

# *Beyond Islands of Excellence*

[\*http://www.learningfirst.org/publications/districts/\*](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*

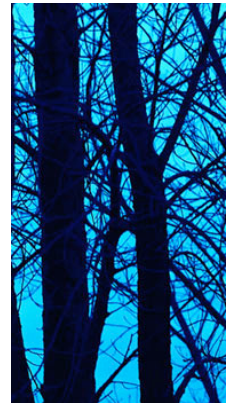
A turkey was chatting with a bull. "I would love to be Able to get to the top of that tree," sighed the Turkey, "but I haven't got the energy."

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

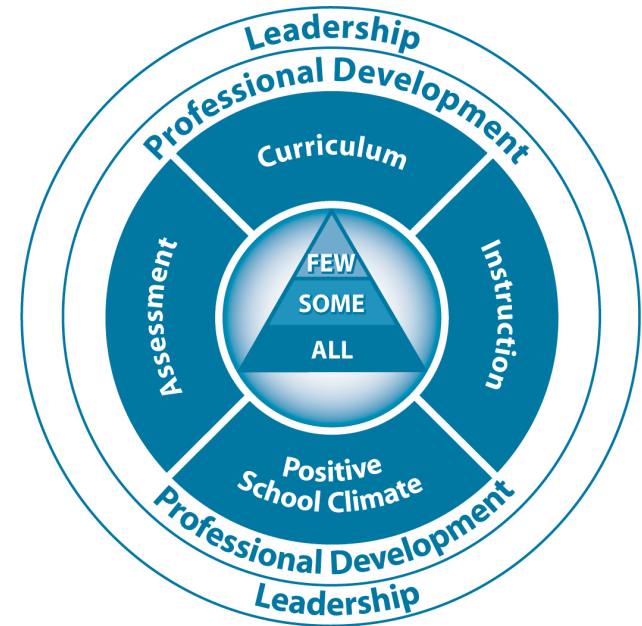
- (1) Not everyone who sh\_ts on you is your enemy.
- (2) Not everyone who gets you out of sh\_t is your Friend.
- (3) And when you're in deep sh\_t, it's best to keep Your mouth shut!



This concludes your three minute  
management course.

***Now, get out there!***

closing the  
**achievement**  
*gap*



**with a Vengeance!**

Steve Kukic

VP, Sopris West Educational Services

[stevek@sopriswest.com](mailto: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*

# The More Things Change ...

*“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

# The More Things Change ...

*“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 ...

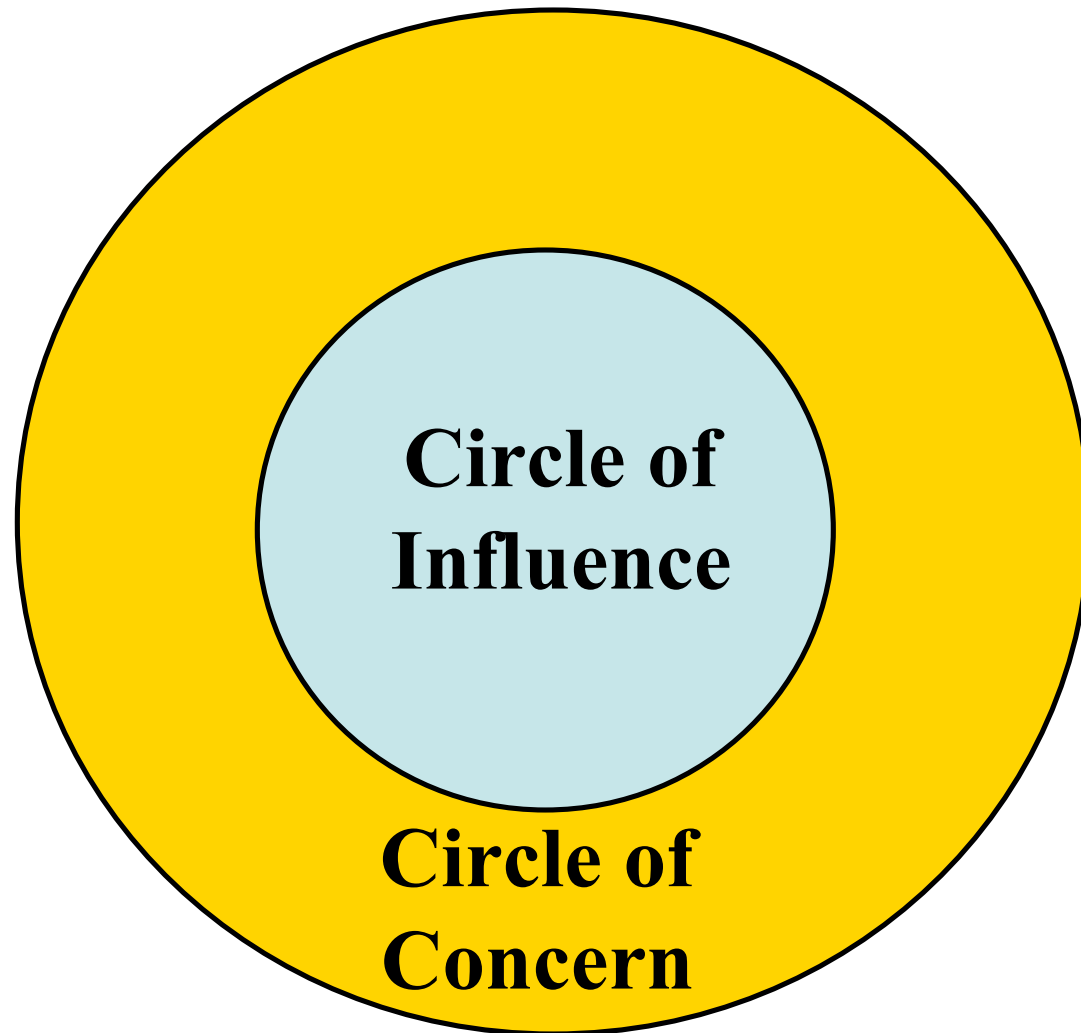
*“Students today depend too much on hand held calculators.”*

Anonymous, 1985

# The More Things Change ...

*Can you predict what  
tomorrow's argument will be?*

Tom Seidenberg (Eisenhower High School, Yakima, WA)  
*Washington Mathematics* 34 (1) Fall, 1989, p8.



**No child left behind...**

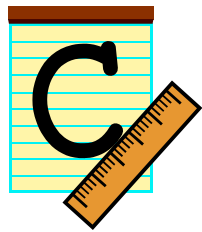


**No teacher left unsupported!**

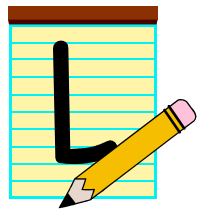
# Guiding Principles of No Child Left Behind



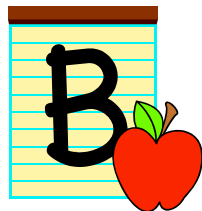
Accountability for Student Performance



Focus on What Works



Reduce Bureaucracy & Increase Flexibility



Empower Parents



# **Five Essential Components of Reading Instruction in Reading First**

- **Phonemic Awareness**
- **Systematic Explicit Phonics**
- **Vocabulary Development**
- **Oral Reading Fluency**
- **Comprehension Strategy Instruction**



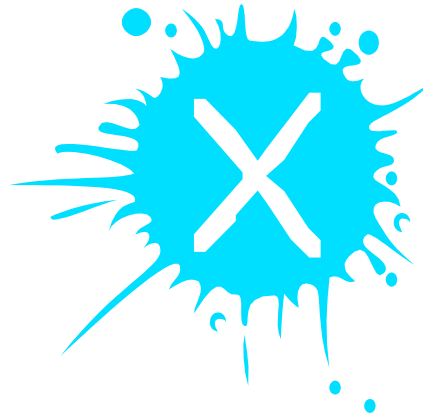
**A validated instructional program is a replicable program that has data on student outcomes to support its claims of effectiveness.**

**Programs are valid only for the target population of students.**



*Hofmeister, 2000*

Evidence is not the  
plural of anecdote.



*Lyon, 2005*

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!**



# IDEA 2004

## Evaluation Procedures

SEC.614. EVALUATION, ELIGIBILITY DETERMINATIONS, INDIVIDUALIZED EDUCATION PROGRAMS, AND EDUCATIONAL PLACEMENTS

(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*

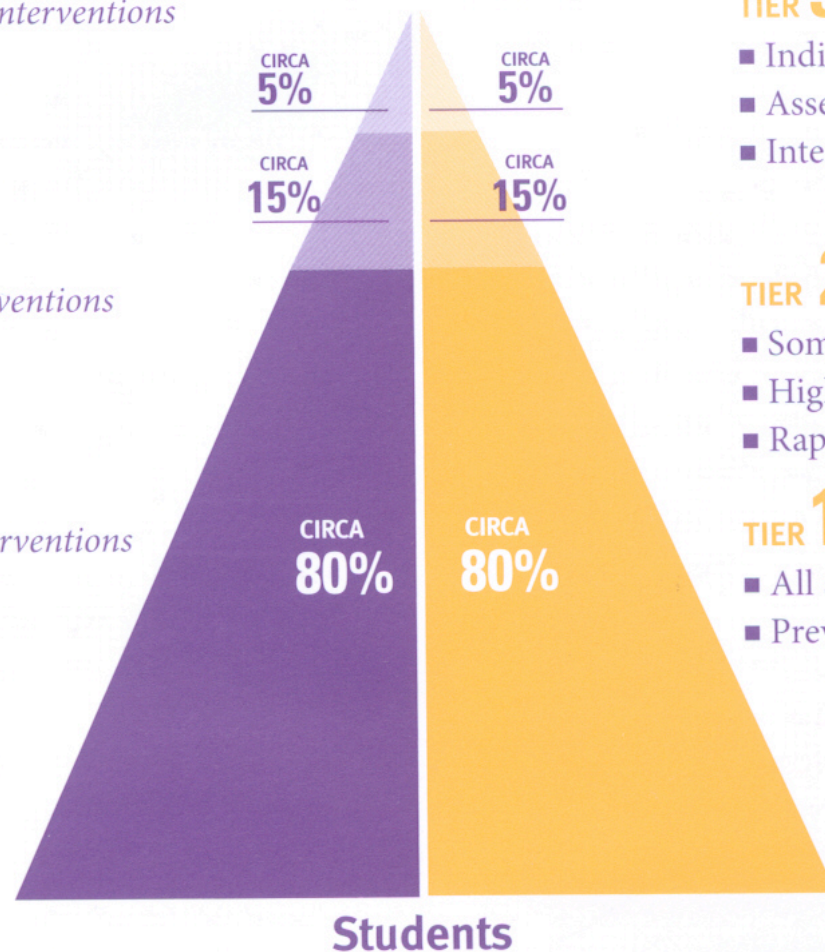
- Individual students
- Assessment-based
- Intense, durable procedures

### **TIER 2** *Targeted Group Interventions*

- Some students (at-risk)
- High efficiency
- Rapid response

### **TIER 1** *Core Instructional Interventions*

- All settings, all students
- Preventive, proactive



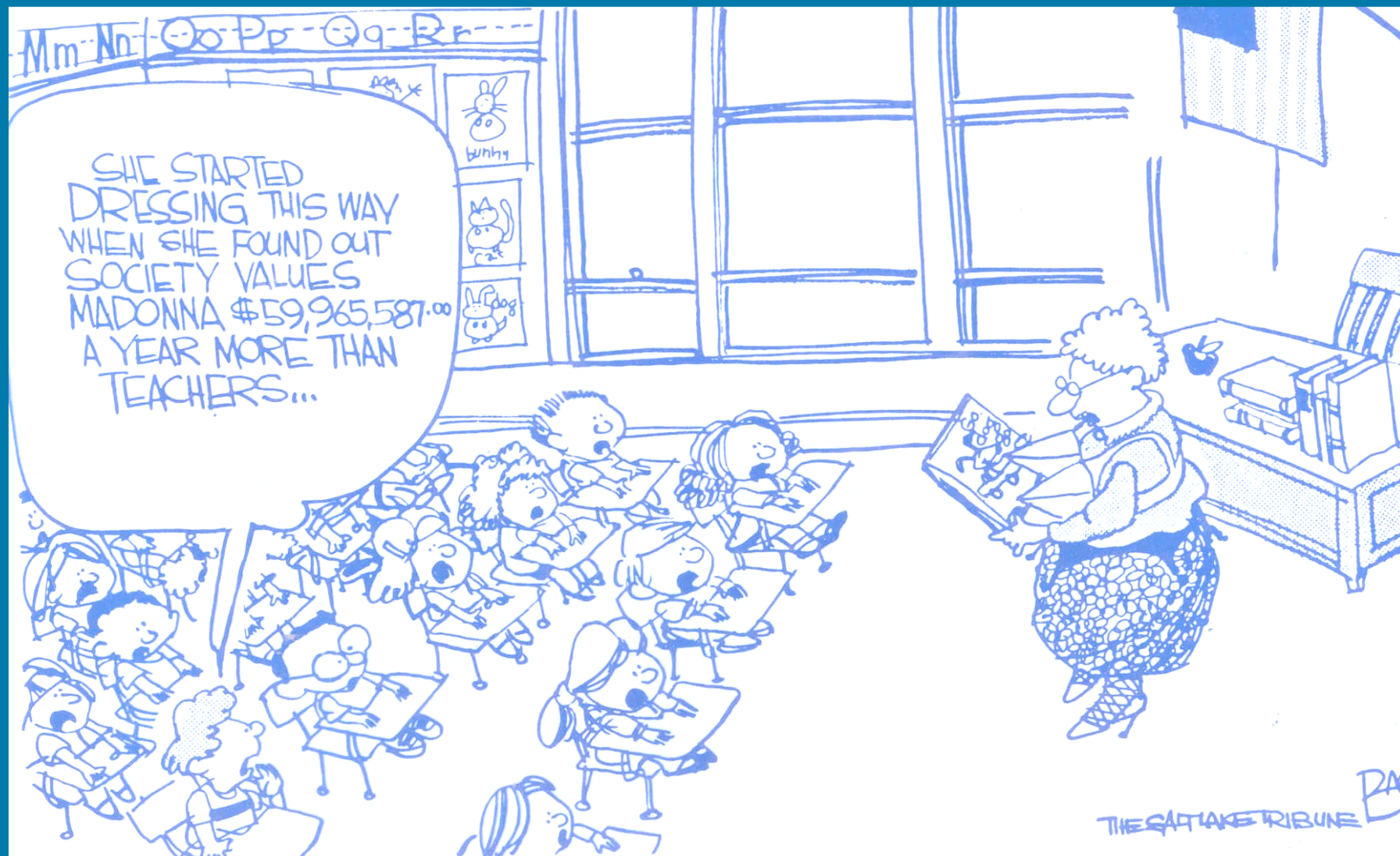
*NASDSE, 2005*



# RtI Policy Document

- *Response to Intervention: Policy Consideration and Implementation.* (2005). Washington DC: National Association of State Directors of Special Education, Author.
- Available from
  - [www.nasdse.org](http://www.nasdse.org)





# THE THREE CONSTANTS

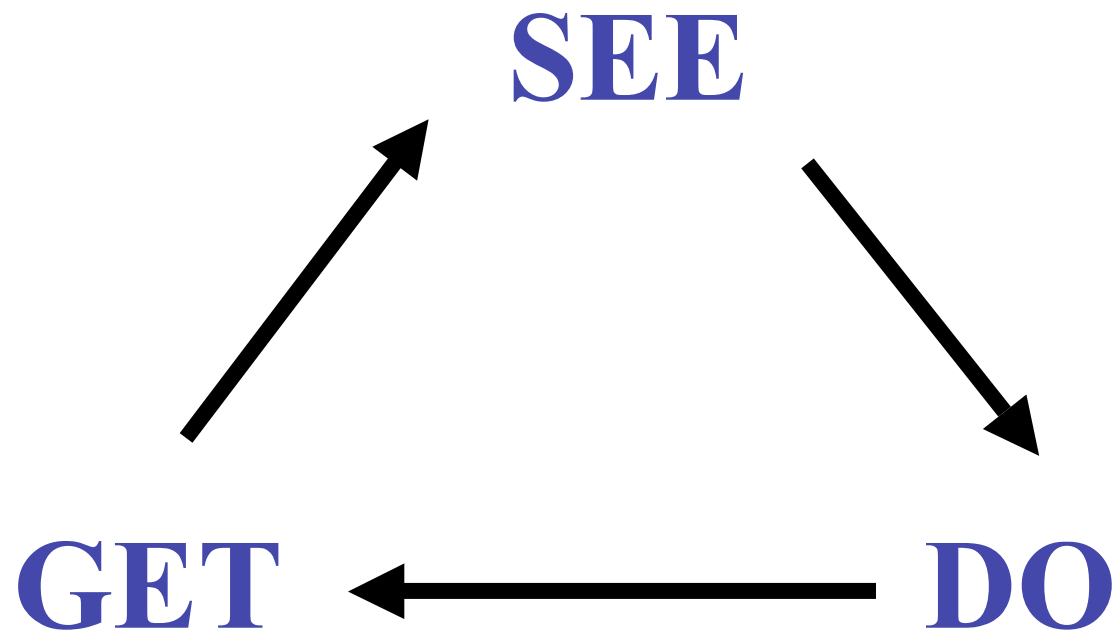
- CHANGE
- PRINCIPLES
- CHOICE

# **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.**



# 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.**

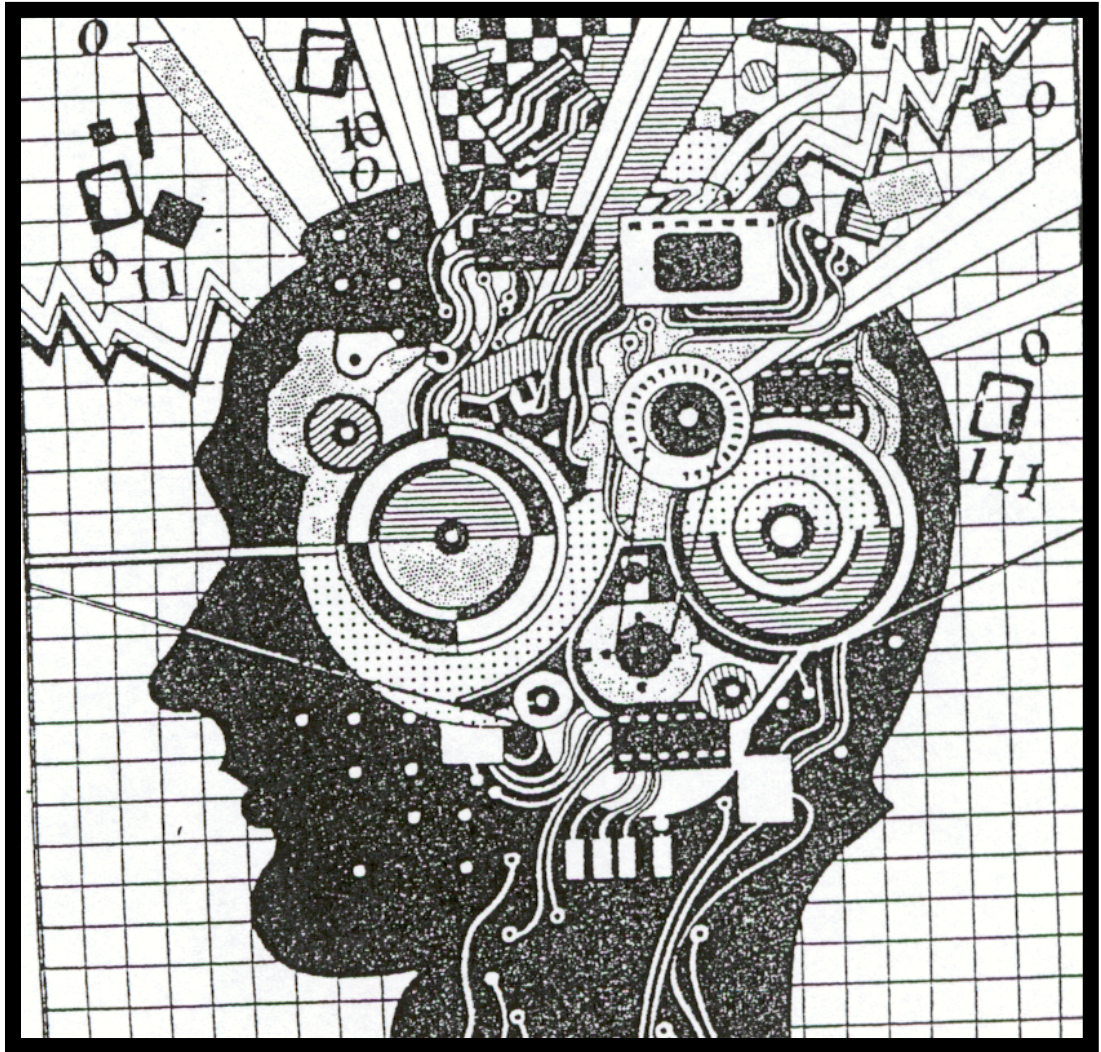


*Mother Teresa*

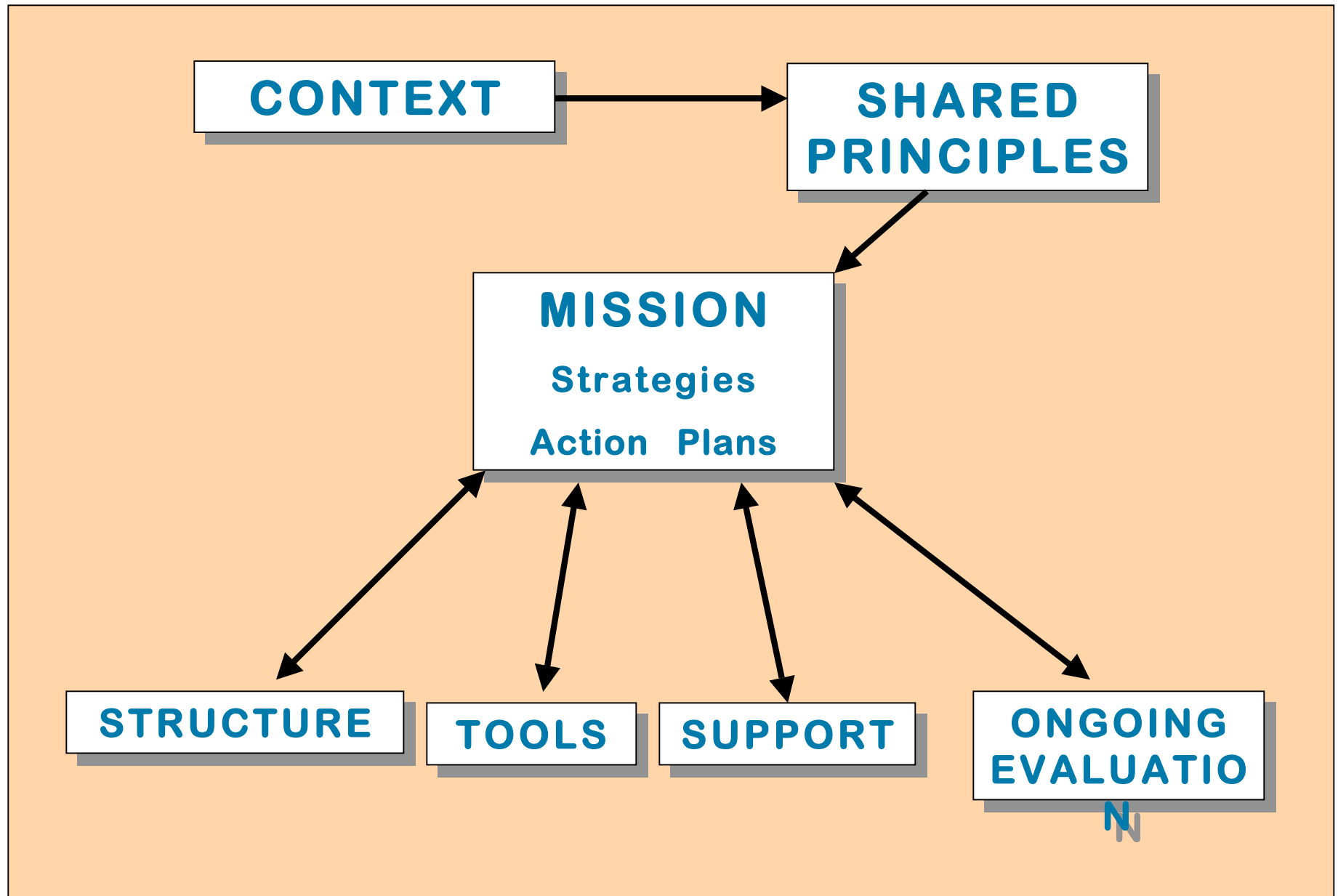
## ODYSSEY, Pepsi to Apple...a Journey of Adventure, Ideas, and the Future

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

*John Sculley, 1987*



## Thriving on CHAOS Together 2003





## 8 New Lessons for Complex Change

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*Fullan, 2003*

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

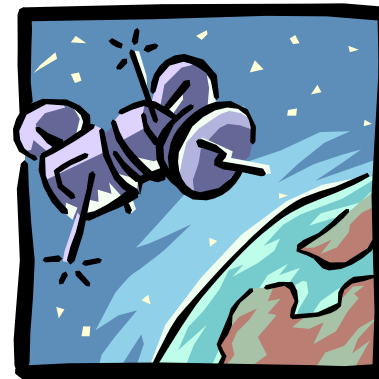
**First**, loyalties may be so intense at the school level that they may interfere with broader commitments to the district or society.

**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*.

**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*:**

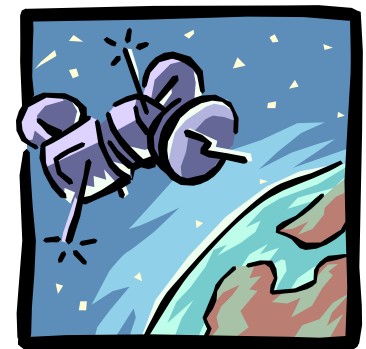
***Let go* of the strategies that have worked for us in the past...**

***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*



**Ending-**

**neutral zone-**

**new beginning.**

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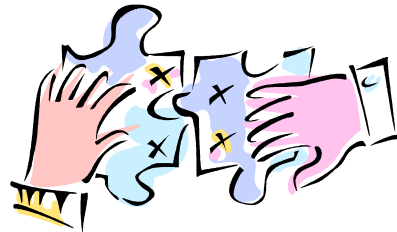
**Lesson 7: Mobilize the social attractors—moral purpose, quality relationships, quality knowledge.**

**Lesson 8: Charismatic leadership is negatively associated with sustainability.**

*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**

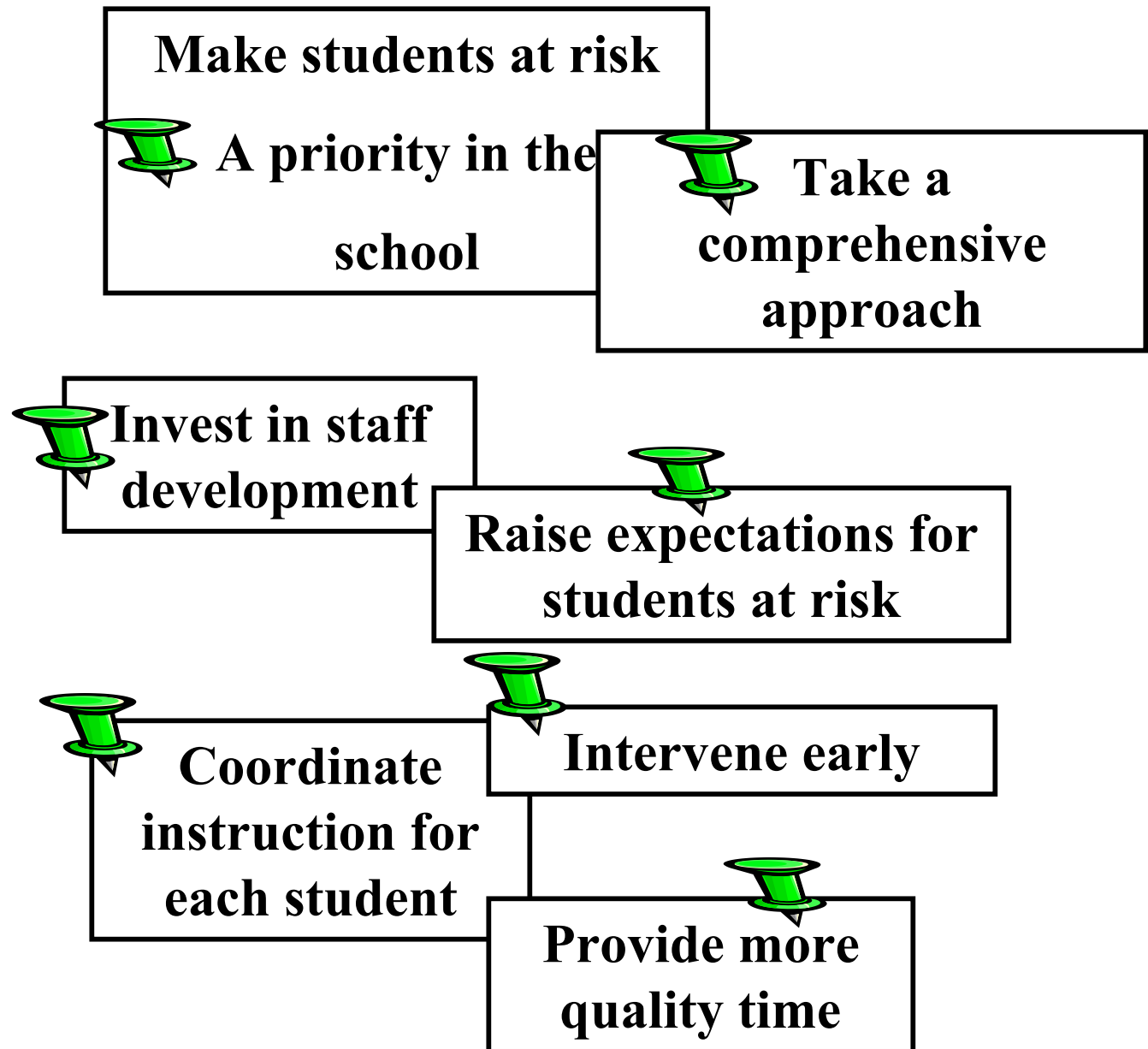
**AND**



**Stimulate Progress**

*Collins & Porras, 1997*

WHAT  
SCHOOLS  
CAN DO  
FOR  
STUDENTS  
AT RISK





# Closing the <sup>Reading</sup> 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



# 1<sup>st</sup> 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 4<sup>th</sup> grade, given a child was a poor reader at the end of 1<sup>st</sup> grade, was .88...the probability of remaining an average reader in 4<sup>th</sup> grade, given an average reading ability in 1<sup>st</sup> grade, was .87.”*

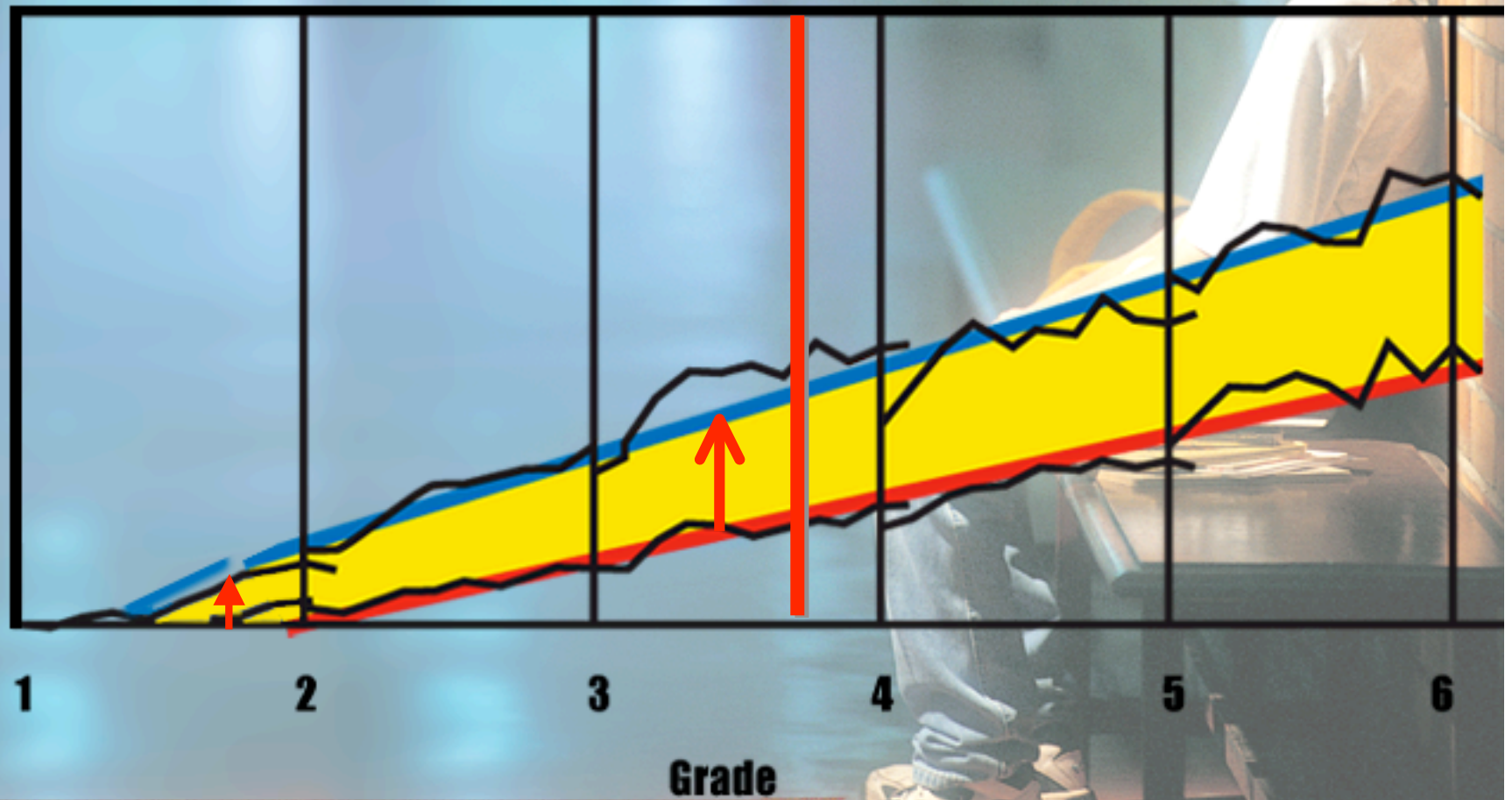
**Benchmark**



**At Risk**

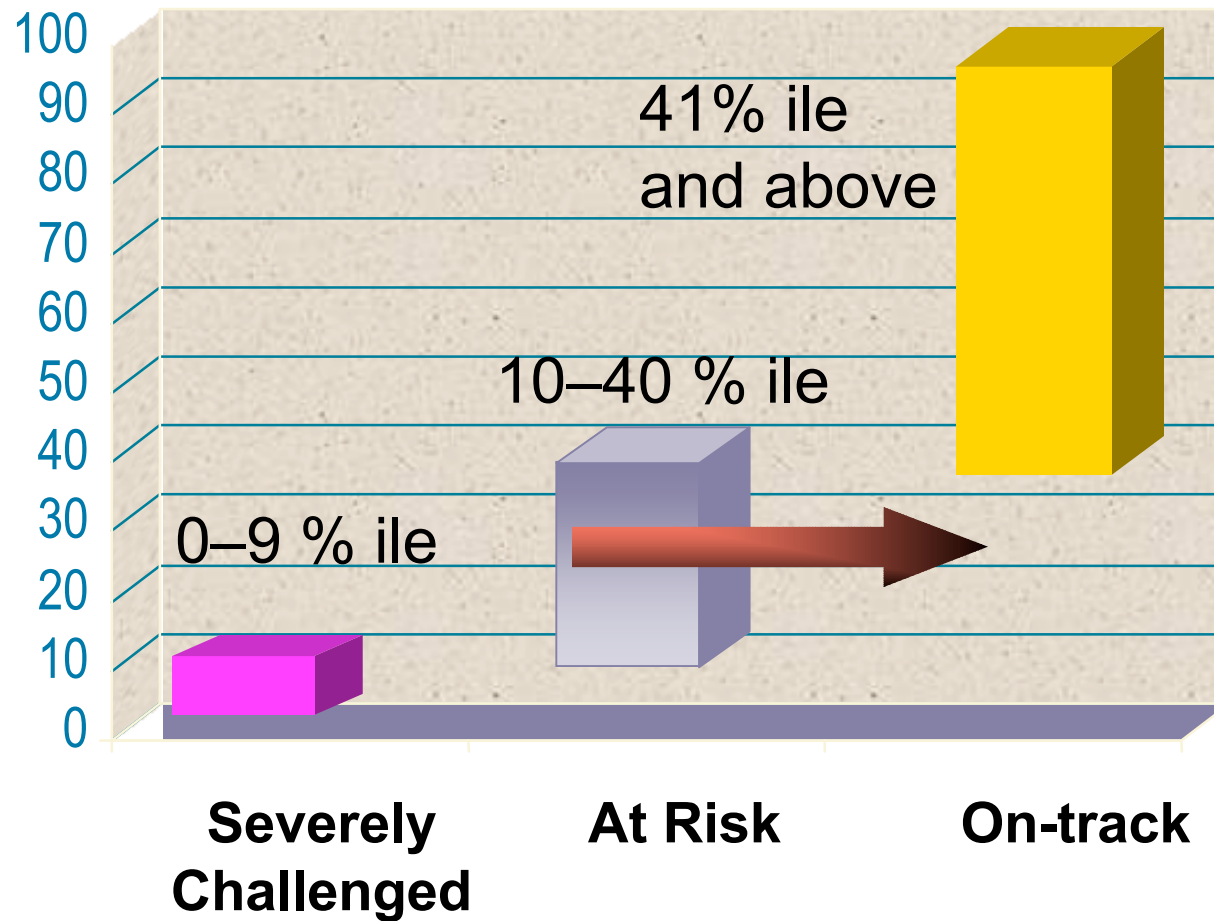


**Achievement Gap**

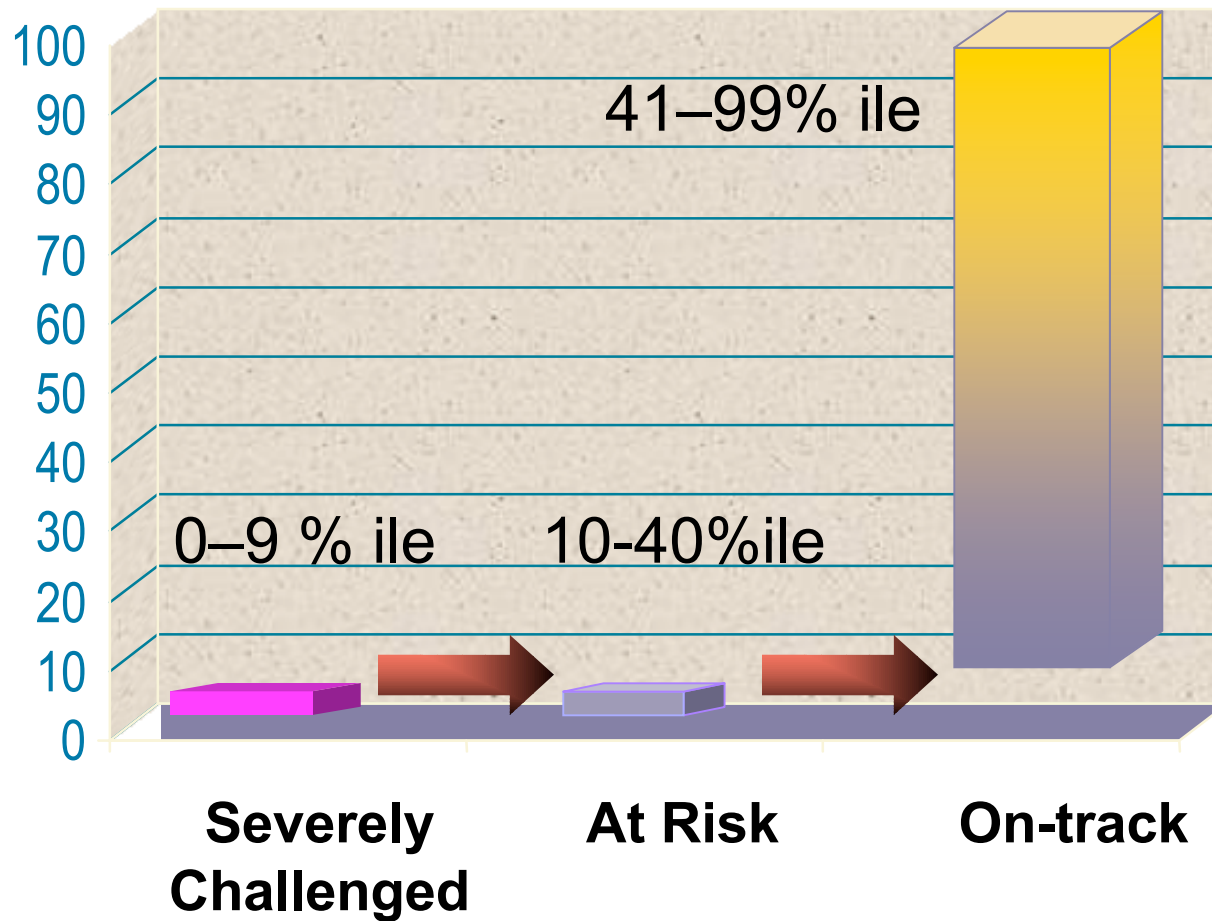


Good, Simmons, and Smith, 1998

# Achievement by Percentile

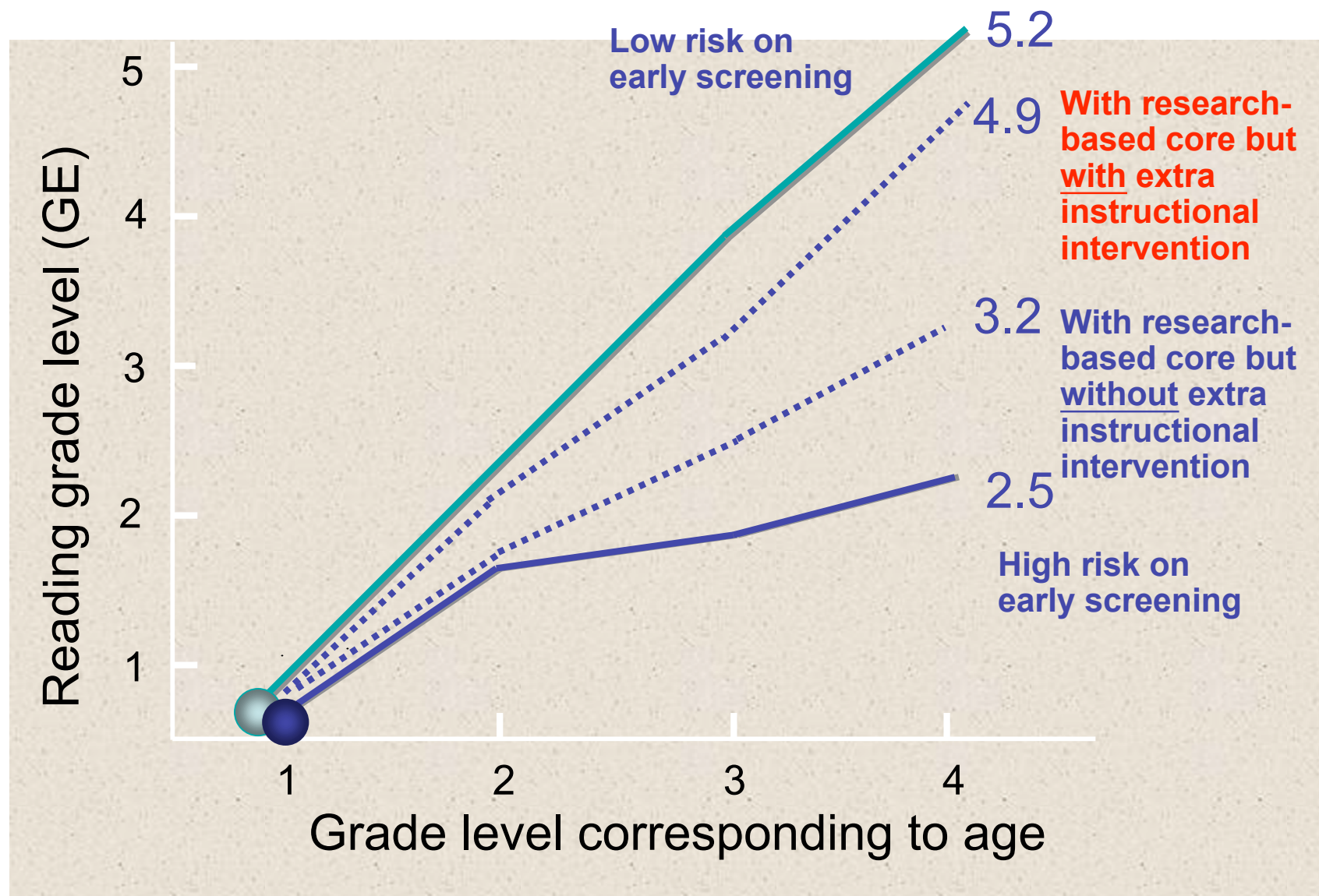


# Achievement by Percentile



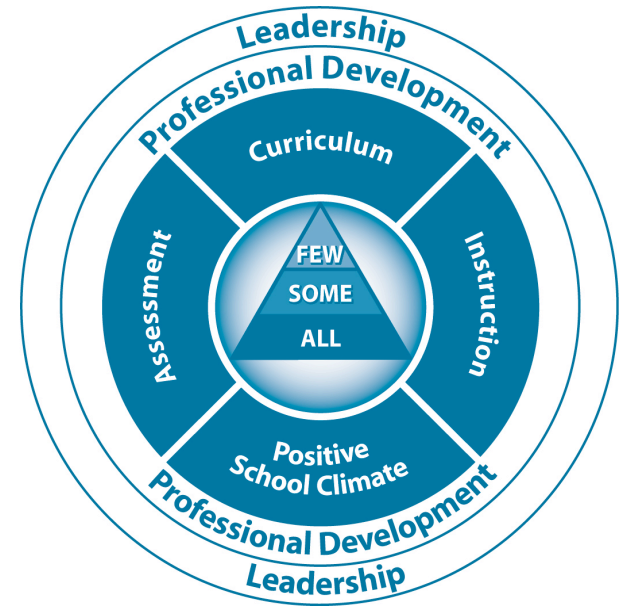


# Early Intervention Changes Reading Outcomes



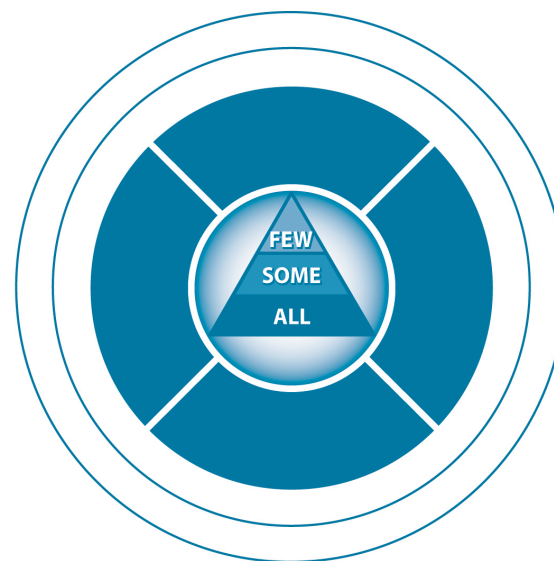
Reading First Assessment Committee 2000, based on Torgesen data

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.”



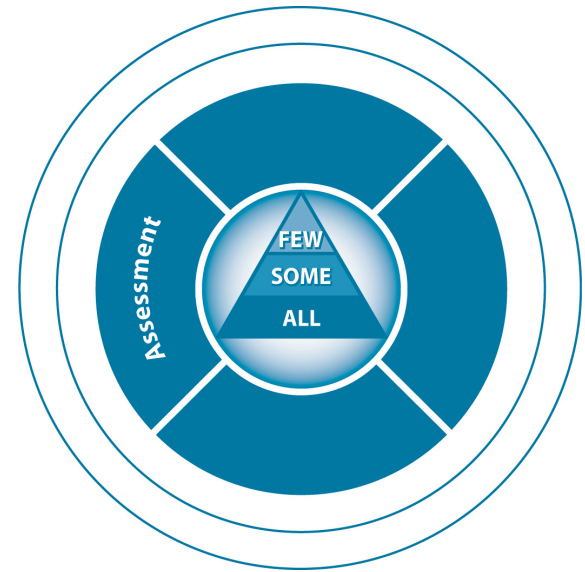
*Yogi Berra*

## **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.”

DuFour, R. (1997). Make the words of mission statements come to life. *Journal of Staff Development*, 18(1), 54-55.

closing the  
**achievement**  
*gap*



# Assessment

- Assessment must be
  - Reliable
  - Valid
  - Efficient

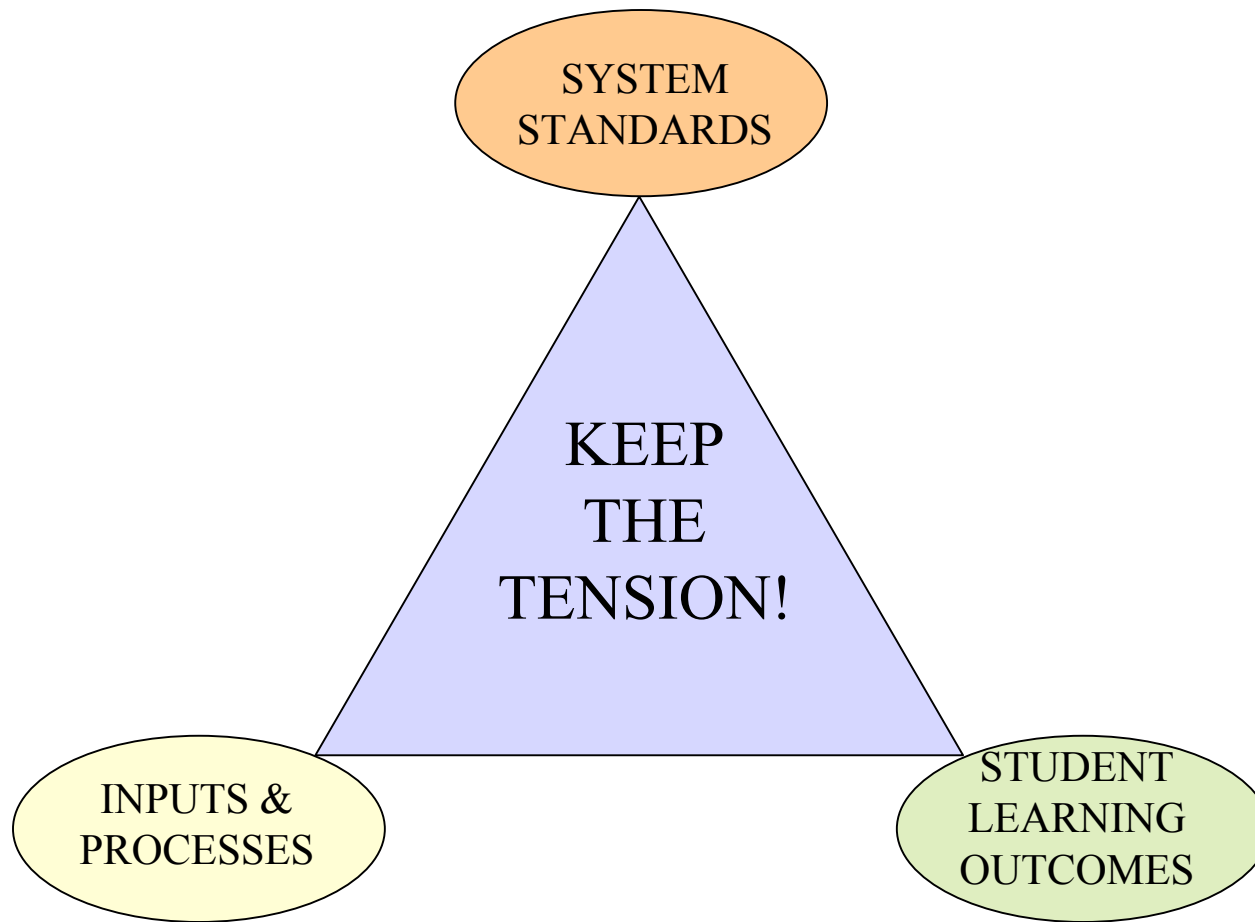


# Assessment

- 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



## 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

At risk less than 15

Colin  
26

Tracy  
25

Latoya  
24

Nick  
22

Jennifer  
20

Jason  
14/27

Jeff  
14/28

Courtney  
13/28

Alece  
10/27

Jose  
19

Brad  
19

Ben  
18

Sharel  
17

Kari  
16

Latona  
9/29

Chad  
8/28

Jason O  
7/28

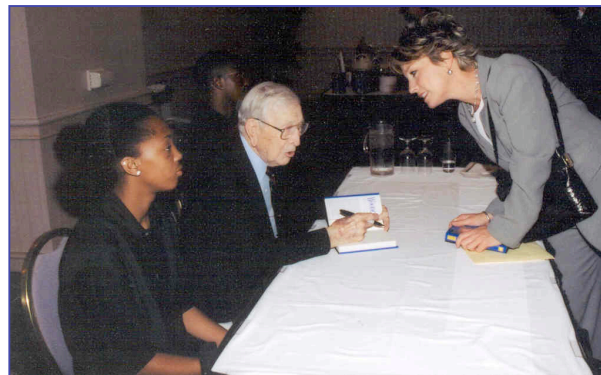
Rosa  
7/30

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*

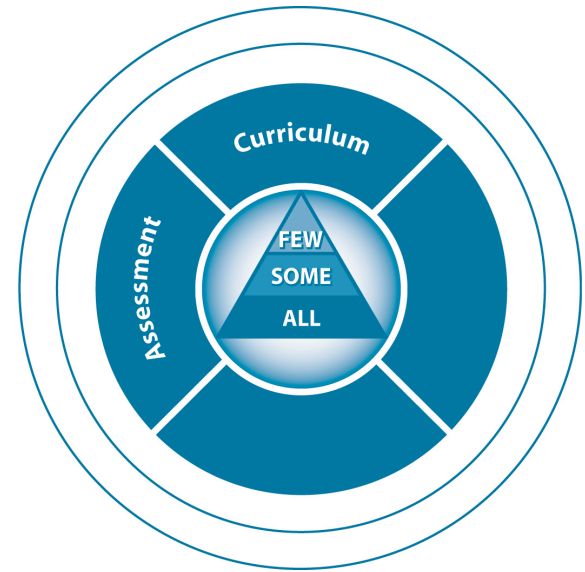
# Assessment Literacy

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

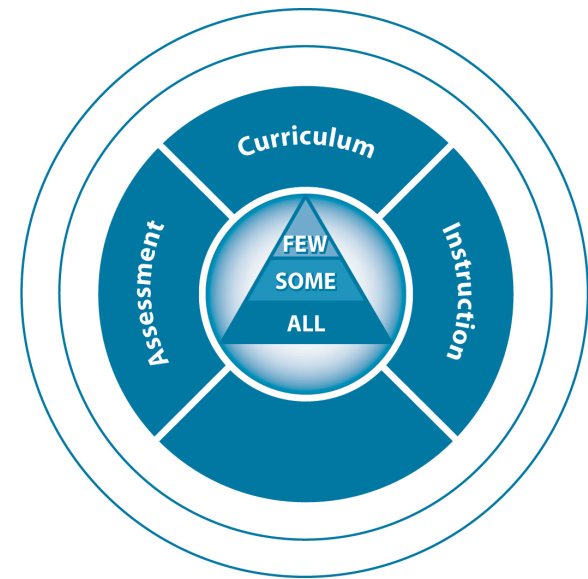


# At Risk Students Need...

- Explicit and Systematic Curriculum
  - Correct level of difficulty
  - More practice on key skills
  - More time for instructional review



closing the  
**achievement**  
*gap*



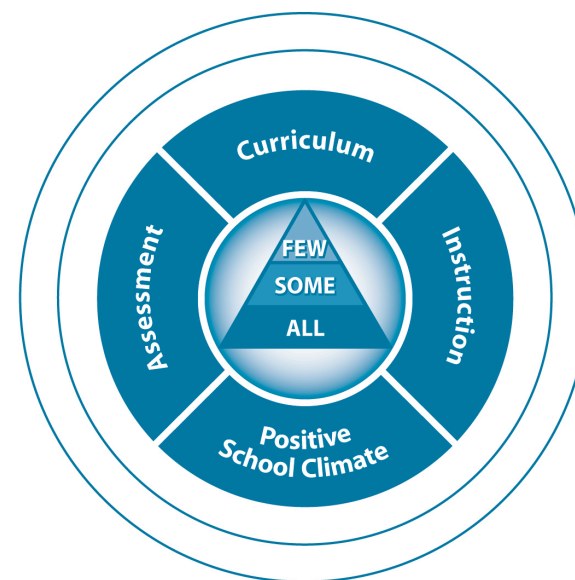
# Instruction

- Classroom Organization
- Instructional Groupings
- Time on Task
- Student Engagement





closing the  
**achievement**  
*gap*

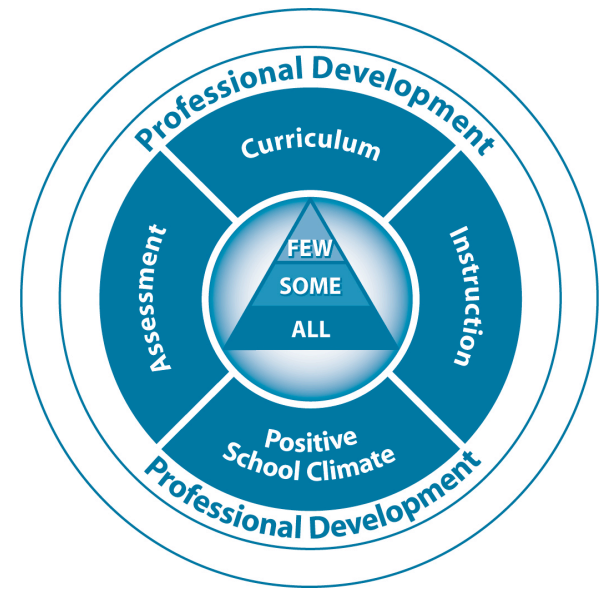


# Positive School Climate

- Positive
- Instructional
- Consistent - Classroom and School Wide
- Targeted interventions
- Intensive, family centered interventions



closing the  
**achievement**  
*gap*

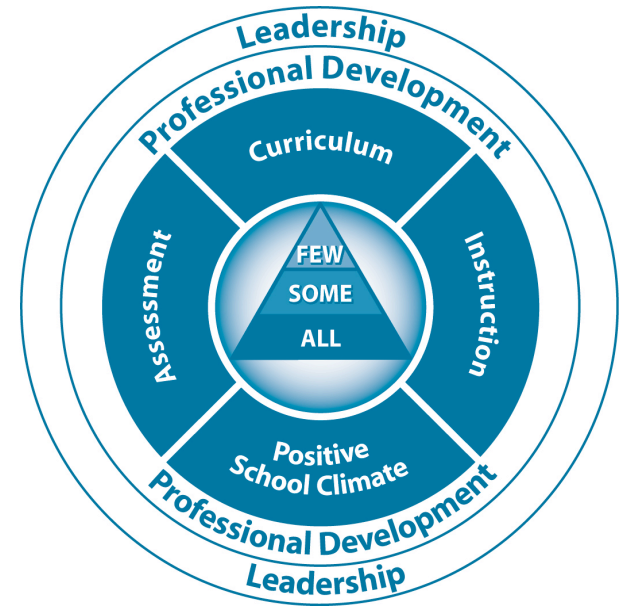


# Professional Development

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



closing the  
**achievement**  
*gap*



# Leadership

Effective Leaders Create Change  
That is:

- Systemic
- Specific
- On-going
- Sustained
- Not affected by  
personnel changes





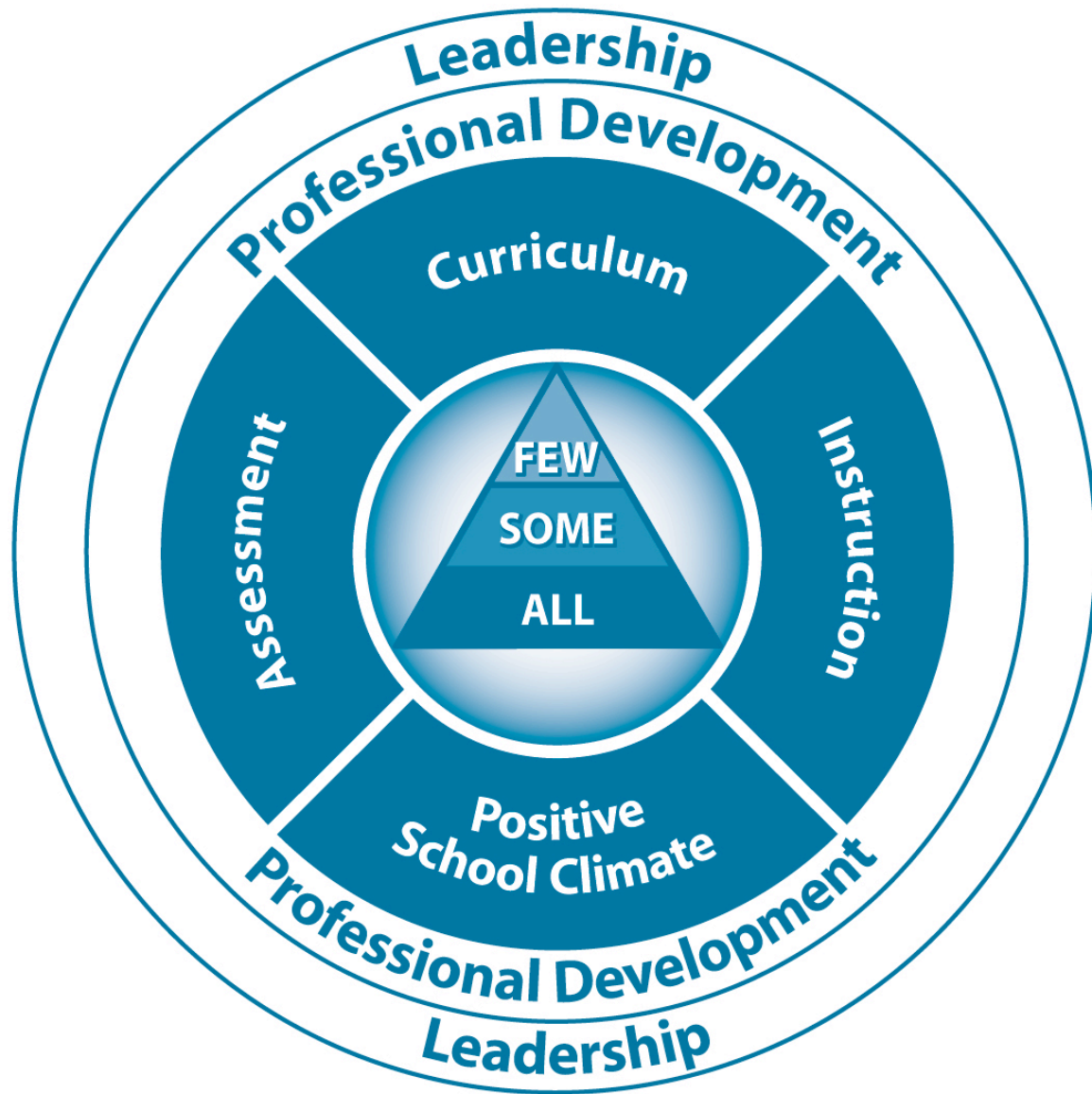
**Leadership is like  
Herding Cats.**

*Warren Bennis*

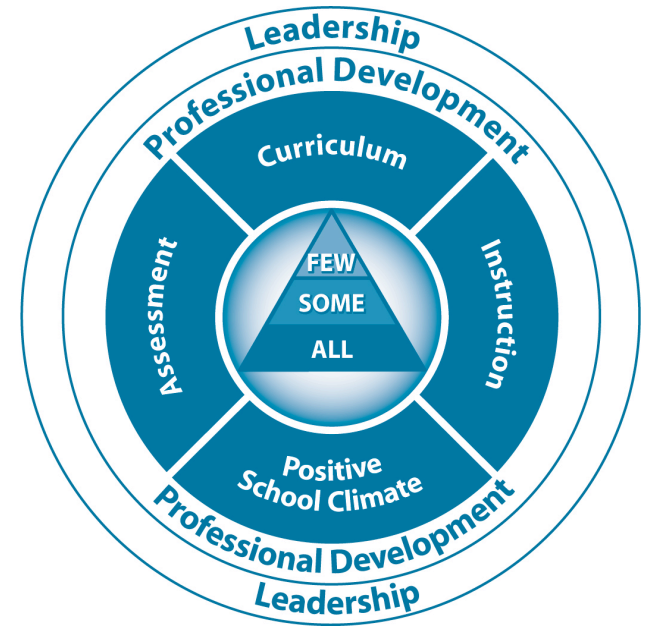
When you  
are being  
run out of  
town,  
make it look  
like a  
parade.







closing the  
**achievement**  
*gap*



# What is RtI?

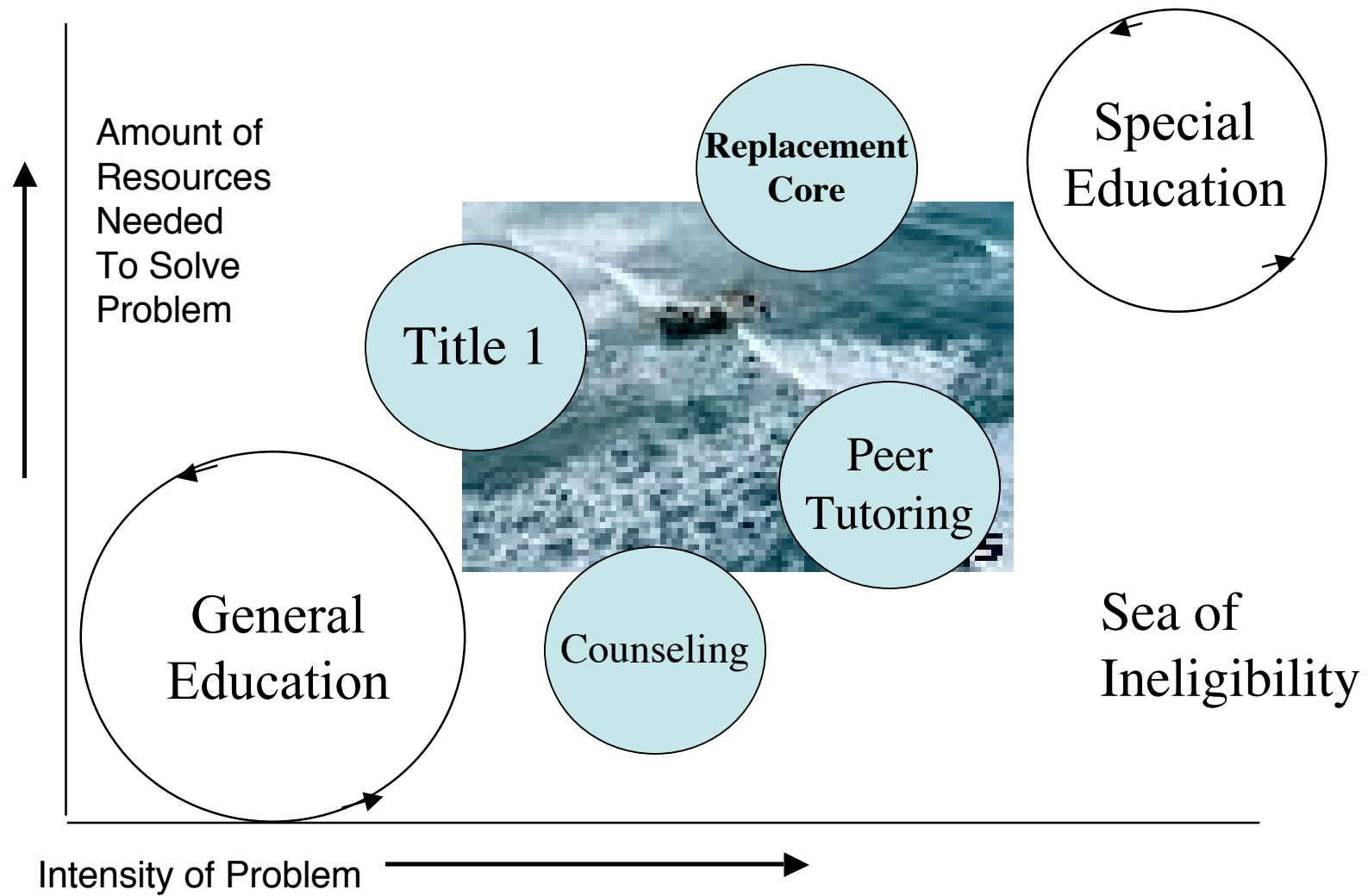
- **Response to intervention (RtI) is the degree to which a student who has been identified as at-risk for academic or behavior problems by screening measures has benefited from intervention designed to reduce risk.**
- **Determining RtI requires:**
  - **Assessing students to determine risk**
  - **Providing intervention**
  - **On-going progress monitoring to ascertain response**

**Linan-Thompson, Vaughn, Prater, & Cirino, 2005**

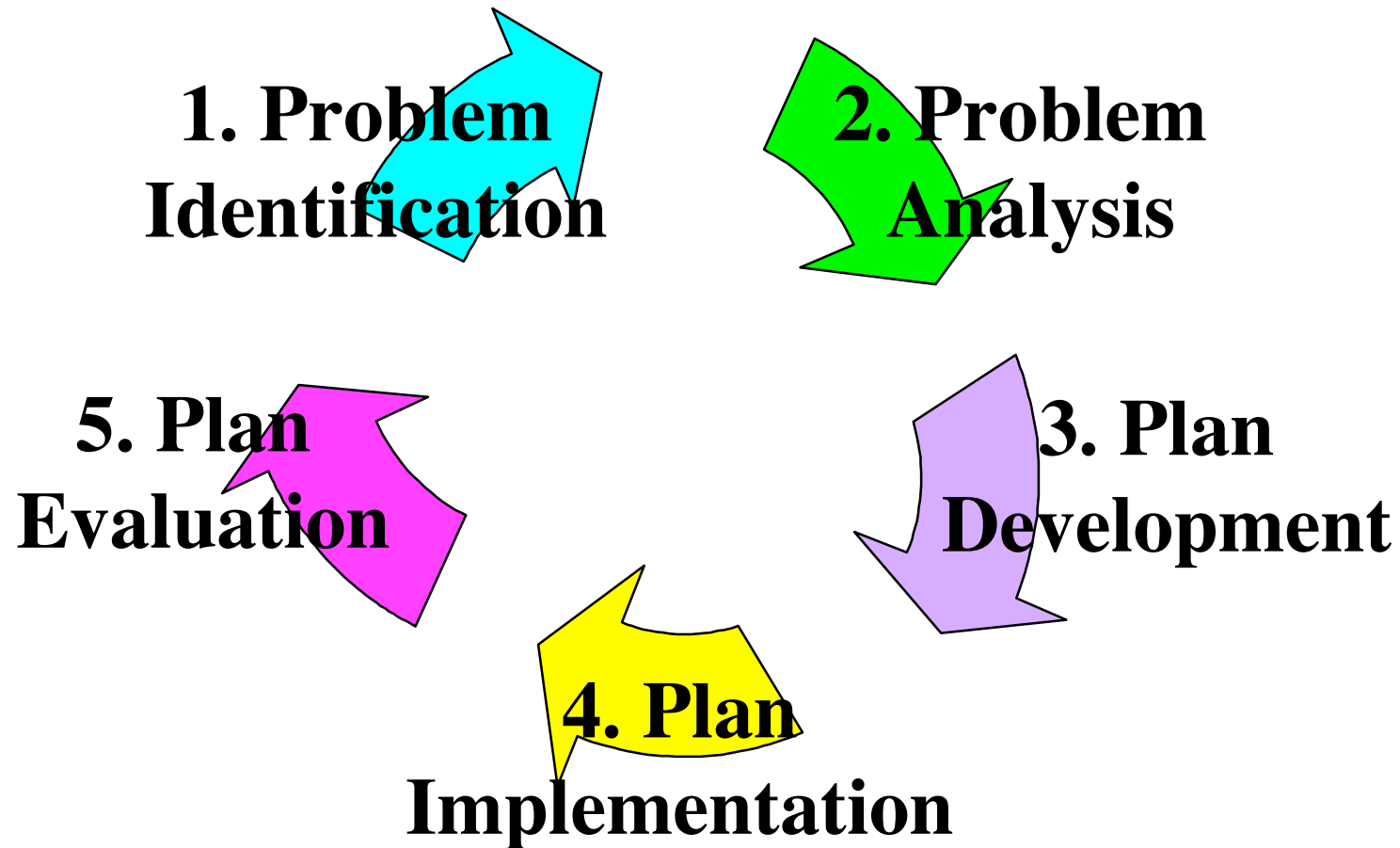
## Emergence of Improved Practices that Support RtI

- 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

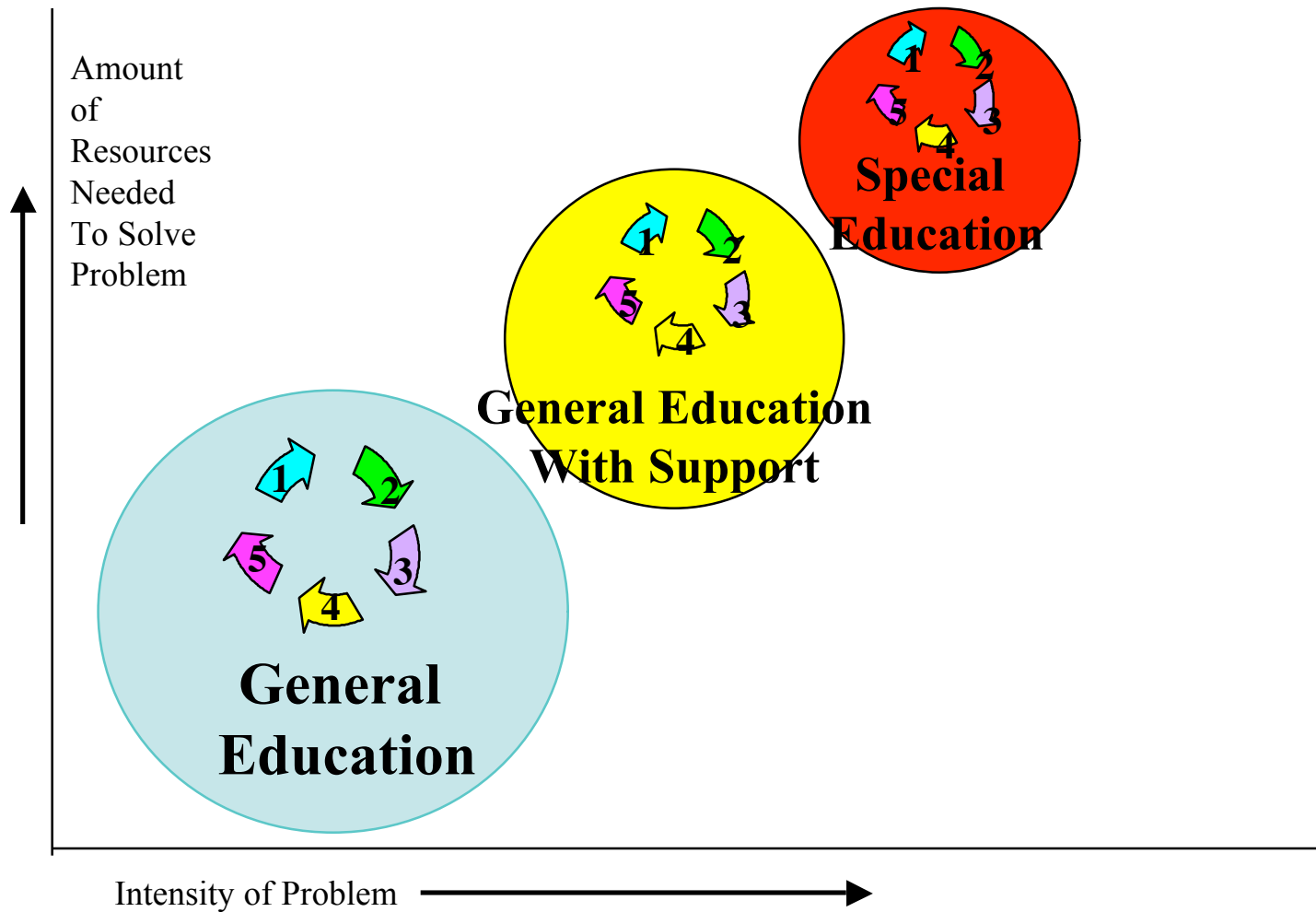
# Traditional Approach



# Steps of Problem-Solving



# Problem Solving Approach



## 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 Rtl 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.

CDE Exceptional Student Services Unit,

# Figure 1: Three-Tier Model of School Supports

## ACADEMIC SYSTEMS

### **TIER 3** *Intensive, Individual Interventions*

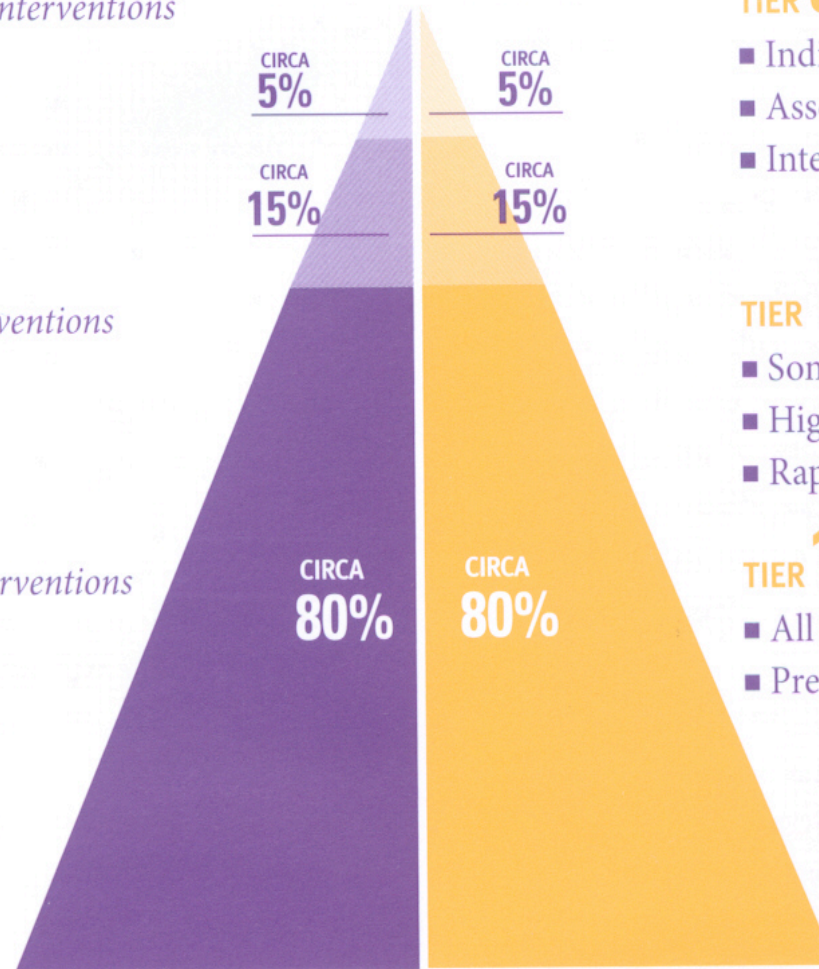
- Individual students
- Assessment-based
- High intensity
- Of longer duration

### **TIER 2** *Targeted Group Interventions*

- Some students (at-risk)
- High efficiency
- Rapid response

### **TIER 1** *Core Instructional Interventions*

- All students
- Preventive, proactive



Students

## 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

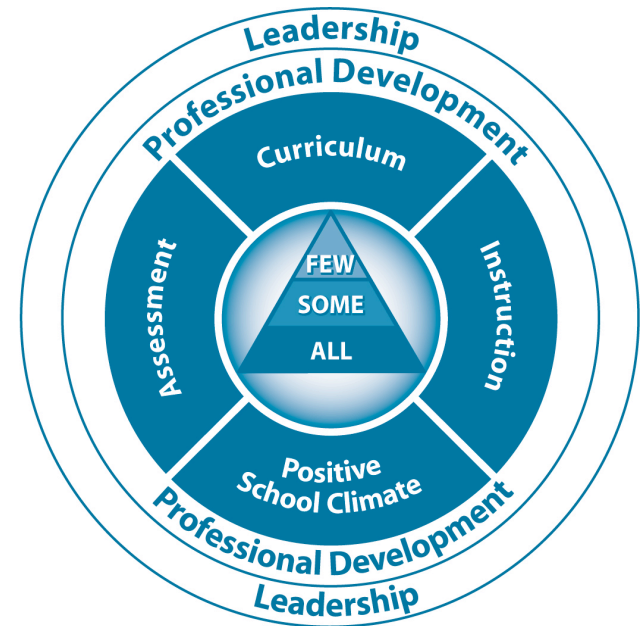
### **TIER 1** *Core Instructional Interventions*

- All settings, all students
- Preventive, proactive

*NASDSE, 2005*

# The RTI Dream

closing the  
**achievement**  
*gap*

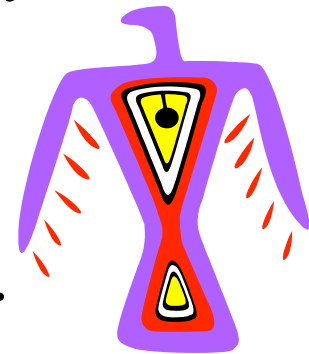


In the context of a system change model like  
the CTAG circle, RESISTANCE IS  
FUTILE for All, Some, & Few

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.

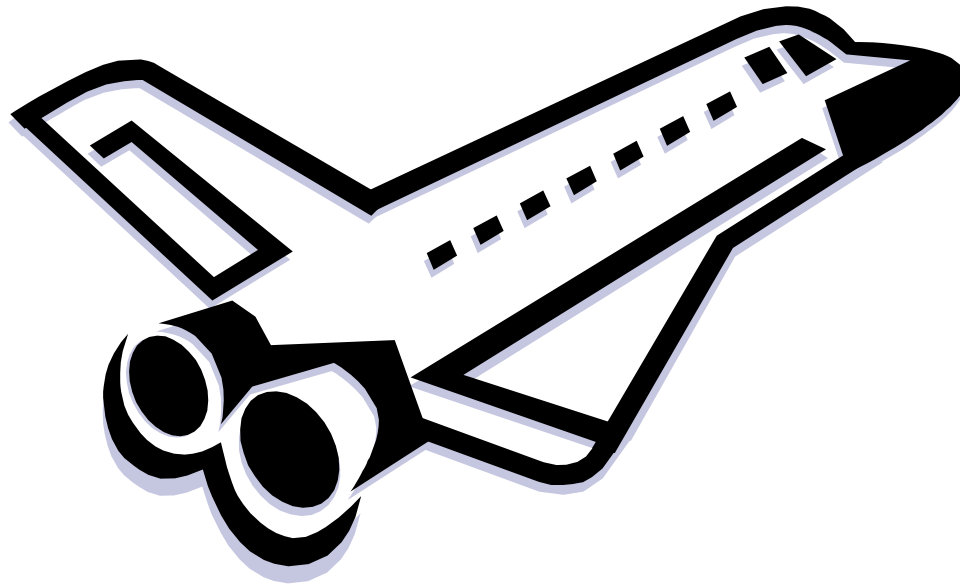


All members are involved as the adversarial mentality is supplanted by a spirit of cooperation and mutual commitment.

*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?

# 8 New Lessons for Complex Change

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

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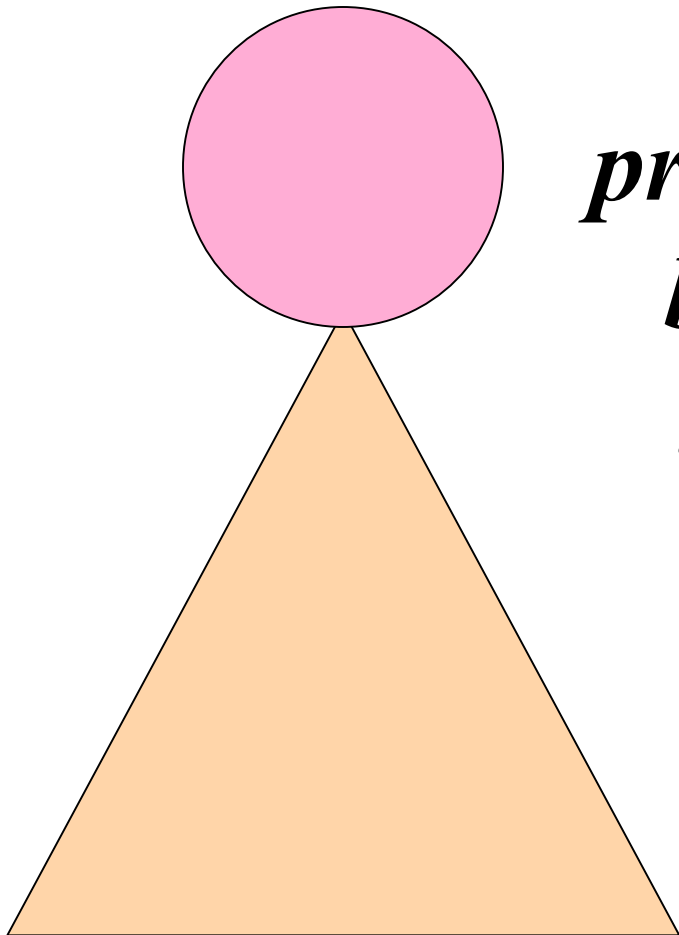
**Lesson 6: You can't get large-scale reform through bottom-up strategies—beware of the trap.**

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**Lesson 8: Charismatic leadership is negatively associated with sustainability.**

*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

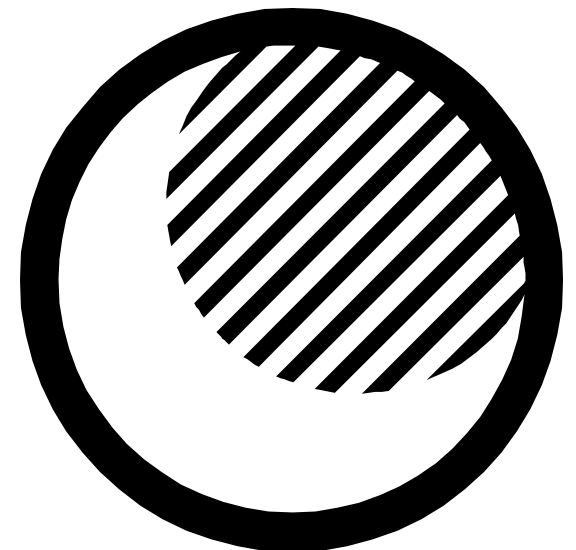
*Both* are required.

*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?



# 8 New Lessons for Complex Change

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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?

# 8 New Lessons for Complex Change

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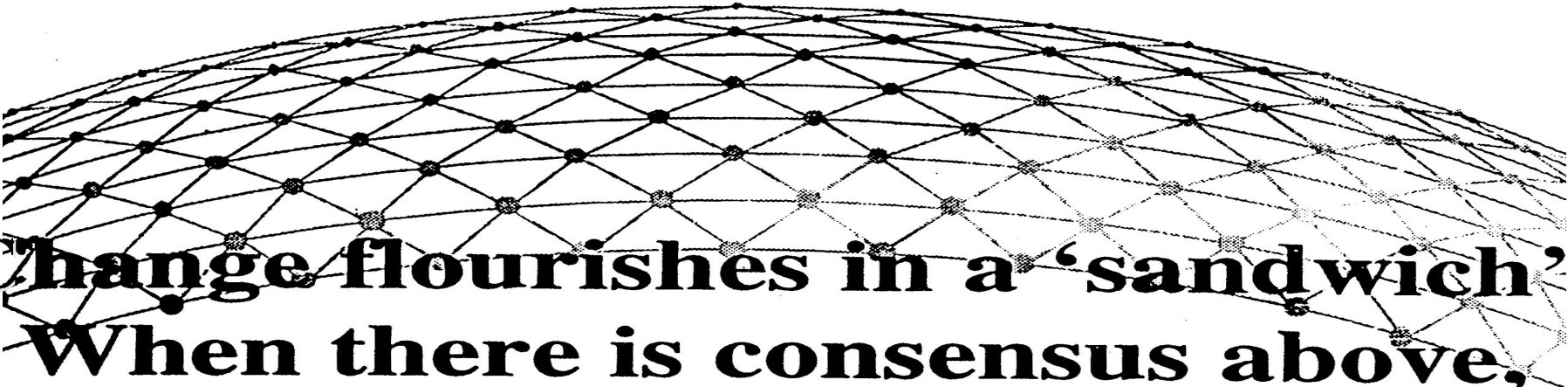
*Fullan, 2003*

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.**

**Pascale, 1990, in Fullan, 1990**

---

## **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?



# 8 New Lessons for Complex Change

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

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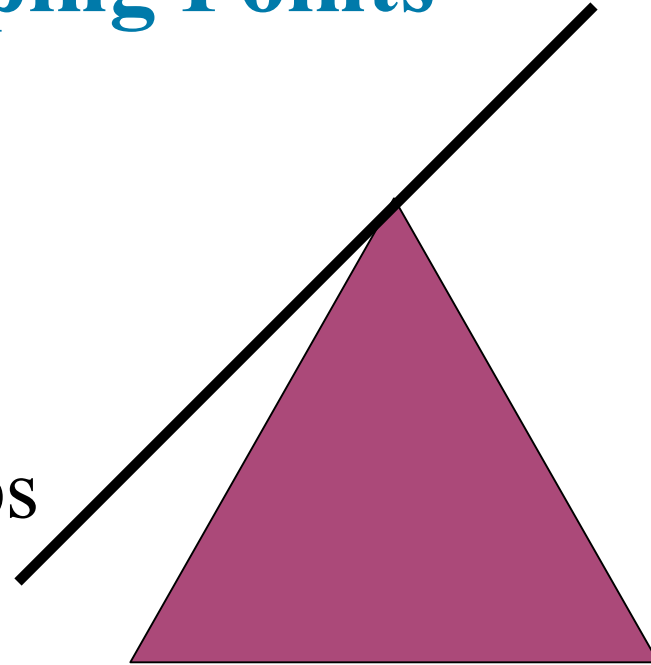
**Lesson 8: Charismatic leadership is negatively associated with sustainability.**

*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.”**

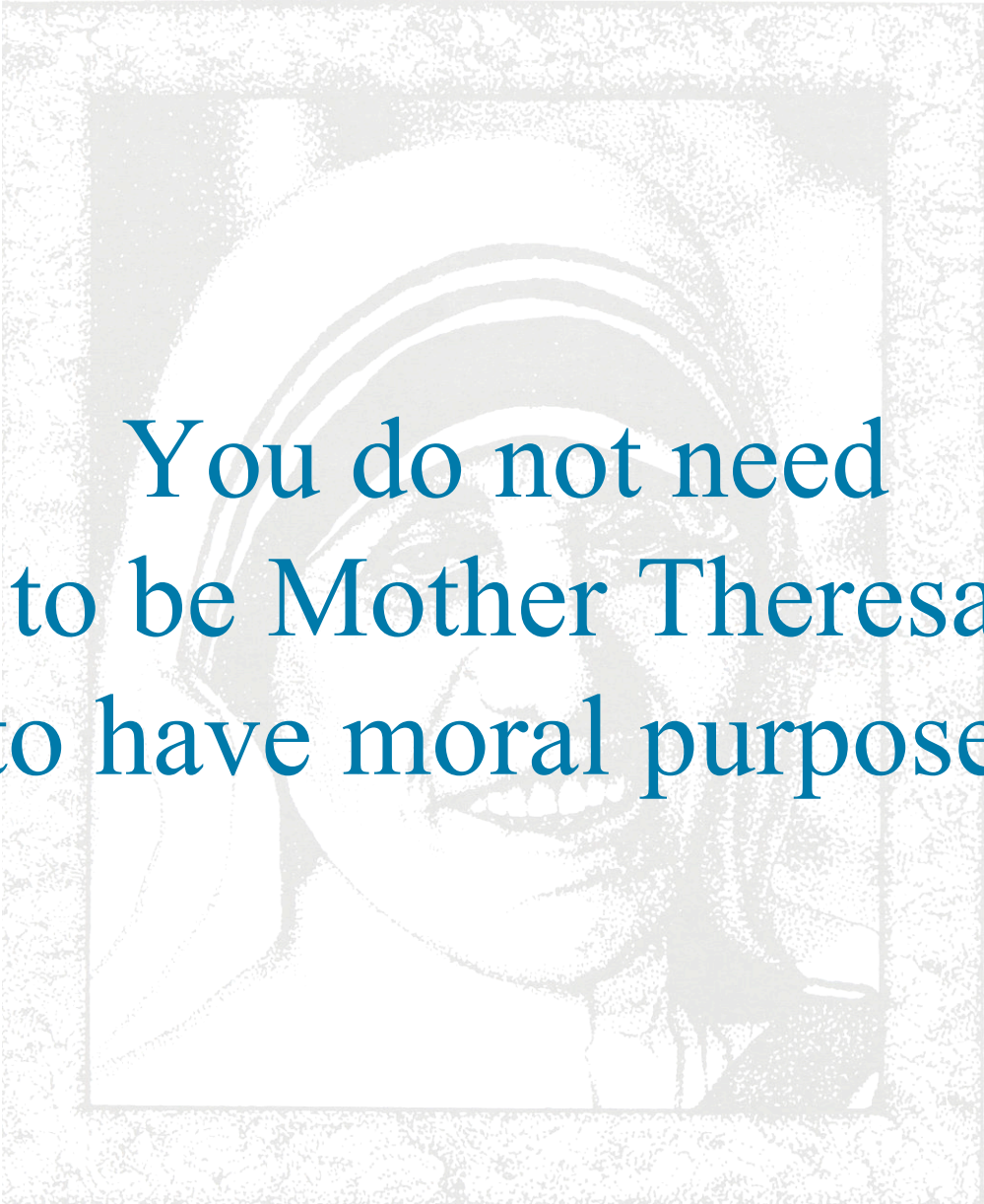
**Goethe called it “Boldness” and said, “Whatever you can do, or dream you can, begin in boldness. Boldness has genius, power, and magic in it.”**

*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.

*Fullan, 2001*

**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](http://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](http://en.wikipedia.org/wiki/Meliorist)

## Collective Moral Purpose

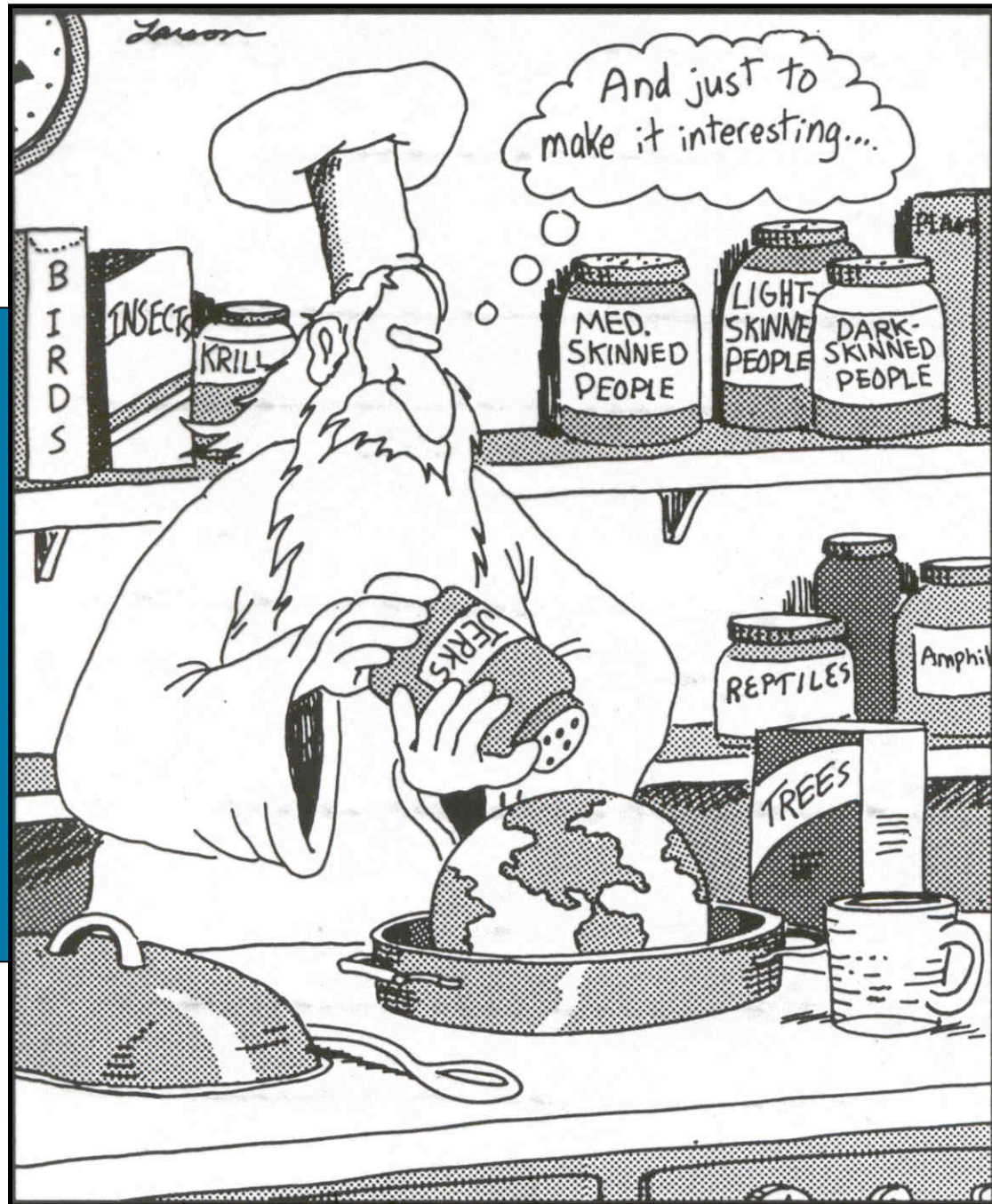
Moral purpose must go  
beyond the individual; must  
be larger and more  
collective in nature.

*Fullan, 2003*

## Power of Relationships

Quality relationships are even more powerful than moral purpose, which is another way of expressing the power of context.

*Fullan, 2003*



# Collaboration

**An unnatural act  
committed by  
unconsenting and  
unwilling people  
despite their mutually  
benefiting goals.**





US  
MAIL



THEM  
MAIL



Tom Wilson

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, expresses 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*

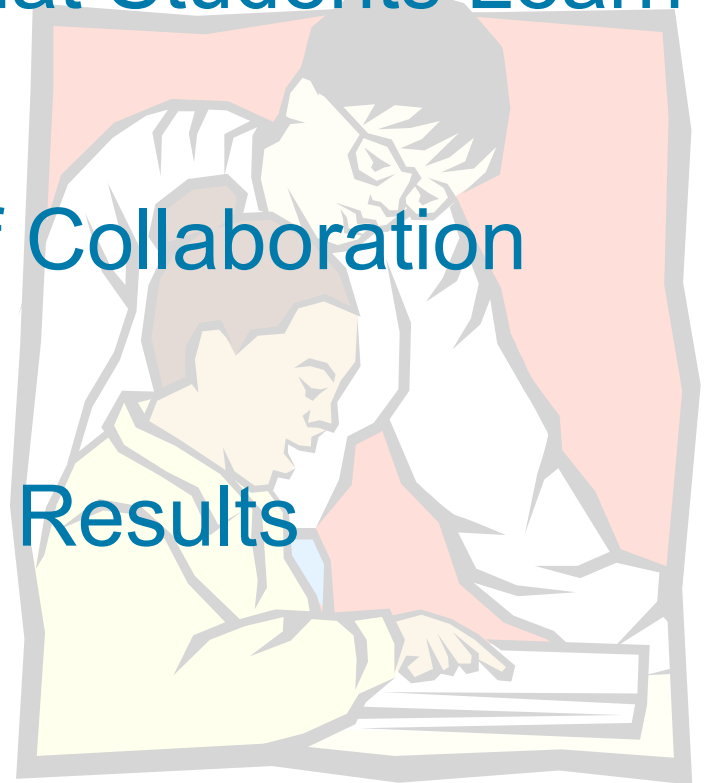


Principles to guide schools' efforts to sustain the professional learning community model until it becomes deeply embedded in the culture of the school:

**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.

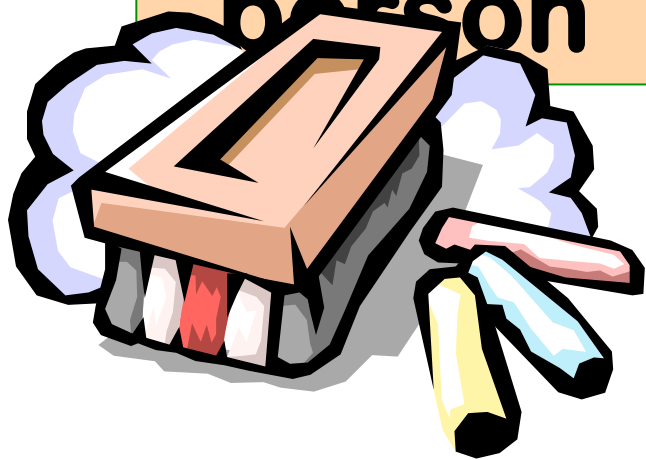
*Fullan, 2003*

# 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

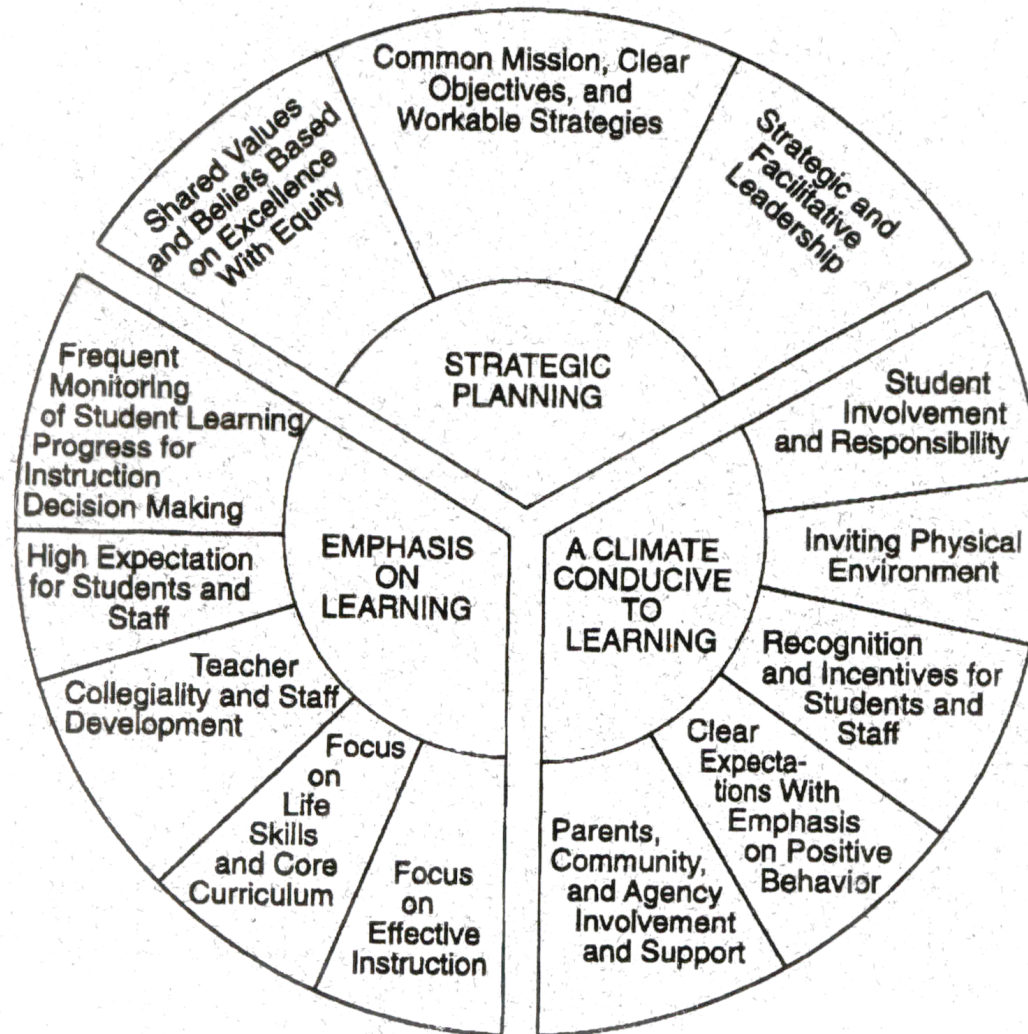


Association for Supervision and Curriculum Development

Alexandria, Virginia, 1999

800 933-2723

# Characteristics of Effective Schools



# Information to Wisdom

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*



# Accountability

“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.

## **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.**

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**Lesson 8: Charismatic leadership is negatively associated with sustainability.**

*Fullan, 2003*



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

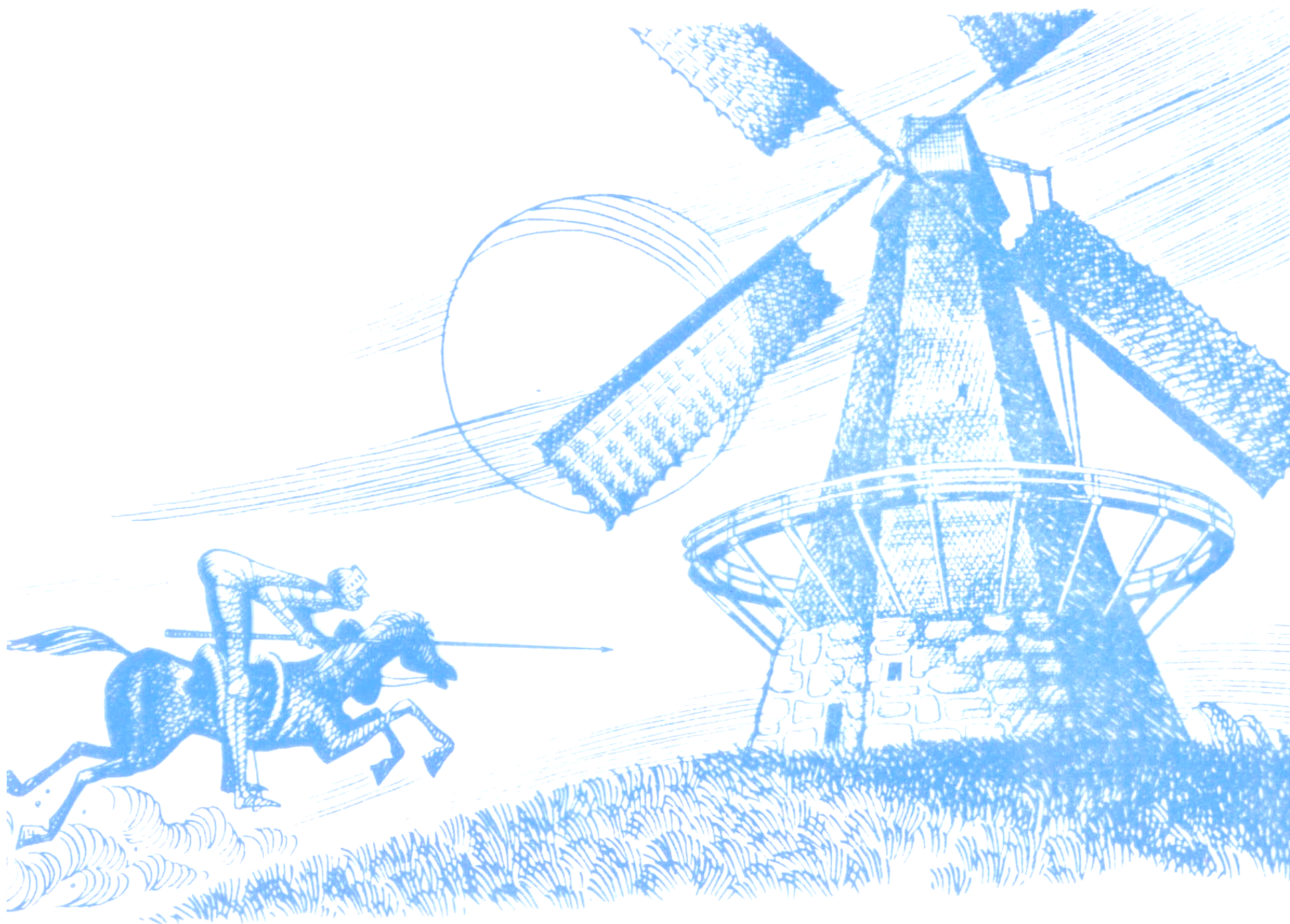
*Peter Drucker, Professor Emeritus of Business*

# Charismatic Leadership

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.

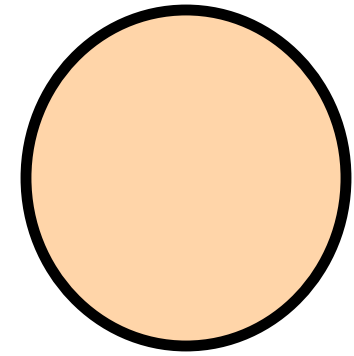
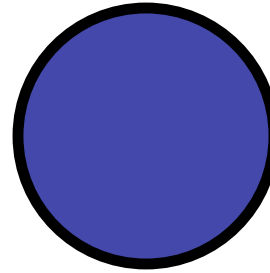
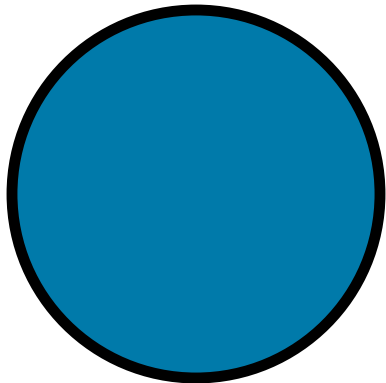
*Collins, 2001* found that charismatic leaders were negatively associated with sustainable performance (over 15 years or more).

*Fullan, 2003*



*Tom Peters, Thriving on Chaos, 1987*

# The Core Paradox

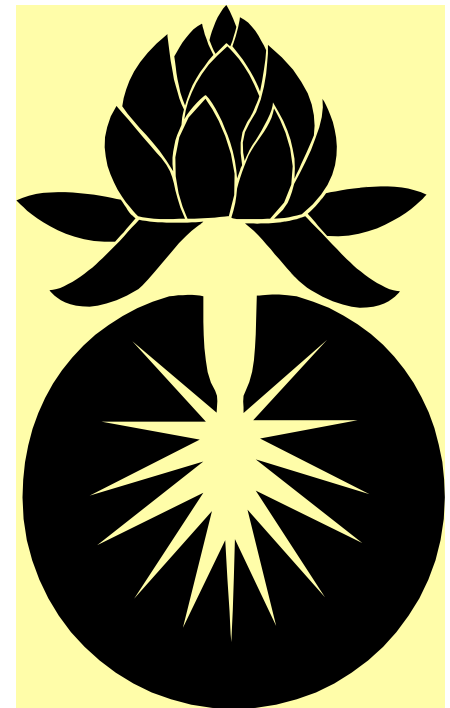


**The core paradox is fostering (creating) internal stability in order to encourage the pursuit of constant change.**



# 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**



## **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?

# 8 New Lessons for Complex Change

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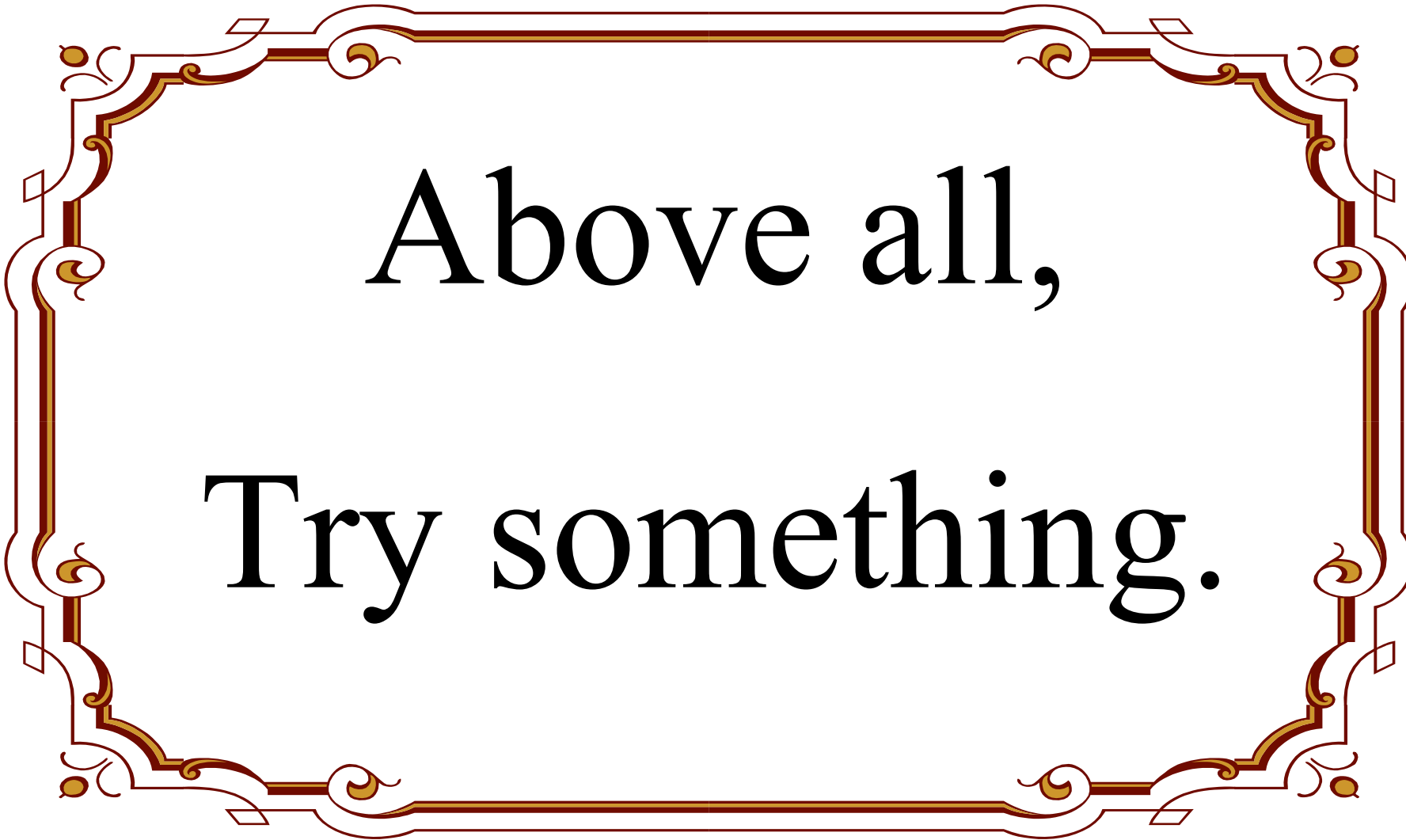
*Fullan, 2003*

If you're not hopelessly confused, you're  
out of touch!

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

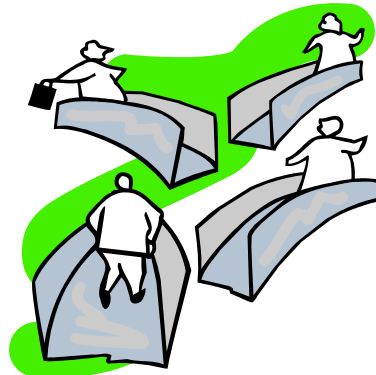
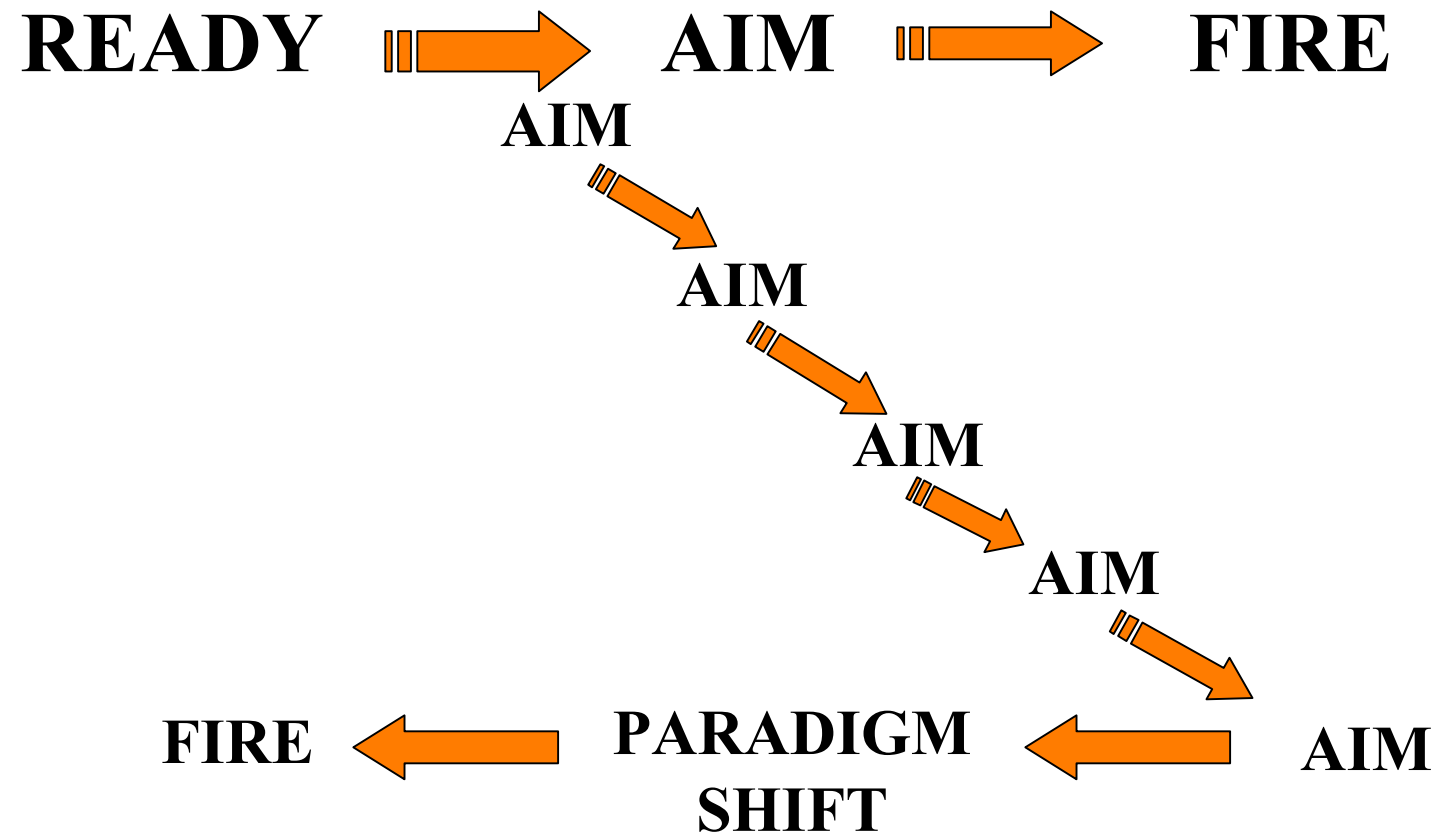
try stuff.

*Embracing Chaos, 1993*

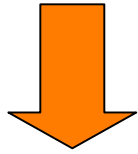
A decorative rectangular border with ornate, symmetrical scrollwork and flourishes in a dark red or maroon color, framing the central text.

Above all,  
Try something.

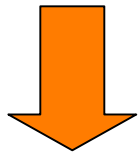
*Franklin D. Roosevelt*



**READY**



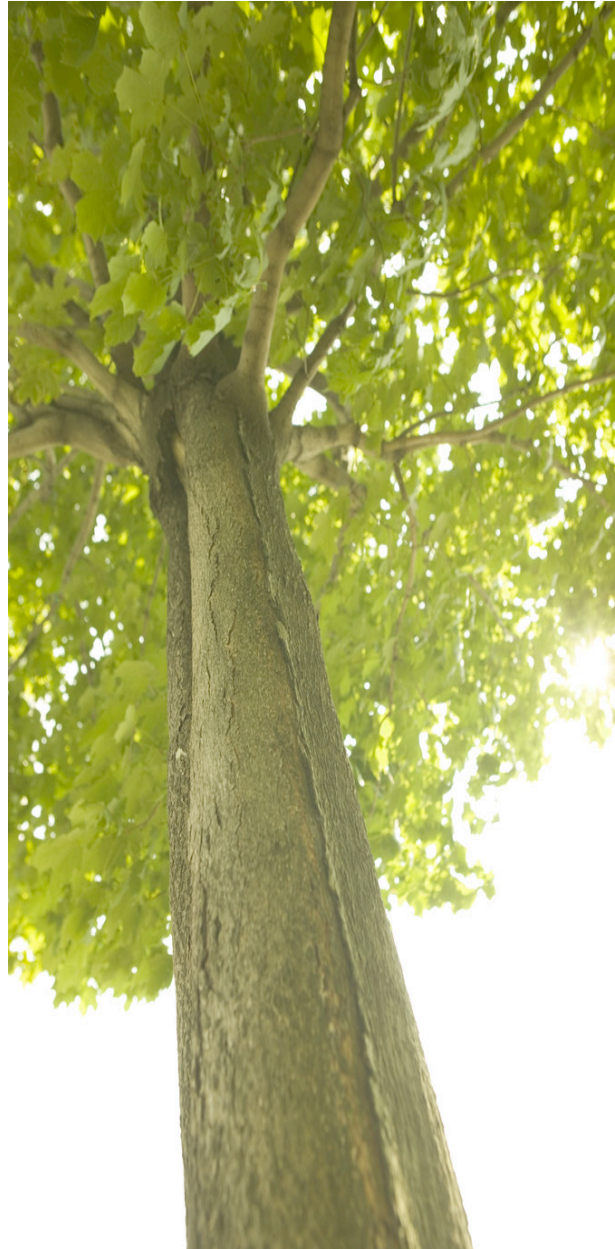
**FIRE**



**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.**



# **WONDER**

By Natalie Merchant

**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."**



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