

Leading Schoolwide Change


*A Presentation of the National Reading
Technical Assistance Center*



PRESENTER: Trudy Hensley, Ed.D.



DATE: July 2010

***MEETING: U.S. Department of Education Reading Institute,
Anaheim, CA***



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The Importance of School Leadership

“ . . . there are virtually no documented instances of troubled schools being turned around in the absence of intervention by talented leaders. While other factors within the school also contribute to such turnarounds, leadership is the catalyst.”



(Leithwood, Louis, Anderson, & Wahlstrom, 2004, p. 17)



2

Critical Concepts

- Understanding how people respond to change can guide the principal in providing support
- A strong leadership team is an essential resource for addressing staff concerns
- The principal must have strategies in place for recognizing and dealing with staff resistance

3

“Change is . . . a training ground for leadership. When we think of leaders, we remember times of change, innovation and conflict. Leadership is often about shaping a new way of life. To do that, you must advance change, take risks and accept responsibility for making change happen.”

(Charles E. Rice, CEO of Barnett Bank)



4

“The art of progress is to preserve order amid change while preserving change amid order.”

(Alfred North-Whitehead)



5

First- and Second-Order Change

- First-order change
 - Fine-tunes systems within the school
 - Modifies staff skills while connecting closely to past practices
- Second-order change
 - Makes dramatic shifts in direction
 - Challenges ways of thinking and behaving


(Marzano, Waters, & McNulty, 2005)



6

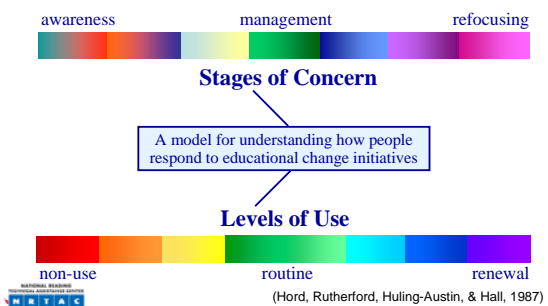
Possible Changes

- Protected Time
- Assessment Systems
- Instructional Materials
- Staffing
- Professional Development




7

Concerns-Based Adoption Model (CBAM)

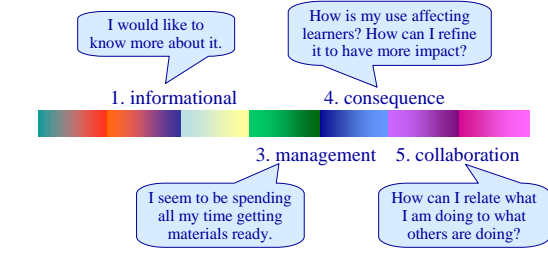


(Hord, Rutherford, Huling-Austin, & Hall, 1987)





8

CBAM Stages of Concern: Typical Questions/Comments

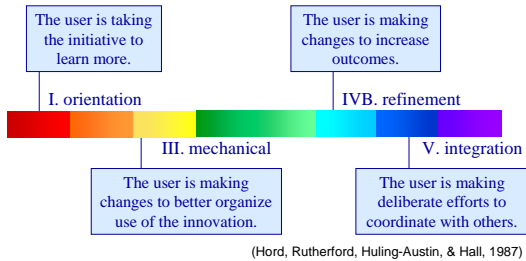


(Hord, Rutherford, Huling-Austin, & Hall, 1987)

9

CBAM Levels of Use: Typical Behaviors



(Hord, Rutherford, Huling-Austin, & Hall, 1987)



10

CBAM

When change occurs, most people start at a low level and move through the stages.



11

Promoting Change

- Think about where one of your teachers is on the “Levels of Use” continuum for a particular skill.
- Discuss how you can move the teacher along the continuum by providing feedback, a prompt, a question, or a suggestion and some follow-up.



12

Strategies for Recognizing and Dealing with Resistance

- Understand resistance is a natural part of the change process
- Build a positive school culture
- Listen—really listen
- Provide assertive intervention when needed (McEwan, 2005)
- Energize and motivate teachers



13

Energizing and Motivating Resistant Teachers

- Express empathy, but expect change
- Appeal to core values
- Engage shared mission/vision/beliefs
- State expectations—be specific
- Turn initial resistance into structured problem-solving
- Provide training and support as needed
- Provide affirmation/encouragement for progress



14

Scenario: Resistant Teachers

Choose a staff resistance scenario and discuss a strategy for addressing it constructively.

- | | |
|---|---|
| 1 | A teacher is near retirement and shows little interest in beginning to do things in a different way. |
| 2 | A teacher is verbally negative to each new idea and often blames the students, families, or society for low achievement. |
| 3 | A new teacher is not aligned philosophically with the use of scientifically based reading instruction. She says nothing in your presence, but makes negative comments among colleagues. |



15

Critical Concepts

- A reading culture is one of the most powerful and affordable variables that schools can use to ensure their students are successful readers
- As the instructional leader, it is the principal's responsibility to promote and support the school's reading culture

(Paine, 2007a)



16

What does it take to sustain an effective reading program? That which is worth sustaining is best supported not by a person but by a system and its culture. Build and nurture the system and its culture.

(Hargreaves and Goodson, 2006)



17

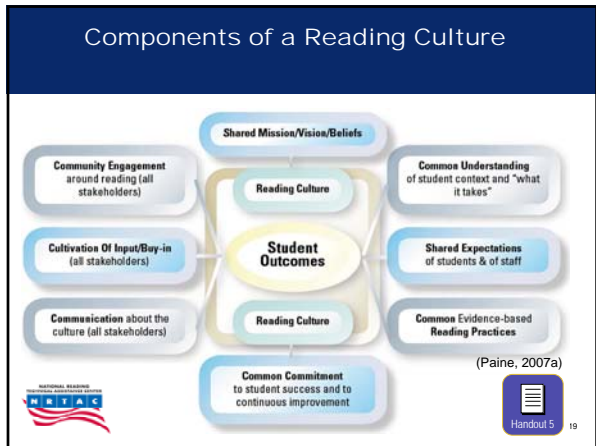
What is Reading Culture?

“How we do things here” (with respect to reading)

- Materials we use
- Training and support we provide
- Instruction we plan and deliver
- Assessments we conduct
- Way we use time and other resources
- Leadership we provide for reading
- Our shared mission, vision, beliefs, expectations, norms, values, and practices related to reading outcomes



18



Approaches to Building a Strong Reading Culture

Promote an Academic Learning Climate

- Vision, mission, and goals
- Expectations and standards
- Staff and student incentives
- Professional development

Develop a Supportive Work Environment

- Staff collaboration and cohesion
- Safe and orderly learning environment
- Meaningful student involvement
- Outside resources
- Links between home and school

(Murphy, 2004) 20

Approaches to Developing a Strong Reading Culture

Promote an Academic Learning Climate

- Vision, mission, and goals
- Expectations and standards
- Staff and student incentives
- Professional development

(Murphy, 2004) 21

What is Vision?

- Describes the ideal state a school is striving to achieve
- Articulates a realistic, credible and attractive future for the school
- Challenges a school community to achieve excellence
- Acts as a catalyst for change
- Is shared and owned collectively



22

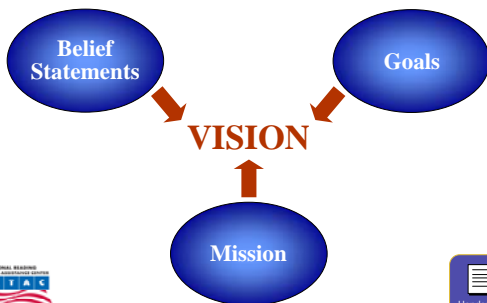
Process for Developing a Vision

- Build a shared value system
- Build an image of the “ideal school”
- Write a description of the image
- List the key descriptive words
- Compare key descriptors to value statements
- Write vision statement
- Share beliefs and vision



23


Make Explicit Connections



24

What is a Mission Statement?


- Describes the overall purpose
- Is a current statement of what the school is really trying to do
- Answers the question: “Why does the school exist?”
- Addresses what difference the school will make to students



25

Developing Shared Goals

- Operationalize the vision
- Focus goals on student outcomes
- Communicate goals effectively
- Monitor progress and make adjustments




26

Establish Positive Expectations and Standards

“I intend to give this 110%, and I ask you all to do the same. It’s too important to give it any less.”
 —Reading First principal

- Set high, measurable expectations for yourself, your staff, and your students
- Support and empower staff as they support and empower students
- Adopt a “no excuses” culture in the school




27

Provide Incentives for Staff Members and Students

- Allow teachers to provide discipline support
- Show personal interest
- Provide public acknowledgment
- Give private praise and encouragement
- Distribute leadership

(Murphy, 2004)



28

Distribute Leadership

- Promote training of trainers
- Cultivate in-house experts
- Support peer coaching
- Delegate




29

Promote Professional Development

- Provide direct, concrete technical assistance and material support
- Demonstrate indirect support—encouragement—as teachers attempt to integrate skills into instructional practice

(Murphy, 2004)






30

Academic Learning Climate

Turn to a partner and discuss:

- How have you recently built the competencies of your teachers?
- How have you motivated or encouraged your staff recently?




Approaches to Developing a Strong Reading Culture

Develop a Supportive Work Environment

- Staff collaboration and cohesion
- Safe and orderly learning environment
- Meaningful student involvement
- Outside resources
- Links between home and school



(Murphy, 2004) ³²

“... creating a collaborative environment has been described as ‘the single most important factor’ for successful school improvement initiatives, and ‘the first order of business’ for those seeking to enhance the effectiveness of their schools.”


(Eastwood & Louis, 1992, as cited in DuFour, 1999, p. 61)



³³

Manage Staff Collaboration

- Grade-level team and school literacy team meetings
- Within grade levels to plan grouping and instruction
- Across grade levels
 - Articulation of skill expectations
 - Coordination of materials and lessons
 - Coordination of placement for very high/very low students
- Across departmental lines
- Across roles—certified and classified




34

Create a Safe and Orderly Learning Environment

- Safe physical and emotional environment
- Clean and well-maintained
- Effective classroom management practices
- Clearly defined school rules

(Murphy, 2004)



35

Provide Opportunities for Meaningful Student Involvement

- Learn responsibility and practice leadership behavior
- Form ties to the school and to appropriate adult role models
- Develop skills necessary to participate successfully in activities

(Murphy, 2004)



36

Secure Outside Resources in Support of School Goals

- Community groups
- Parents and parent organizations
- Local businesses
- University partners
- Competitive grants



37

Forge Links Between Home and School

- Communicate on a regular basis
- Obtain human resources
- Promote contact between teachers and parents
- Personally interact with parents in community groups
- Provide programs for parents
- Develop ways parents can work with their children at home on academic skills

(Murphy, 2004)



38

Supportive Work Environment

Turn to a partner and discuss:

- What makes your school safe and orderly?
- What about your school makes students feel that they belong?



39

In Summary

“Those individuals and organizations that are most effective do not experience fewer problems, less stressful situations, and greater fortune, they just deal with them differently.”

(Fullan, 2008)



40

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41



Handouts **Leading Schoolwide Change**

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Presented by:
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Tampa, FL

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**LEVELS OF USE:
LEADING SCHOOLWIDE CHANGE**

For each box, read the indicators for levels 1 through 4 (with 4 being the highest level of use). Then place a check mark next to the indicator that best describes your current practice as a principal.

The Challenges of Change

- 1. I have little or no awareness of the reactions that can be expected of people undergoing the level of change involved in Reading. My leadership style does not include strategies for addressing these challenging individual and group perceptions.
- 2. I am exploring the reactions that can be expected of people undergoing the level of change involved in Reading. I am beginning to plan changes in my leadership style to address these challenging individual and group perceptions.
- 3. I am aware of the challenges I face in how the staff may react to the level of change involved in Reading. I have implemented some strategies to address these challenges and am planning additional changes to my leadership style.
- 4. I clearly recognize the challenges I face in how the staff may react to the level of change involved in Reading, and I have viable strategies in place to lead staff through the process successfully.

Providing Support during the Change Process

- 1. I have not addressed the impact of change on the staff within my school.
- 2. I am aware of the need to support staff through the change process.
- 3. I am working toward identifying staff needs during the change process and providing the support necessary to navigate change successfully.
- 4. I energize and motivate staff members and ensure they receive the professional development and support they need to navigate change successfully.

Using the Leadership Team to Facilitate Change

- 1. My school does not have a strong leadership team in place.
- 2. I have identified the need to use strong teaming practices to guide the work of Reading in my school, and I am beginning to share responsibilities among other staff members.
- 3. I have created a leadership team and have begun to develop strong teaming practices. Key responsibilities are distributed among the team members.
- 4. I have developed a strong leadership team and distributed key responsibilities. I use the leadership team to facilitate the change process within my school.

Addressing Staff Resistance

- _____ 1. I avoid dealing with issues of staff resistance.
- _____ 2. I am aware of the need to develop strategies to address staff resistance.
- _____ 3. I am developing insight and strategies to address staff resistance to changing reading practices.
- _____ 4. I address staff resistance as needed to ensure strong instruction and collaboration among all staff.

THE CONCERNS-BASED ADOPTION MODEL (CBAM)

Typical Expressions of Concern About an Innovation

Stage of Concern	Expression of Concern
0. Awareness	I am not concerned about it.
1. Informational	I would like to know more about it.
2. Personal	How will using it affect me?
3. Management	I seem to be spending all my time getting materials ready.
4. Consequence	How is my use affecting learners? How can I refine it to have more impact?
5. Collaboration	How can I relate what I am doing to what others are doing?
6. Refocusing	I have some ideas about something that would work even better.

Typical Behaviors of Use of the Innovation

Level of Use	Behavioral Indicator
0. Non-Use	The user has no interest, is taking no action.
I. Orientation	The user is taking the initiative to learn more about the innovation.
II. Preparation	The user has definite plans to begin using the innovation.
III. Mechanical	The user is making changes to better organize use of the innovation.
IVa. Routine	The user is making few or no changes and has an established pattern of use.
IVb. Refinement	The user is making changes to increase outcomes.
V. Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
VI. Renewal	The user is seeking more effective alternatives to the established use of the innovation.

ASSERTIVE INTERVENTION SAMPLE CONVERSATION 1

Approach	Sample Comments
Acknowledge value and strengths	<i>I appreciate your making time to meet with me today. First of all, I want you to know that you are valued as a faculty member at our school. Your colleagues and I appreciate your organizational skills, creative energies, and the great rapport that you have with students.</i>
Relate value & strengths to issues	<i>As you know, education is a service profession. It requires coordinating each of our efforts toward refining instructional services to ensure that all students at our school are provided opportunity to reach their potential.</i>
Identify the issues to be addressed	<i>As you and I think about refining instructional services at this time, I would like to discuss the aspects of:</i> <ul style="list-style-type: none"> • <i>planning</i> • <i>instructional delivery</i>
Give explicit description & check for understanding	<i>How we approach planning impacts the quality of lesson implementation. For instance, completing planning tasks that are on time and on target sets us up for success. Also, delivering instruction with a quick pace impacts student engagement and learning, whereas, a slow pace can make a lesson seem disjointed. Do you have any questions or comments about planning and pacing of instructional delivery?</i>
State your feelings about the issues	<i>I know that the quality of student learning is a priority to both of us; therefore, I wanted to share with you my concern about the impact that both planning and instructional pacing seem to be having on some of your students' reading development.</i>
Acknowledge contributions	<i>As I've been in and out of your classroom, I've seen very positive things:</i> <ul style="list-style-type: none"> • <i>evidence that the sequence of instruction is followed</i> • <i>students are engaged in very creative literacy activities</i>
Relate contributions to issues	<i>Yet, as we look at student reading data, the question that we need to ask is:</i> <i>"What needs to happen to increase the reading development of students below grade level and student on-task behaviors?"</i>
Identify repercussions for the students due to the issues	<i>Many times misbehavior can be a cause of avoiding reading if students are not yet empowered to engage in the type of reading tasks that are assigned to them. They may have intense unfulfilled instructional needs. Consequently, when the struggle to achieve becomes overwhelming, students give up and act out.</i>

Approach	Sample Comments
Identify repercussions for the teacher because of the issue	<p><i>It is important for teachers to gain return for their professional efforts by:</i></p> <ul style="list-style-type: none"> • <i>planning reading lessons and activities that align with objectives that data identifies as instructional priorities at any particular stage of a student's development</i> • <i>maintaining an instruction pace that provides the intensity that struggling students need in order to accelerate them</i>
Acknowledge your contribution to the issue	<p><i>Our school works as a team in problem-solving and refining our services. My responsibilities will be to:</i></p> <ul style="list-style-type: none"> • <i>locate some additional resources and professional development to enlarge your capacity for proactive planning.</i> • <i>ask our reading coach to spend additional time with you:</i> <ul style="list-style-type: none"> – <i>co-planning and scheduling explicit, systematic small group lessons for the struggling readers in your classroom</i> – <i>modeling appropriate pacing for those same students</i>
Acknowledge positive practice	<p><i>Now, I noticed an occasion where you used manipulatives with struggling readers as part of your instruction in:</i></p> <ul style="list-style-type: none"> • <i>phonics</i> • <i>vocabulary</i>
Relate positive practice to resolution	<p><i>Consistent use of these types of explicit practices can make instruction more systematic and over time can impact instructional pacing.</i></p>
State your desire to resolve the issue	<p><i>I'm confident that a proactive approach to planning and pacing will lead toward increased student achievement and parent satisfaction. Once the quality and pacing of explicit and systematic instruction are more consistent for the struggling readers, I think you'll be:</i></p> <ul style="list-style-type: none"> • <i>more satisfied with student behavior</i> • <i>more confident in working with students who struggle in:</i> <ul style="list-style-type: none"> – <i>learning to read</i> – <i>engaging in creative literacy activities in your classroom</i>
Invite the teacher to respond	<p><i>What are your thoughts?</i></p>
Make an offer of support	<p><i>Here's what we can do in:</i></p> <ul style="list-style-type: none"> • <i>working with the coach . . .</i> • <i>following up . . .</i> <p><i>Is there anything else that you think we could do that would be helpful?</i></p>

ASSERTIVE INTERVENTION SAMPLE CONVERSATION 2

Approach	Sample Comments
Identify the behavior to be addressed	<i>Thank you for making time to meet today. The reason I called this meeting was that I have noticed that you are currently struggling in a few important aspects of your teaching assignment.</i>
Give explicit description & check for understanding	<i>Specifically, I have noticed recently that your planning and implementation of the lessons in reading and math are not where they need to be. Simple instructional planning tasks are not being completed on time, and the pace of instruction is too slow and disjointed to sustain learning. Have I stated that clearly? (or “Does that make sense?” or “Do you know what I mean?”)</i>
State your feelings about the behavior	<i>This concerns me, because I know that you care about the kids and their learning, as do I.</i>
Identify repercussions for the students due to the behavior	<i>Yet, I see good kids getting lost, misbehaving, and tuning you out. They are not receiving the education they need. It is not uncommon for me to see 5-6 students off-task and not participating in the lesson.</i>
Identify repercussions for the teacher because of the behavior	<i>You are seeing student misbehaviors where there shouldn't be any. When expectations are unclear and the pace of instruction is slow, the students get into trouble behaviorally and academically. Your student's achievement is dropping behind their peers in the fifth grade. Two days before spring break four of your students were caught cheating, and they reported that this happens often because you aren't aware. Parents have also expressed concern. I think we both want to see this situation turned around.</i>
Acknowledge your personal contribution to the continuance of the behavior	<i>I believe we both want to be caring and supportive as we work with children. I hope I've been clear in my recommendations for how you can develop more effective teaching strategies. As you are aware, I have asked our reading coach to spend more time in your room to model appropriately these strategies, but until now, I haven't followed up sufficiently to be sure that you have adopted and implemented them.</i>
State your desire to resolve the issue	<i>I am concerned your students and their educational progress. They have fallen behind the rest of the students in the fifth grade in reading and math. They just are not achieving their potential. We need to have you to step up the quality and pacing of your instruction every day for your student's sake. When we do, I think you will start to become more satisfied with the students' learning and behavior as well.</i>

Approach	Sample Comments
Invite the teacher to respond	<i>What are your thoughts about this? Are you aware of this situation? Can you help me understand why this pattern has developed?</i>
Make an offer of support	<i>Here's what I'd like you to do ... (e.g., work further with the coach). Here's what I will do to support your efforts ... (e.g., follow up, check in, etc.). Is there anything else that would be helpful?</i>

**LEVELS OF USE:
PROMOTING AND SUPPORTING A READING CULTURE**

For each box, read the indicators for levels 1 through 4 (with 4 being the highest level of use). Then place a check mark next to the indicator that best describes your current practice as a principal.

Vision and Beliefs

- 1. I am unclear about my vision and beliefs about teaching and learning and how that may influence my leadership.
- 2. I am becoming aware of what I believe about teaching and learning and how that will influence my leadership.
- 3. I have a clear vision and set of beliefs about teaching and learning.
- 4. My clear vision and strong beliefs allow me to motivate and inspire those around me.

Alignment of Vision and Actions

- 1. I am unclear about what it means to align vision and beliefs about teaching and learning to my daily actions.
- 2. I am becoming aware of what it means to align my developing vision and beliefs to my daily actions and decisions.
- 3. I am developing strategies for aligning my decisions and daily actions with the vision and beliefs I hold about teaching and learning.
- 4. I look for opportunities to model my vision, and my decisions and actions consistently reflect that vision.

Staff Collaboration

- 1. I trust staff to collaborate among themselves as the need arises.
- 2. I understand the value of collaboration among teachers in all areas.
- 3. I schedule and encourage staff collaboration in reading.
- 4. I facilitate staff collaboration for improved reading results through scheduling, expectations, and active involvement.

Implementation of Reading

- _____ 1. I have not clarified the focus and purposes of implementing Reading for myself. I have not made it clear to school staff what is expected of them with this initiative.
- _____ 2. I am working to clarify the focus and purposes of Reading in my school and involve other key staff members in the discussion of how to communicate the focus in policies, procedures, and classroom practices.
- _____ 3. I understand the focus and purposes for implementing Reading. My leadership team and I are working to ensure policies, procedures, and classroom practices within my school address these purposes.
- _____ 4. My understanding of the focus and purposes for implementing Reading is present in the policies and procedures of my school and in the practices within classrooms.

High Expectations

- _____ 1. I have not addressed high expectations for student learning or the role of teachers and grade-level teams in making this happen.
- _____ 2. I am beginning to address high expectations for student learning and the role of teachers and grade-level teams in making this happen.
- _____ 3. I hold high expectations that all teachers share responsibility for the reading performance of students.
- _____ 4. My advocacy and support for high expectations result in shared responsibility of all teachers and staff for the reading performance of students, as well as the level of work required to reach those expectations.

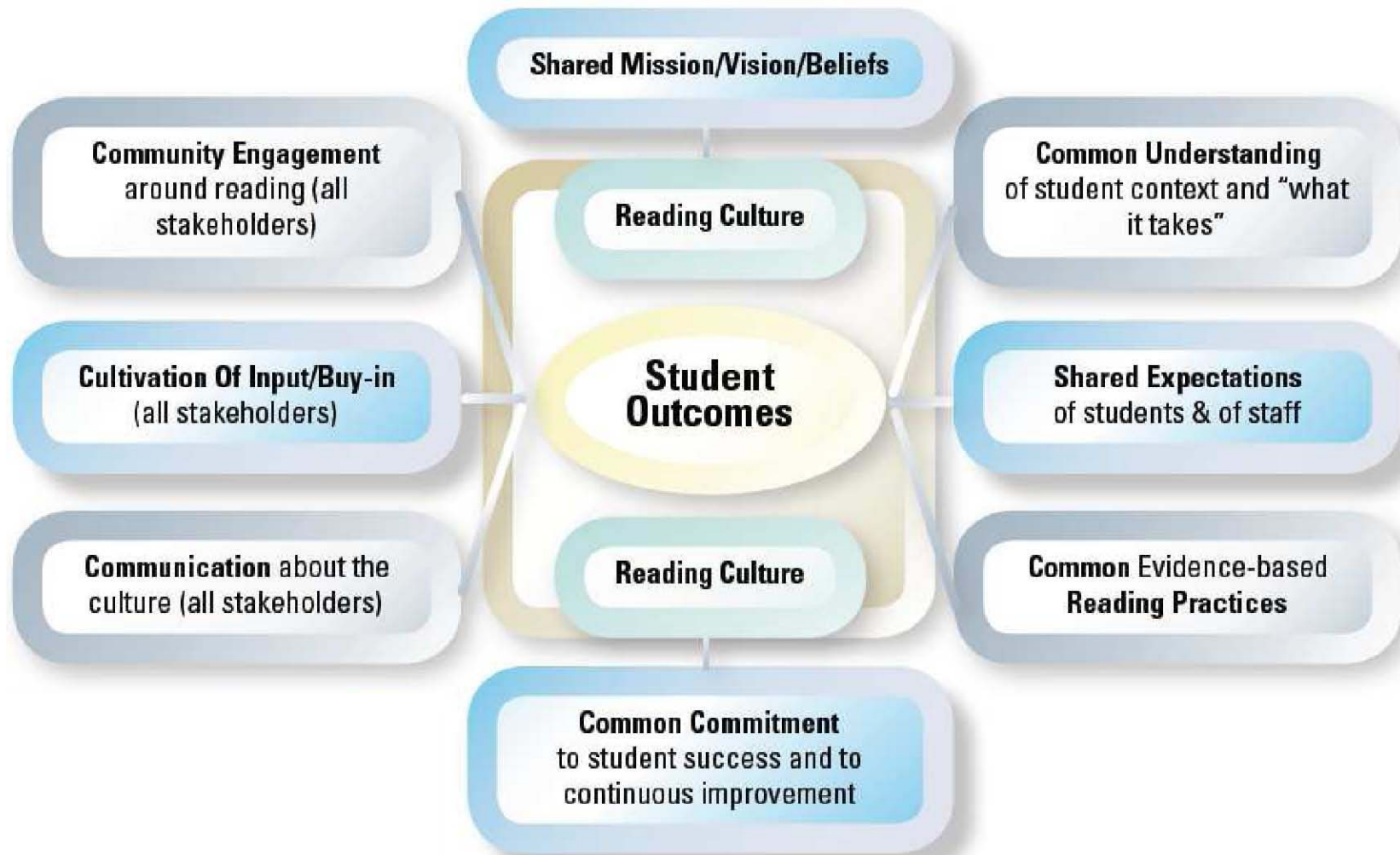
Development of Shared Goals

- _____ 1. Staff are not involved in developing student achievement goals on my campus.
- _____ 2. I am working to get buy-in from staff for student achievement goals and am aware of the need to use goals to plan instruction.
- _____ 3. I work to develop goals shared by staff. The goals reflect the vision and are often used to plan professional development. They are used by some staff to plan instruction.
- _____ 4. I skillfully facilitate the development of clear, specific, shared goals that operationalize the school's vision and are used to plan instruction and professional development.

Providing Incentives and Recognition

- _____ 1. My concept of “doing the right work” needs development. I am not sure what success with Reading looks like.
- _____ 2. I am learning what “doing the right work” means in Reading and beginning to celebrate successes within my school.
- _____ 3. I understand and communicate what “doing the right work” in Reading looks like in my school and celebrate success within this effort by providing incentives and recognition.
- _____ 4. I assure a sense of well being by providing ongoing supports for “doing the right work” to implement Reading, and I regularly celebrate the successes of my school by providing incentives and recognition.

COMPONENTS OF READING CULTURE



SAMPLE BELIEF STATEMENTS, VISION, MISSION, AND GOALS

Belief Statements:

- Public education is a foundation of democracy and provides the tools to create a more egalitarian and just society.
- All children and youth have a right to a high-quality, comprehensive public education.
- Public education must help all children and youth reach their highest potential, feel successful, and become wise, thoughtful, and caring adults.
- We model what students learn—by what we say, what we do, how we treat each other, and how we organize and run our schools.
- Children and youth learn most effectively when teaching and curriculum are relevant to their own backgrounds, interests, and learning styles.
- Students thrive in an environment that offers a variety of learning opportunities.
- To close the achievement gap, we must recognize the impacts of institutionalized racism on student success and question any excuses for not making necessary changes.
- Students want and need positive relationships with adults, based on mutual respect and high expectations for success, and schools must provide opportunities for those relationships to flourish.
- To learn effectively, students need their basic needs met—food, shelter, clothing, personal safety and health, freedom from harassment, and respect for their individuality and ethnic background.
- A school system works best when all participants are candid, open, and accountable.
- All students can learn. Poor academic performance reflects the quality of leadership and the way in which adults are working together, not the quality of the students.
- Schools work better when they are open to and make good use of community resources. Urgency is a critical element in true transformation.
- Fully funding public education is a basic responsibility of our society.

Vision:

Every student—regardless of race, ethnicity, gender, or socioeconomic background—will graduate and be fully prepared to lead a successful life.

Mission:

To provide every student with effective, high quality teaching and learning experiences, relevant curriculum and support services, in a safe and healthy environment.

Goals:

- Improve the effectiveness and relevance of instructional and support services for all students.
- Eliminate the achievement gap.
- Eliminate all systemic barriers to student achievement.
- Build leadership capacity for accountability, inclusivity, and effectiveness.
- Manage resources and set priorities using principles of equity and sustainability.

DEVELOPING A STRONG READING CULTURE

List ways you have been successful in promoting an academic learning climate and developing a supportive work environment.

Promoting an Academic Learning Climate	Developing a Supportive Work Environment

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