south for the winter. It was so cold; the bird froze and fell to the ground into a large field. While he was lying there, a cow came by and dropped some dung on him. As the frozen bird lay there in the pile of cow dung, he began to realize how warm he was. The dung was actually thawing him out! He lay there all warm and happy, and soon began to sing for joy. A passing cat heard the bird singing and came to investigate. Following the sound, the cat discovered the bird under the pile of cow dung, and promptly dug him out and ate him.

Management Lesson
(1) Not everyone who shits on you is your enemy.
(2) Not everyone who gets you out of sh_t is your friend.
(3) And when you're in deep sh_t, it's best to keep your mouth shut!
This concludes your three minute management course.

Now, get out there!
with a Vengeance!

Steve Kukic
VP, Sopris West Educational Services
stevek@sopriswest.com
“The Feds have authorized me to leave your child behind.”
Life is tough.

Even a pat on the back isn’t necessarily a good thing.
THE THREE CONSTANTS

• CHANGE
• PRINCIPLES
• CHOICE
Change is good.

You go first!

Judy Elliott, 2004
“Students today can’t prepare bark to calculate their problems. They depend upon their slates which are more expensive. What will they do when their slate is dropped and it breaks? They will be unable to write!”

Teachers Conference, 1703
The More Things Change …

“Students today depend upon paper too much. They don’t know how to write on slate without chalk dust all over themselves. They can’t clean a slate properly. What will they do when they run out of paper?”

Principal’s Association, 1815
“Students today depend too much upon ink. They don’t know how to use a pen knife to sharpen a pencil. Pen and ink will never replace the pencil.”

National Association of Teachers, 1907
The More Things Change …

“Students today depend too much upon store bought ink. They don’t know how to make their own. When they run out of ink they will be unable to write words or ciphers until their next trip to the settlement. This is a sad commentary on modern education.”

The Rural American Teacher, 1929
The More Things Change …

“Students today depend upon these expensive fountain pens. They can no longer write with a straight pen and nib, (not to mention sharpening their own quills). We parents must not allow them to wallow in such luxury to the detriment of learning how to cope in the real business world, which is not so extravagant.”

PTA Gazette, 1941
The More Things Change …

“Ballpoint pens will be the ruin of education in our country. Students use these devices and then throw them away. The American virtues of thrift and frugality are being discarded. Business and banks will never allow such expensive luxuries.”

Federal Teacher, 1950
The More Things Change …

“Students today depend too much on hand held calculators.”

Anonymous, 1985
The More Things Change …

Can you predict what tomorrow’s argument will be?

Tom Seidenberg (Eisenhower High School, Yakima, WA)
Circle of Concern

Circle of Influence
No child left behind…

No teacher left unsupported!
Guiding Principles of No Child Left Behind

N: Accountability for Student Performance
C: Focus on What Works
L: Reduce Bureaucracy & Increase Flexibility
B: Empower Parents
Five Essential Components of Reading Instruction in Reading First

- Phonemic Awareness
- Systematic Explicit Phonics
- Vocabulary Development
- Oral Reading Fluency
- Comprehension Strategy Instruction
A validated instructional program is a replicable program that has data on student outcomes to support its claims of effectiveness.

Programs are valid only for the target population of students.
Evidence is not the plural of anecdote.
The problem starts at the secondary level, not with the originator or developer of the idea, but with the people who are attracted by it, who adopt it, who cling to it until their last nail breaks, and who invariably lack the overview, flexibility, imagination, and, most importantly, sense of humor, to maintain it in the spirit in which it was hatched. Ideas are made by masters, dogma by disciples, and the Buddha is always killed on the road.

Robbins, 1980
Key Issues in IDEA 2004
Re-authorization

HR 1350: The Improving Educational Results for Children with Disabilities Act

S 1248: The Individuals with Disabilities Education Improvement Act

PL 108-466: The Individuals with Disabilities Education Improvement Act

- IEP
- Discipline
- Research
- LD identification-RTI
- Numerous formal ties to NCLB – we ARE at the table!
(b) EVALUATION PROCEDURES.—

(6) SPECIFIC LEARNING DISABILITIES. —

(A) IN GENERAL. —Notwithstanding section 607(b), when determining whether a child has a specific learning disability as defined in section 602 (29), a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning.

(B) ADDITIONAL AUTHORITY. —In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures described in paragraphs (2) and (3).
Figure 1: Three-Tier Model of School Supports

ACADEMIC SYSTEMS

TIER 3 Intensive, Individual Interventions
- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions
- All students
- Preventive, proactive

BEHAVIORAL SYSTEMS

TIER 3 Intensive, Individual Interventions
- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions
- All settings, all students
- Preventive, proactive

NASDSE, 2005
RtI Policy Document


• Available from

  • [www.nasdse.org](http://www.nasdse.org)
She started dressing this way when she found out society values Madonna $59,965,587.00 a year more than teachers...
THE THREE CONSTANTS

• CHANGE
• PRINCIPLES
• CHOICE
The Truth: Part 1

Every organization is perfectly aligned for the results it gets.
The Truth: Part 2

Every person (adults AND students) is perfectly aligned for the results he/she gets.
SEE

GET  \rightarrow  DO

SEE

GET  \rightarrow  DO

SEE
New Paradigm of Change

Lesson 1: You can’t mandate what matters. The more complex the change, the less you can force it.

Lesson 2: Change is a Journey, not a Blueprint. Change is non-linear, loaded with uncertainty and excitement; and sometimes perverse.

Lesson 3: Problems are our friend. Problems are inevitable and you can’t learn without them.

Lesson 4: Vision and strategic planning come later; Premature visions and planning blind.

Lesson 5: Individualism and collectivism must have equal power. There are no one-sided solutions to isolation and groupthink.

Lesson 6: Neither centralization nor decentralization works. Both top-down and bottom-up strategies are necessary.

Lesson 7: Connection with the wider environment is critical for success. The best organizations learn externally as well as internally.

Lesson 8: Every Person is in a change agent. Change is too important to leave to the experts. Personal mind set and mastery are the ultimate protection.

Fullan, 1993
Complex Change Lessons

1. Moral purpose is complex and problematic.
2. Theories of change and theories of education need each other.
3. Conflict and diversity are friends
4. Understand the meaning of operating on the edge of chaos.
5. Emotional intelligence is anxiety provoking and anxiety containing.
6. Collaborative cultures are anxiety provoking and anxiety containing.
7. Attack incoherence: Connectedness and knowledge creation are critical.
8. There is no single solution: Craft your own theories and actions by being a critical consumer.

Fullan, 1999
8 New Lessons for Complex Change

Lesson 1: Give up the idea that the pace of change will slow down.

Lesson 2: Coherence making is a never-ending proposition and is everyone’s responsibility.

Lesson 3: Changing context is the focus.

Lesson 4: Premature clarity is a dangerous thing.

Lesson 5: The public’s thirst for transparency is irreversible.

Lesson 6: You can’t get large-scale reform through bottom-up strategies—beware of the trap.

Lesson 7: Mobilize the social attractors—moral purpose, quality relationships, quality knowledge.

Lesson 8: Charismatic leadership is negatively associated with sustainability.

Fullan, 2003
THE THREE CONSTANTS

• CHANGE
• PRINCIPLES
• CHOICE
I know God won’t give me anything I can’t handle.

I just wish He didn’t trust me so much.

Mother Teresa
“The Best way to predict the future is to invent it.”

John Sculley, 1987
Thriving on CHAOS Together 2003

CONTEXT

MISSION
Strategies
Action Plans

SHARED PRINCIPLES

TOOLS
SUPPORT
ONGOING EVALUATION

STRUCTURE
8 New Lessons for Complex Change

Lesson 1: Give up the idea that the pace of change will slow down.

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Fullan, 2003
Whole school innovative cultures can be problematic in at least **three** respects.

**First**, loyalties may be so intense at the school level that they may interfere with broader commitments to the district or society.

**Second**, and this is where groupthink and balkanization feed on each other, intra-group interaction may limit access to, and due consideration of, either ideas in the environment.

**Third**, even highly successful innovative schools cannot be counted on to last, simply because in situations of dynamic complexity *things change*.

*Fullan, 1993*
Orbiting is responsible creativity:

Exploring and operating beyond the “Hairball” of corporate mindset, beyond “accepted models, patterns, or standards” – all while remaining connected to the spirit of the corporate mission.

MacKenzie, 1996
To be fully free to create, we must first find the courage and willingness to *let go*:

*Let go* of the strategies that have worked for us in the past…

*Let go* of our biases, the foundation of our illusions…

*Let go* of our grievances, the root source of our victim hood…

*Let go* of our so often denied fear of being found unlovable.

If you stop letting go, your creative spirit will pass out.

*MacKenzie, 1996*
People make the new beginning only if they have first made an ending and spent some time in the neutral zone.

Bridges, 1991
“I’m increasingly persuaded that schools that go slow and do a little at a time end up doing so little that they succeed only in upsetting everything without accruing the benefits of change.”

Sizer in Prestine, 1992; in Fullan, 1993
Lesson 1: Give up the idea that the pace of change will slow down.

• How can you use the fact that the pace of change will not slow down?

• How can you help your colleagues accept this reality?
8 New Lessons for Complex Change

Lesson 1: Give up the idea that the pace of change will slow down.

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Fullan, 2003
Piecemealness

“It is not the pace of change that is the culprit, it is the piecemealness and fragmentation what wears us down.”

Fullan, 2003
Built to Last

Preserve the Core

AND

Stimulate Progress

Collins & Porras, 1997
WHAT SCHOOLS CAN DO FOR STUDENTS AT RISK

Make students at risk A priority in the school
Take a comprehensive approach

Invest in staff development

Raise expectations for students at risk

Coordinate instruction for each student
Intervene early

Provide more quality time
Closing the Achievement Gap

• Closing the gap is essential
  – to student success
  – to district success
• Closing the gap requires prevention AND intervention
Assessment

• Children at 41st percentile or above are likely to meet state reading standards
1st Grade Reading Success Essential

- Readers at-risk at the end of first grade are at-risk for long-term academic difficulty

“The probability of remaining a poor reader at the end of 4th grade, given a child was a poor reader at the end of 1st grade, was .88… the probability of remaining an average reader in 4th grade, given an average reading ability in 1st grade, was .87.”

Juel, 1988
Achievement by Percentile

- Severely Challenged: 0–9 % ile
- At Risk: 10–40 % ile
- On-track: 41% ile and above
Achievement by Percentile

- Severely Challenged
- At Risk
- On-track

Percentile Ranges:
- 0–9 % ile
- 10-40%ile
- 41–99% ile
Early Intervention Changes Reading Outcomes

With research-based core but without extra instructional intervention:
- Low risk on early screening: 3.2
- High risk on early screening: 2.5

With research-based core but with extra instructional intervention:
- Low risk on early screening: 4.9
- High risk on early screening: 5.2

Reading First Assessment Committee 2000, based on Torgesen data
closing the achievement gap
closing the
achievement gap
“If you don’t know where you are going, you probably aren’t going to get there.”

Yogi Berra
Generic Mission Statement:

“It is the mission of our school to help each and every student realize his or her full potential and become a responsible and productive citizen and life-long learner who is able to use technology effectively and appreciate the multi-cultural society in which we live as we prepare for the challenges of the twenty-first century.”

closing the achievement gap
Assessment

• Assessment must be
  – Reliable
  – Valid
  – Efficient
Assessment

• Screening for all children
  – to determine who is at risk

• Progress monitoring
  – to determine if instruction is effective for at risk student
NASDSE’S BALANCED SYSTEM OF ACCOUNTABILITY

KEEP THE TENSION!

SYSTEM STANDARDS

INPUTS & PROCESSES

STUDENT LEARNING OUTCOMES
Letter Naming (LNF)  
1/10/04  
Mrs. Smith’s K

Low risk 27 or greater

Shontel 80/81  
Tom 67/66  
CJ 59/62  
Lisa 40/45  
Jaime 32/40  
Casey 27/33

(Low risk)  
(Risk)

Some risk 15-26

Colin 26  
Tracy 25  
Latoya 24  
Nick 22  
Jennifer 20

At risk less than 15

Jason 14/27  
Jeff 14/28  
Courtney 13/28  
Alex 10/27

Jose 19  
Brad 19  
Ben 18  
Sharel 17  
Kari 16

Latona 9/29  
Chad 8/28  
Jason O 7/28  
Rosa 7/30

Adapted from Texas Reading Initiative
At the very center--the heart of the structure--is skill. Skill, as it pertains to basketball, is the knowledge and the ability, quickly and properly, to execute the fundamentals. Being able to do them is not enough. They must be done quickly. And being able to do them quickly isn’t enough, either. They must be done quickly and precisely at the same time. You must learn to react properly, almost instinctively.

John Wooden, 1988
Assessment Literacy

We include assessment literacy (not literacy assessment) in our training with school and district teams. Assessment literacy is a high yield strategy that increases the collective capacity of educators:

• To gather/access student performance data
• To critically analyze (disaggregate, interpret) such data
• To develop action plans for improvement
• To discuss and debate the meaning of data in public forums

*Fullan, 2003*
closing the achievement gap
Curriculum

- Includes Comprehensive Research Based programs
  - Scientifically-based
  - Documented student outcomes
- Provides interventions which complement the comprehensive programs
At Risk Students Need…

• Explicit and Systematic Curriculum
  – Correct level of difficulty
  – More practice on key skills
  – More time for instructional review
closing the achievement gap
Instruction

• Classroom Organization
• Instructional Groupings
• Time on Task
• Student Engagement
closing the achievement gap
Positive School Climate

- Positive
- Instructional
- Consistent - Classroom and School Wide
- Targeted interventions
- Intensive, family centered interventions
closing the achievement gap
Professional Development

• Curriculum Specific Training
• Social Competence AND Literacy
• Learning the “why” behind the “how”
• Ongoing Coaching
• Local Capacity Building
Leadership

Effective Leaders Create Change

That is:

- Systemic
- Specific
- On-going
- Sustained
- Not affected by personnel changes
Leadership is like Herding Cats.

Warren Bennis
When you are being run out of town, make it look like a parade.
closing the achievement gap
What is RtI?

•Response to intervention (RtI) is the degree to which a student who has been identified as at-risk for academic or behavior problems by screening measures has benefited from intervention designed to reduce risk.

•Determining RtI requires:
  •Assessing students to determine risk
  •Providing intervention
  •On-going progress monitoring to ascertain response

Linan-Thompson, Vaughn, Prater, & Cirino, 2005
Emergence of Improved Practices that Support RtI

- Scientifically based curricula and instruction
- Multi-tier models
- Progress Monitoring and Formative Evaluation
- Analysis and remediation of achievement problems
- Functional behavioral assessment analysis (FBA)
- Standard treatment protocol interventions

NASDSE, 2005
Traditional Approach

- Amount of Resources Needed To Solve Problem
- Intensity of Problem

- General Education
- Title 1
- Replacement Core
- Peer Tutoring
- Counseling

- Special Education
- Sea of Ineligibility
Steps of Problem-Solving

1. Problem Identification
2. Problem Analysis
3. Plan Development
4. Plan Implementation
5. Plan Evaluation
Problem Solving Approach

Intensity of Problem

Amount of Resources Needed To Solve Problem

General Education

Special Education

General Education With Support

1

2

3

4

5
The Big “BIG” Idea of RtI

1. **Decide what is important** for students to know
2. **Teach what is important** for students to know
3. **Keep track** of how students are doing
4. **Make changes** according to the results you collect

Dave Tilly, Heartland AEA; 2005
It is critical that educators view RtI as a school-wide, multi-tiered prevention/intervention approach that is aimed at meeting the learning needs of ALL students, not just as part of the identification process for students with learning disabilities as referenced in IDEA 2004.
Figure 1: Three-Tier Model of School Supports

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- All settings, all students
- Preventive, proactive

NASDSE, 2005
The RTI Dream

In the context of a system change model like the CTAG circle, RESISTANCE IS FUTILE for All, Some, & Few
A successful school, like successful business is a cohesive community of shared values, beliefs, rituals and ceremonies.

The community celebrates it’s saga by telling the stories of heroes and heroines who embody the core values of the community.

Human bonds are forged to release a powerful synergy of shared responsibility.

All members are involved as the adversarial mentality is supplanted by a spirit of cooperation and mutual commitment.  

Brendtro, et al, 1990
The problem:

Building the plane while it’s flying.
Lesson 2: Coherence making is a never-ending proposition and is everyone’s responsibility.

• Why do systems become incoherent?

• What can we do to monitor system coherence?

• What is the down side of focusing on system coherence?
8 New Lessons for Complex Change

Lesson 1: Give up the idea that the pace of change will slow down.

Lesson 2: Coherence making is a never-ending proposition and is everyone’s responsibility.

Lesson 3: Changing context is the focus.

Lesson 4: Premature clarity is a dangerous thing.

Lesson 5: The public’s thirst for transparency is irreversible.

Lesson 6: You can’t get large-scale reform through bottom-up strategies—beware of the trap.

Lesson 7: Mobilize the social attractors—moral purpose, quality relationships, quality knowledge.

Lesson 8: Charismatic leadership is negatively associated with sustainability.

Fullan, 2003
The Adaptive School

ADAPTIVE

not adapted

Garmsten & Wellman, 1999
The Context of Productivity

• Dedication to the needs and achievement of all, some, AND few students
• Proficiency in the use of differentiated instruction
• High expectations for our students, colleagues, and ourselves
• Availability of a complete array of tiered interventions
• Reliance on data based decisions
• Commitment to having a collaborative culture

Kukic, 2006
Lesson 3: Changing context is the focus.

• Why don’t innovations stick?

• What is the role of structure, content, and context in making effective innovations stick?

• What can be done realistically to build a context of productivity?
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Fullan, 2003
As Albert Einstein said:

“The significant problems we face cannot be solved by the same level of thinking that created them.”
THE Error

• Relying solely on professional communities
• Relying solely on external expertise

*Both* are required.

*Fullan, 2003*
Living on the Edge of Chaos

When systems of any kind... are poised on the edge of chaos between too much structure and too little structure, they ‘self-organize’ to produce complex adaptive behavior.

Brown & Eisenhardt, 1998
Tend the CHAOS,
Don’t Manage it!
Lesson 4: Premature clarity is a dangerous thing.

• Respond to this statement: Today’s problems come from yesterday’s solutions.

• Why not manage the chaos?

• What can be learned by tending the chaos?
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Fullan, 2003
Complexity Theory

Take the risk of developing open, interactive, quality information systems, guided by moral purpose, and then look for promising patterns to reinforce and build on.

Fullan, 2003
Lesson 5: The public’s thirst for transparency is irreversible.

• How can we use the public’s thirst for transparency?

• What are the benefits to being held accountable for results?

• What are the freak out problems with being held accountable for results?
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Fullan, 2003
Sustainable system change is the agenda.

Fullan, 2003
Going to scale means fundamentally developing the system at all levels.

Fullan, 1999
Change flourishes in a ‘sandwich’
When there is consensus above, and pressure below,
things happen.

Lesson 6: You can’t get large-scale reform through bottom-up strategies—beware of the trap.

- What is the appropriate role of top down reform strategies?
- How can you successfully advocate bottom up innovations in a top down system?
- What will make site based decision making work?
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Fullan, 2003
Fullan’s Tipping Points

The social attractors:

• Moral purpose
• Quality relationships
• Quality ideas

Moral purpose and quality ideas need to have sticky qualities.
New relationships need law of the few to help kick start the process in order to create new role models and context.

Fullan, 2003
Thought for the Fortnight

Passion takes the plain vanilla out of encounters... and it is magical!

W. H. Murray, in his book the *Scottish Himalayan Expedition* wrote: “Until one is committed, there is hesitancy, the chance to draw back, always ineffectiveness. The moment one definitely commits oneself, then Providence moves, too. All sorts of things occur to help one that would never otherwise have occurred.”

Goethe called it “Boldness” and said, “Whatever you can do, or dream you can, begin in boldness. Boldness has genius, power, and magic in it.”

*Chip Bell in Managers as Mentors*
The battle for maintaining and enhancing faith cannot be won in our schools until bureaucratic authority is exchanged for moral.

Sergiovanni, 1990
You do not need to be Mother Theresa to have moral purpose.
My success and...education can be companions that no misfortune can depress, no crime can destroy, and no enemy can alienate. Without education, (one) is a slave...Time and chance come to us all. I can be either hesitant or courageous. I can...stand up and shout:

“This is my time and my place. I will accept the challenge.”

School Creed
West Side Prep
Marva Collins, Founder 1987
Courage to Teach

Why did I become a teacher in the first place?
What do I stand for as a teacher?
What are the gifts I bring to my work?
What do I want my legacy to be?
What can I do to “keep track of myself”—To remember my own heart?

Parker Palmer, 1998
A deliberate strategy…

Raise the Bar & Close the Gap…

WITH A VENGEANCE!

Fullan, 2003
“It’s worse than I thought,” he said gloomily. “You’re an optimist, too.”

“Bite your tongue,” she said sharply. “The optimist only sees the upside, just like the pessimist only sees the downside. I’m a meliorist*. I see the possibilities. You have to have hope, Gordie. The kind of stars-in-your-eyes, feet-on-the-ground hope that lets you see a better world hiding in the shadow of this one – and warns you that only hard work will bring it into the light.”

from The Trigger by Clarke & Kube–McDowell, 1999

*A meliorist is a reformer: a disputant who advocates reform
wordnet.princeton.edu/perl/webwn

Meliorism is the idea in metaphysical thinking that progress is a real concept leading to an improvement of the world. It holds that humans can, through their interference with processes that would otherwise be natural, produce an outcome which is an improvement over the aforementioned natural one.
en.wikipedia.org/wiki/Meliorist
Collective Moral Purpose

Moral purpose must go beyond the individual; must be larger and more collective in nature.

Fullan, 2003
Quality relationships are even more powerful than moral purpose, which is another way of expressing the power of context.
And just to make it interesting...
An unnatural act committed by unconsenting and unwilling people despite their mutually benefiting goals.
We are all caught up in an inescapable web of mutuality.

Martin Luther King, Jr.
The Platinum Rule
Treat others as they would want to be treated.
Deep ownership comes through the learning that arises from full engagement in solving problems.

Fullan, 1993
REAL LEARNING DOES NOT HAPPEN UNTIL STUDENTS ARE BROUGHT INTO RELATIONSHIP WITH THE TEACHER, WITH EACH OTHER, AND WITH THE SUBJECT. WE CANNOT LEARN DEEPLY AND WELL UNTIL A COMMUNITY OF LEARNING IS CREATED IN THE CLASSROOM.

Parker, Palmer 1998
Schools can become communities in many different forms.

They can become:
- Caring communities
- Learning communities
- Professional communities
- Collegial communities
- Inclusive communities
- Inquiring communities

But to be any of these, schools must first become *purposeful* communities.

They must become places where members have developed a community of mind that bonds them together in special ways and binds them to a shared ideology.

*Sergiovanni, 1994*
Building Community

“If you want…to bring about fundamental change in people’s belief and behavior, a change that would persist and serve as an example to others, you need to create a community around them, where these new beliefs could be practiced, expressed and nurtured.”

Gladwell, 2000
Relationships in Schools

• Parallel Play
• Adversarial Relationships
• Congenial Relationships
• Collegial Relationships

Barth, 2005
Getting good players is easy. Getting ‘em to play together is the hard part.

Casey Stengel, Baseball Manager
Creating a Culture of Collegiality

• Talking about practice
• Sharing craft knowledge
• Observing one another
• Rooting for one another

Barth, 2005
What School Leaders Can Do

- State expectations explicitly
- Model collegiality
- Reward those who behave as colleagues
- Protect those who engage in these collegial behaviors

Barth, 2005
Principles to guide schools’ efforts to sustain the professional learning community model until it becomes deeply embedded in the culture of the school:

**Big Idea #1**: Ensuring That Students Learn

**Big Idea #2**: A Culture of Collaboration

**Big Idea #3**: A Focus on Results

*DuFour, 2004*
Three Critical Questions that Drive the Work of Those Within a Professional Learning Community

1. What do we want each student to learn?
2. How will we know when each student has learned it?
3. How will we respond when a student experiences difficulty in learning?

The answer to the third question separates learning communities from traditional schools.

DuFour, 2004
Greater Knowledge and Moral Purpose

The reason that twin forces of greater knowledge and greater moral commitment beyond individuals are related to sustainability is that they begin to improve the social/moral environment.

Fullan, 2003
Role of Knowledge

Top businesses are much more explicit about the role of knowledge in improvement that are educational systems.

Fullan, 2001 in Fullan, 2003
The absence of a strong, publicly stated knowledge-base allows the misconception to continue that any smart person can teach.

Fullan, 1993
Research You Can Use to Improve Results

Kathleen Cotton
Research Associate
Northwest Regional Educational Laboratory

Association for Supervision and Curriculum Development
Alexandria, Virginia, 1999  800 933-2723
Characteristics of Effective Schools
Information becomes knowledge only through a social, i.e., interactive, process...

If social interaction converts information into knowledge then sustained interaction produces wisdom.

Fullan, 2003
“Can people in schools be held accountable for their effects on student learning if they haven’t been provided the opportunity to acquire the new knowledge and skill necessary to produce the performance that is expected of them?”

Elmore, 2003
What Teachers and Schools Can Do

1. Understand the agenda
2. Start working together
3. Seek external linkages that have capacity-building resources.

Fullan, 2003
Lesson 7: Mobilize the social attractors—moral purpose, quality relationships, quality knowledge.

• How can we translate individual moral purpose into collective moral purpose?

• Why are consistently civil relationships important in schools?

• Why don’t we have the will to use the quality knowledge we have?
8 New Lessons for Complex Change

Lesson 1: Give up the idea that the pace of change will slow down.

Lesson 2: Coherence making is a never-ending proposition and is everyone’s responsibility.

Lesson 3: Changing context is the focus.

Lesson 4: Premature clarity is a dangerous thing.

Lesson 5: The public’s thirst for transparency is irreversible.

Lesson 6: You can’t get large-scale reform through bottom-up strategies—beware of the trap.

Lesson 7: Mobilize the social attractors—moral purpose, quality relationships, quality knowledge.

Lesson 8: Charismatic leadership is negatively associated with sustainability.

Fullan, 2003
“People refer to gurus because they don’t know how to spell charlatan.”

Peter Drucker, Professor Emeritus of Business
Charismatic leaders can achieve short-term increases in student achievement results or short-term profits in business, but it turns out that this is at the expense of longer-term development.

_Collins, 2001_ found that charismatic leaders were negatively associated with sustainable performance (over 15 years or more).
The core paradox is fostering (creating) internal stability in order to encourage the pursuit of constant change.
Six Disciplines of Credibility

1. Discovering your self
2. Appreciating constituents
3. Affirming shared values
4. Developing capacity
5. Serving a purpose
6. Sustaining hope

Kouzes & Posner, 1993
Lesson 8: Charismatic leadership is negatively associated with sustainability.

• What is the role of enthusiasm related to achieving sustainability?

• What can each of us do to sustain what works?

• How can you be focused on mission and not ego? Isn’t ego gratification important?
Lesson 1: Give up the idea that the pace of change will slow down.

Lesson 2: Coherence making is a never-ending proposition and is everyone’s responsibility.

Lesson 3: Changing context is the focus.

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Lesson 8: Charismatic leadership is negatively associated with sustainability.

Fullan, 2003
If you’re not hopelessly confused, you’re out of touch!

If you are hopelessly confused, then you only have one choice—

try stuff.

Embracing Chaos, 1993
Above all, Try something.

Franklin D. Roosevelt
READY

↓

FIRE

↓

AIM
Grow Deep

NOT JUST TALL

Karen Kaiser Clark
Like wind rustling my leaves and bending by boughs, life flows from season to season. Even in the darkness it moves on, straining for the light. Unfailingly, the night gives in to dawn.

Life is ever changing, always new. Many yesterdays slip into today. Yet, each sunrise offers a fresh new day. Tomorrow can never be now and for one of us...may never be known.

Make the most of your moments and remember, change is not merely necessary for life,

   Life is change...Growth is optional...

Choose wisely.
Doctors have come from distant cities just to see me. Stand over my bed, disbelieving what they’re seeing. They say I must be one of the wonders, God’s own creation. And as far as they see, they can offer no explanation.

Newspapers ask intimate questions, my confessions. Reach into my head to steal the glory of my story. They say I must be one of the wonders, God’s own creation. And as far as they see, they can offer no explanation.

I believe fate smiled and destiny laughed as she came to my cradle, “Know this child will be able.” Laughed, as my body she lifted, “Know this child will be gifted.

“With love, and patience, and with faith, she’ll make her way. She’ll make her way.”
People see me, I’m a challenge to your balance. I’m over your heads. I...I confound you and astound you to know I must be one of the wonders, God’s own creation. And as far as you see, you can offer me no explanation.

I believe fate smiled and destiny laughed, as she came to my cradle, “Know this child will be able.”

Laughed, as she came to my mother, “Know this child will not suffer.”

Laughed, as my body she lifted, “Know this child will be gifted.”

“With love, with patience, and with faith, she’ll make her way. She’ll make her way. She’ll make her way.”
Proven and Practical

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