Section A: Introduction and Overview

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Time: 1 to 1 1/2 hours

Overview

In this section, the opening activities and introductions set the stage for the Leadership for Changing Schools program. The emphasis on implementation is highlighted and an overview of the material is provided.

Outcomes

1. Participants will meet institute staff, each other, and establish common experiences and needs of the group.
2. Participants will discuss the assumptions that provide the foundation for the materials and activities.

Materials and Resources

AV:
- Tape/compact disc player
- Overhead projector

Handouts:
- Handouts A.1–7b

Transparencies:
- Regional Education Laboratories transparency
- Transparencies A.1–13

Resources:
- Agenda for the day on a chart

- Prepared chart: Norms for the "way to work" (See page 4 for suggestions)
- Music—tapes or CDs to be used to set the tone for workshop as facilitator sees fit
- Masking tape
- Chart paper
- Water-based markers
- Blank transparencies
- Vis-à-vis markers
- Post-it notes (a variety of sizes)
- Highlighters
- Reflective journals for participants (these can be small notebooks, blank sheets of paper, or something special the facilitator puts together)

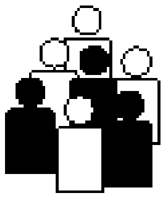
Personal Notes

Note that suggestions for the trainer's comments (to the participants) are provided in "bold" print. Note also there is no expectation that the trainer will use this text verbatim—it is provided as suggested content.

OPENING ACTIVITIES

Overview

The opening activities set the tone for the institute by creating a supportive learning environment, establishing group norms and facilitator norms.



Greetings

Outcome 1:
Participants will meet institute staff, each other, and establish common experiences and needs of the group.

Presentation

Greet and welcome the group:

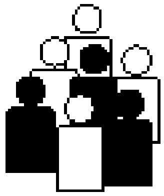
"The Southwest Educational Development Laboratory welcomes you to this institute. We are joined together to work with the issues of leadership *for* change in schools and implementation *of* change."

Introduce the trainers/facilitators in a method previously agreed upon by the trainers. You may introduce yourselves, or introduce each other by briefly telling your professional background and some small tidbit of personal information.

Also at this point, familiarize participants with the facility, phones, restrooms, and vending machines.

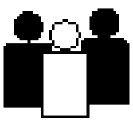
REL Tp

Display transparency about the Regional Education Laboratories and briefly explain the RELs.



Lecture

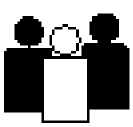
"Across the United States, there are ten regional education laboratories, each serving four, five, or six states. The mission of these laboratories is school improvement and that is what SEDL is committed to doing in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Each of the labs creates products for practitioners and policy makers. You can learn more about the labs on the Web site that is devoted to the laboratories. The address is *www.relnetwork.org*. You can learn about SEDL by visiting its Web site at *www.sedl.org*."



Discussion

Begin building the environment for learning with an activity to facilitate participants getting to know each other. A suggested activity is to have each table group record on chart paper:

- Five things that they all have in common (e.g., all love seafood, have been to Europe)
- A uniqueness for each person (Elaine was Miss Firecracker of 1975, Libby is a certified scuba diver), and
- One difficulty that they have all experienced in trying to implement change in schools.



Reporting

Appoint the youngest person at each table to be the scribe/reporter and allow about 15 minutes for the activity. Have the charts posted and ask for a report from each table.

End of Activity

Thank them for their participation and review the agenda for the day (from your chart).

Refer to posted norms (make a chart of these) and solicit their support of the norms. Suggested norms might include such things as:

- Participate actively by asking questions and offering observations.

- Scheduled breaks will be frequent; feel comfortable to take care of your needs at other times as well.
- Support your colleagues' learning.
- Enjoy yourself and others.

Now direct the group to get their Big Green Box and take out the Handouts from Section A, "Introduction and Overview."

Tp A.1 **Ho A.1**

Display Transparency A.1, and refer them to Handout A.1, briefly noting that the Table of Contents shows that we will cover seven sections in this institute.

Tp A.2 **Ho A.2**

Display Transparency A.2, referring to Handout A.2 and ask participants to scan the objectives of Section A.

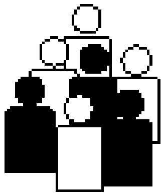
Tp A.3 **Ho A.3**

Discussion

Display Transparency A.3, and refer them to Handout A.3. Ask if they have seen this quote or one similar to it. Ask them to have a 2-3 minute discussion with their table group about how it relates to change in schools.

Tp A.4 Ho A.4

Accept their comments and add your own, then display Transparency A.4 and refer them to their Handout A.4, emphasizing that this institute is largely about implementation of change.



Lecture

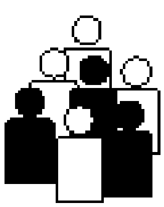
"These materials have originated out of a need to address the issue of implementation of change which has eluded us for decades. People still do not understand the complex array of activities needed to help individuals implement new practices in a high quality way. Planning about change and dreaming about change are critical—and we will discuss these—but they will make absolutely no difference if we don't put the planned change into place so it creates improvements for students. We call that *implementation*."

End of Activity

Outcome 2:
Participants will discuss the assumptions that provide

Tp A.5 Ho A.5

Display Transparency A.5 and refer them to Handout A.5. Briefly describe assumptions we have when we speak of making a change in schools. These assumptions may include the following:



Lecture

- Change is based on data.
- Change is based on needs of students and/or professional staff.
- Decisions about what to change are made collaboratively with stakeholders.
- Changes are research-based.

Tp A.6a-c **Ho A.6**

Display Transparencies A.6a-c in succession, referring participants to their Handout A.6. Ask them to highlight, circle, or underline significant words:

- Individuals
- Interventions
- Implement

Tp 7-13 **Ho A.7a-b**

Reading

Provide time (about 7-10 minutes) for individual reading of Handouts 7a-b, which indicate the focus and content of each of the seven sections. Ask them to put a post-it "tab" on any sections that they have a question or comment about at this point. Ask them to look back at what their table group said was difficult about change (during the warm-up activity) and determine if it may be addressed during the institute. Solicit comments on what they've read and noticed.

As specific sections are noted, display the appropriate transparency (A.7-13).

End of Activity

Section B:
Leadership <u>Is</u> Change

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Time: 3 1/2 hours

Overview

This module focuses on *who* the leaders are and what they *do*. Participants review research and other materials to determine the need for leaders during change. Six strategies exhibited by successful leaders of change are examined and subsequently serve as an organizer for the remainder of the materials and modules. There is also attention to building the capacity in others for leadership roles and responsibilities.

Outcomes

1. Participants will define the purpose of leadership and what leaders do.
2. Participants will discuss theories of innovation adoption/implementation and their relevance to current school change.
3. Participants will identify who leaders are and the strategies they use.
4. Participants will assess the practice of shared leadership.

Materials and Resources

AV:

- Tape/compact disc player
- Overhead projector
- VCR and monitor
- Tape or CD with lively beat (Suggestion: the first selection on the *Snippets Audiotape*, the cassette tape included in this package)

Handouts:
- Handouts B.1–13

Selected Reading Packet:
- *Issues . . . about Change*, 1(2), revised Spring 2000

Transparencies:
- Transparencies B.1–14

Resources:
- Masking tape
- Chart paper
- Water-based markers
- Blank transparencies
- Vis-à-vis markers
- Post-it notes (a variety of sizes)
- Highlighters
- Prepared chart: People-Activities-Outcomes (page 12)
- Prepared chart: Six Strategies (listed on Tp B.11)
- Reflective journals for participants

Personal Notes

Learning Sequence

CONNECTING TO THE CONTENT

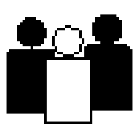
Outcome 1:
Participants will define the purpose of leadership and what leaders do.

Tp B.1 **Ho B.1**

Display Transparency B.1 and reference Handout B.1. Ask participants to quickly review the outcomes for Section B.

Tp B.2 **Ho B.2**

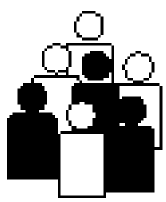
Display Transparency B.2.



Discussion

Distribute a piece of chart paper to each table and direct participants:
"Discuss at your table what it is that leaders do, not their characteristics, attributes, etc. but what they do. The tallest person at each table is the scribe. A piece of chart paper has been placed at each table; be sure to write legibly."

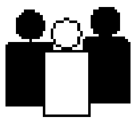
Allow 2-4 minutes for the discussion, then give the directions:
"Recorders, please stand up. You are now empowered to report for your table, or to appoint a reporter."



Facilitator & Scribes

As each table reports, scribe the responses on a transparency or chart paper in three categories: people, activities, outcomes. Lead the discussion to note that what leaders do is change people (example: people learn new skills), activities (example: single, one-shot staff development episodes change into *a programmatic series on a topic), and outcomes (example: staff teaches math more effectively, and students learn more); therefore, if change is what leaders do, it is imperative that we study Leadership for Change.*

Tp B.3 **Ho B.3**

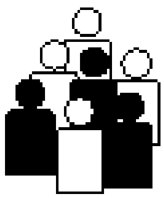


Discussion

Display Transparency B.3 and reference Handout B.3.
"Now, as a table group, discuss what you think this quote means, and how it relates to our conversation and notes (on the chart) regarding what leaders do."

Allow 2-4 minutes for their discussion.

Ask the large group:
"What are your interpretations? How is this quote related to the issue of what leaders do?"



Discussion & Lecture

Ideas to emerge are:
- That new results for student outcomes are being demanded.
- To get new results, schools will need to do the "business" of educating differently.

Say to the participants:
"It is not enough, of course, just to do things differently. After all, we can do something worse, or do nothing at all, and that would be a different strategy. For a change to have a positive impact on our students, we must do things differently with:"

Display Transparencies B.4-6, and reference the related Handouts B.4-6 as you describe each one. Suggest that they are the "bumper stickers" of school improvement.

Tp B.4 **Ho B.4**

"Vision—we, as individuals and as a group, must see clearly and precisely what the change will look like–not in a vaguely different way, but exactly what it will look like.

Tp B.5 Ho B.5

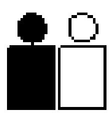
Additionally, we must believe that we can get there. The brain is not able to reject negative messages. For example, I want you to follow my instructions. Do NOT picture an elephant. What happened in your mind? Of course, you saw an elephant. In a similar fashion, if you think of negative messages, such as 'I don't think that we can do this,' you are solidifying the belief that you cannot do it.

Tp B.6 Ho B.6

Along with the clear vision, and the belief that it can be done, we must also have help (such as time, staff development, materials) to achieve any change."

End of Activity

Ho B.7

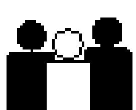


Discussion

"Let's now take a look at the outcomes and results of leadership. Please find a partner who is not sitting at your table, find a spot in the room to work and collaboratively develop a one-sentence *results* statement. You will need your Handout B.7. Please don't focus on behaviors, but on results of leadership.

Another way to think about it is to answer this question: What do you get in an organization if you have leadership that you would not get without it?"

Tp B.7

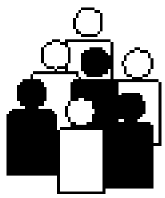


Discussion

Display Transparency B.7 as the sentence stem for their results statement. Allow 4-5 minutes. Then direct the pairs to find another pair:

"Partners, please find another pair in the room. Number off 1, 2, 3, and 4; compare your statements. Again working collaboratively, agree on a results statement related to the outcomes of leadership. Person #4 will be reading the statement created by the small group."

Give 7-8 minutes to complete this task. Then direct them to read their statements aloud and limit themselves to one minute. Give them a directed listening charge:
"As each statement is read, please note the common elements, factors and words."



Reporting

Ask each group to report quickly, having each statement read aloud. After all have been reported give the groups 2-3 minutes to discuss what words they heard in common.

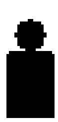
What will emerge is:
- that leadership leads to identification of shared goals, vision, and/or direction
- that leadership produces or leads to organizations' goal attainment
- that leadership makes things possible
- that leaders guide or help schools and other groups to reach planned goals, outcomes or changes.

Thank them for their participation and invite them to return to their seats.

REFLECTION

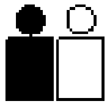
Tp B.8 **Ho B.8**

Display Transparency B.8 and refer them to their Handout B.8. Conclude this section by asking participants to use this quote as a reflective stem:
"Block's quote is a crisp version of the ideas we have been discussing. I'd like for us to spend about 3 or 4 minutes in a quiet, reflective mode and write in our journals. What might you think of writing about?"



Journal Writing

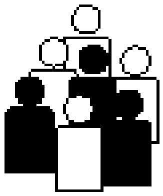
Solicit a few ideas (such as: leadership is a process; how intentions become reality) and ask them to reflect and "journal."



Discussion

Signal the end of the writing time and ask the group to discuss their writing:

"With someone sitting close to you, discuss the ideas you wrote about and key words and concepts we have discussed thus far. Which words, concepts or ideas support what Block has to say?"



Reporting

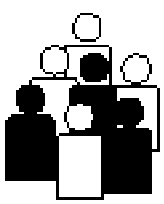
Solicit responses (such as the process of leadership, or leadership supports as in reaching our goals is Block's "translating intentions into reality") from the large group, allowing 3-4 minutes recitation.

End of Activity

THE BODY OF KNOWLEDGE

Tp B.9 Ho B.9

Instruct participants to find Handout B.9. Display the related Transparency B.9 and deliver a lecturette about the empirical-rational assumption about change.



Lecture

"The basic assumption underlying the empirical-rational approach to effective change is that individuals are rational and will follow their rational self-interest (Chin & Benne, 1969). Thus, two components emerge: (1) if a 'good' and useful change is suggested and (2) is in accordance with the self-interest of the person or group, the person – seen as passive though rational – will adopt the change. Ideally, individuals taking this approach would construct a vision of what could be in the future. The vision then forms the basis of action plans for implementing the change. If the vision is rational, it will be persuasive and individuals can be led to the trial and adoption of innovations. Consider the

example of a baseball team that really has the spirit to win, but has not learned the skill of pitching overhand (to not know this would likely mean that they had been living a very secluded life!) Someone comes to their practice and tells them how much more powerful this approach is—thus a well-tested practice has been offered to a group receptive to the practice."

Discussion

Ask the group in pairs or at their table to discuss this question:
"Does the empirical-rational approach work?"

Typical comments include:

- Doesn't work.
- People have no voice; seldom do they know about it.
- People have had little, if any, staff development to learn about it.

Tp B.10

Lecture

Now display Transparency B.10. Explain the power-coercive theory:
"In the power-coercive approach (Chin & Benne, 1969), power is the dominant factor. Power-coercive strategies emphasize primarily political and economic sanctions to get what is wanted, but moral power is also utilized.

There are several strategies for this approach, but power is used in all of them."

Invite participants to take notes on the back of Handout B.9 about the four (4) strategies.
"One (1) is a strategy of nonviolence; speaking out eloquently in an influential way is one form of nonviolence. Witnessing and demonstrating nonviolently is another variant. Economic boycotts and sit-ins are other strategies. We've seen all these type one strategies used in our schools and with our school boards.

A second (2) way this approach of change occurs is through political institutions—policy handed down by the state legislatures is an example of institutional

change—examples are graduation requirements or statewide testing.

"A third (3) strategy is that of recomposing and manipulating the power elite. It implies that the decision-makers would be persuaded by the elite who address the needs of the masses. It could also mean the election of different holders of public office to change the composition and therefore the behaviors of influential or decision-making bodies, such as school boards.

A fourth (4) method of influencing policy is by judicial decisions – for example, most states in the 80s and 90s have had judicial decisions which impacted school finance."

Discussion & Reporting

Ask the group in triads or at their table to discuss this question:
"Does this approach work?"

Give about 5 minutes of discussion time (if the group has been sitting for more than 20 minutes, you may want them to stand for their discussion).

Solicit feedback. Possible answers are:

- Individuals have not been involved in decision, no ownership
- Have not included training or learning in how to use the new policy
- Handing down decisions to subordinate groups does not fit today's participative democratic environment.

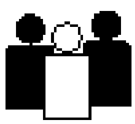
Ask them to continue their discussion with their partners or table groups for additional ideas of why these approaches don't work.

Ideas that should emerge are:

- Not all people know how to use new policies, programs/changes (for example, the baseball team who is told about pitching in a different, better way). They do not have time to figure how to do it – they may practice a completely wrong technique.
- Being forced to change can create resistance, undermining the intended change.

End of Activity

APPLICATION



Discussion & Reporting

Direct participants to rejoin table groups (if they have left their tables) and pick a discussion leader and reporter. Give them 5 minutes discussion time. The reporter will give a one-minute report on this question:
"Can you recall a change effort when one of these approaches (empirical-rational or power-coercive) was used? What were the results?"

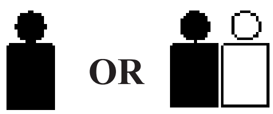
Tour the tables for one-minute reports.

End of Activity

Outcome 3:
Participants will identify who leaders are and the strategies they use.

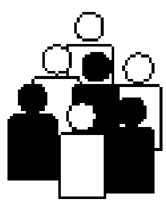
Ho B.10

Give the following directions:
"Please take *Issues . . .about Change*, Volume 1, Number 2 from the Additional Reading packet in the Big Green Box. Your job is to (1) read pages 1, 2, and 3, stopping at the last paragraph in the right column ('While the studies. . .'), and (2) take notes on Handout B.10, determining who the leaders are and what the six identified strategies are. You may work alone or with a partner as you record."



Reading & Recording

Allow 20 minutes.



Discussion

Ask the group to come back together as a large group:
"Will everyone rejoin the large group and let's be sure we all identified the same important points.

Who are the leaders?"

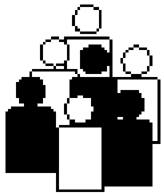
Answers (from page 2 of Issues . . .about Change*) that should emerge are:*

- Many persons, such as superintendents, central office staff, principals, teachers, students, counselors, external consultants, parents, school board members, and community persons.

Emphasis should be placed on research findings that identify the principal as a key player in change efforts.
"What do successful leaders do?"

Tp B.11 **Ho B.11**

Refer them to "Issues . . .about Change" that they have just read, which names the six strategies. Note that these six strategies are in the Big Green box, and have participants look at the sections in the Big Green Box to find them. Additionally, direct their attention to the chart with the Six Strategies which should be posted at the front of the room, and ask them to refer to Handout B.11 that lists them.



Lecture

"Our work in this program is organized around these six strategies, and we will study each one as a leadership strategy."

Tp B.12 **Ho B.12**

Display Transparency B.12, referencing Handout B.12, and lead a discussion about equal parts of pressure and support by offering:

"The actions of pressure and support for change and improvement lead to the increased quality of implementation. Ask the group: 'What happens if we only offer support?'"

– Everyone feels happy; nothing much changes.

"What happens if we only offer pressure to change?"

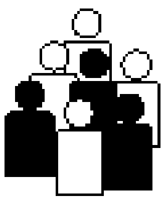
– We get resistance or compliance with an attitude.

A helpful visual is to use your hands to show the two parts: Pressure is an open hand pushing away. Demonstrate this and ask what happens if you only give pressure. Most groups respond with: you get pressure back in the form of resistance. With the other hand, open it with palm facing up, as if lifting up and ask what happens – happy people who may or may not make a change. Then put your hands together, forming a 90-degree angle and moving it up and away from the body. This is the delicate balance which

leaders must offer to those making the change.
"The balance then, is for facilitative leaders to be a 'pushy friend' while they are also a 'friendly persuader.'"

End of Activity

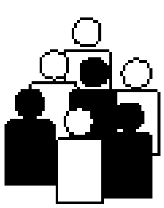
Outcome 4:
Participants will assess the practice of shared leadership.



Movement

Invite participants to stand, allowing elbow room between them, and ask for an assistant from each table (4-5 people maximum) to join you. Tell the group:
"We will consider one more idea about leadership in this module. Please follow along."

Prompt your assistants that their job is to first do exactly what you do (follow your lead). Then, when you point to one of the assistants, they should change movements and all will follow their lead. Using music with a lively beat (such as the first selection on the tape cassette in the Big Green Box), begin moving to the music with a simple motion such as clapping hands, pointing up, nodding of the head, tapping of the foot, etc. After a few moments, point to an assistant, who becomes the leader. Let him/her lead for a few moments and then he/she points to another assistant. Continue this until everyone is energized, the assistants have all led and some of the "audience" has led also. Invite the participants to return to their seats and on the way, be thinking of this question:
"What idea about leadership were we demonstrating?"



Discussion

Answers should include: delegating, sharing, rotating, all involved.

Tp B.13 Tp B.14

Display Transparency B.13 followed by Transparency B.14 and ask them to compare their answers to this list.

Ho B.13

Discussion & Writing

Direct the table groups:
"Think about our musical experience and other experiences with shared leadership. Please turn to Handout B.13. You are to write a short letter of advice about sharing leadership. Pick a discussion leader and a 'letter writer.' You will have 10 minutes. Watch the time carefully as you will be mailing, after a fashion, this letter."

After 10 minutes, call time and give these directions:
"Letter writers, please 'mail' your letter to a nearby table. When you receive a letter from another table, read it to your group and determine what it has in common with the letter that your group wrote."

Allow about 3-5 minutes for the comparisons and get feedback about what they noticed.

End of Activity

Section C: Strategy One—Create a Context for Change

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Time: 3 1/2 hours

Overview

This module focuses on the necessity of a context that will support change efforts. Participants will study research results that identify elements of context that support change, and actions that can be taken by leaders to cultivate a context for change. The Stages of Concern provides leaders with an understanding about what individuals experience during change and interventions they can make.

Outcomes

1. Participants will describe how school context affects the change process.
2. Participants will identify elements of context that provide support for change.
3. Participants will use Stages of Concern to assess the process of change in individual implementors.
4. Participants will identify interventions that relate to various concerns.

Materials and Resources

AV:

- Tape/compact disc player and 5-7 minutes of soothing music
- VCR and monitor
- Overhead projector

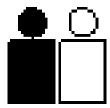
- *Audio Snippets* (the audio cassette in this package that includes a musical selection and five snippets from an audiotape produced by SEDL called, *Voices from the Field: Success in School Reform*.)
- *One-Legged Interviews* (the video included in this package)

Handouts:
- Handouts C.1–20c
- Interview activity: L. Osgood – text
- Interview activity: C. Farrell – text

Transparencies:
- Transparencies C.1–20c

Resources:
- Masking tape
- Chart paper
- Water-based markers
- Blank transparencies
- Vis-à-vis markers
- Post-it notes (a variety of sizes)
- Highlighters
- Reflective journals for participants

Personal Notes



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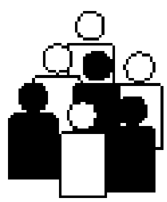


Discussion

Learning Sequence

CONNECTING TO THE CONTENT

Before you begin this section, ask participants to write down what their own personal concerns statement about change in their school. We will come back to this at the end of this section.

Prearrange with a willing assistant to participate in a discussion about the need to change his/her hair color within an hour. He/she cannot leave the room, cannot get assistance and must continue participation in the sessions. This person should plead, 'I can't,' with the trainer probing for why it cannot be accomplished.

Ask the group:
"What are the reasons that (*insert participant's name)* cannot accomplish this directive within the time I provided him/her for implementation?"

What should emerge is:
- No equipment
- No materials
- No time to do it
- No reason, need, or incentive

Ask the group:
"What should I say and do if I really want a change?"

Ideas and suggestions that should emerge include:
- Persuade the individual that it's a desirable thing to do
- Provide equipment
- Allow time
- Provide training and feedback
- Provide technical assistance

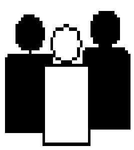
End of Activity

THE BODY OF KNOWLEDGE

Outcome 1:
Participants will describe how school context affects the change process.

Outcome 2:
Participants will identify elements of context that provide support for change.

Tp C.1



Discussion

Display Transparency C.1, but DO NOT REVEAL the strategies yet, showing only the title. Direct the group:
"Let's now focus on the six strategies again. Yesterday, we read *Issues . . .about Change* and you listed and discussed the strategies. Discuss at your table what those strategies were, and if you get stuck, either refer back to the *Issues* paper, or your Handout B.9, on which you took some notes."

Display the first strategy and tell the group that the focus of this module will be to "Create a Context for Change."

"As we move into this section, let's take a look at our outcomes."

Tp C.2 **Ho C.2**

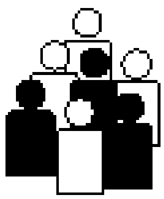
Display the outcomes of the module and ask the participants to read them silently, underlining and highlighting key words. Ask them to put a star by the one that is their highest need. Survey the group and ask them to raise their hands as you point to each outcome so that you can get a sense of where to spend a proportionate amount of time.

End of Activity

Move into the teach piece by saying:
"As in our opening example, several things have to happen in the context for individuals to make a change. Let's listen to a descriptor offered by Shirley Hord."

Ask participants to listen for two things: Who is the learner and what do they need to do in order to learn?

Play the first excerpt from "Voices from the Field: Success in School Reform" that is on the ***Audio Snippets*** *cassette in this package.*



Listen

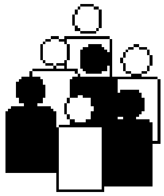
Audiotape Script

Shirley Hord: *"One of the things that we should be aware of is that these strategies are not a linear, step-wise set of strategies. They're very interactive and cyclical, and so we don't do one and then we stop doing that and do the next."*

Narrator: *"The first strategy of successful implementation is for educators to create an atmosphere and context for change."*

Shirley Hord: *"One of the things I think is really important to understand about creating this atmosphere – and actually about the whole implementation process – is that learning – teachers learning, administrators learning – is really the basis of school improvement."*

Shirley Hord: *"If people can understand that and give administrators and teachers the time and space and resources to learn, then this context for change will be a great deal more conducive to the change process. We need also here to have a place where people are comfortable in their learning, who will be forgiven for making mistakes if they learn from them."*



Discussion

"What did you hear that furthers your understanding of creating a context for change?"

Possible responses:

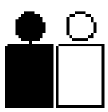
- The learners are the teachers and the administrators.
- They need time, space, resources and a safe place to try new skills.

End of Activity

Say to the group:

"Now, let's read about two schools and see how the context looks the same and how it differs."

PRACTICE WITH THE CONTENT



Sharing & Reading

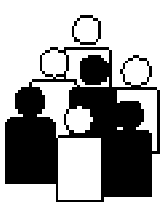
Ho C.3a Ho C.3b Ho C.4

Have the participants find one partner with whom they will work for the next activity. Direct them to determine who is Reader A and who will be Reader B and give them these instructions:

"Reader A: You will read about School A on Handout C.3a. Reader B, you will read about School B on Handout C.3b. Take notes on your Handout C.4. You will then share and compare notes. You will have 15 minutes to complete this activity."

Tp C.3

Display Transparency C.3 and ask participants to report what to fill in from their reading and discussion. Record School A in one color and School B in another color to show contrast on the transparency.



Reporting

Then share generalized definitions of the factors, such as:

- Physical surroundings and structures: school size, organization of physical structures such as buildings, scheduling patterns, size of rooms, chairs, etc.
- Formal policies and rules: local, state, or federal policies that dictate the governance of the school

- Resources: time, money, staff
- Attitudes and beliefs: deeply held internal images of how the world works that limit people to familiar ways of thinking and acting
- Norms: informal rules that develop over time, “the way we do things around here”
- Relationships: the interaction between and among individuals or groups of people

APPLICATION

Tp C.4 **Ho C.5**

Display Transparency C.4 and refer to the related Handout C.5. Invite participants to reflect on their personal experience with the factors:

Writing

“Please take about 7-10 minutes and fill in this form from your personal experience in your school, or a school with which you have worked. Think of it this way: if you were going to submit the identified school as a case study, what factors would you report? Your examples can be positive or negative and you will be sharing these in a small group format.”

Discussion

After the individual writing time, form new partnerships and ask them to discuss with someone not *from their school, district, or organization and also* not *from their table. Allow 10-15 minutes for their discussions.*

Reporting

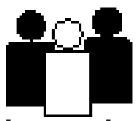
Reconvene the larger group and ask what their discoveries were. Were there commonalties, great differences, etc.?

One very likely commonality is the lack of sufficient time for discussing change and improvement.

End of Activity

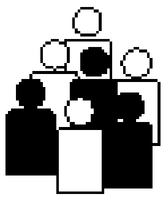
Outcome 3:
Participants will use Stages of Concern to assess the process of change for individual implementors.

Tp C.5 **Ho C.6**



Discussion

Display Transparency C.5. ("Change is a process . . .") Invite participants to have a 2-3 minute table discussion about the life cycle of a tree pictured on Transparency C.5 and Handout C.6. Ask for responses and chart them into seasons.



Reporting & Discussion

Conversation that should occur includes:

- Winter – lies dormant, does not need much except water and pruning
- Spring – blossoms develop and it needs fertilizer and greater amount of water
- Summer – fruit is developing, and needs protection from insects
- Fall – fruit has reached maturity, and is ready for harvest, needs picking

Ask participants how seasonal change is like school change.

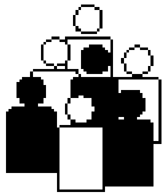
Ask them to elaborate on the perils the apple tree might encounter? And schools?

Offer that the work we are about to engage in can guide us in helping the people who are involved in change by giving them needed support and pressure at various "seasons" or phases of the change process, which contributes to a context conducive to change.

End of Activity

THE BODY OF KNOWLEDGE

Tp C.6 Ho C.7



Lecture

Display Transparency C.6. Tell the participants:
"Please look at your Handout C.7. Note that the term "concerns" does not necessarily mean worry, or other unpleasant, troubling fears, but rather feelings, reactions, etc. Also note the term intervention, and that it is defined by verbs. This implies that somebody will do something. We will be using these terms frequently.

All of us have met resistors – those who do not, will not, and have not changed. Fullan (1991) reminds us that these people are not trying to be difficult but that they are frustrated because of lack of help and assistance. In his model of change, you will probably recall that there are three phases: initiation, implementation and institutionalization. It is in the implementation phase where we meet the resistors.

We will gain some additional insights into resistors as we examine further research on change from the Concerns-Based Adoption Model."

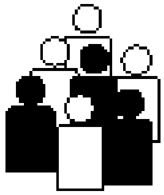
Ask the group to reiterate what "Concerns" means – feelings, reactions, and attitudes – an awareness that things will be different.
"The research that resulted in this model focused on the implementation phase of the change process – a part of the process that has been a 'black hole,' so to speak."

Tp C.7 Ho C.8

Display Transparency C.7 and reference participants to Handout C.8. Uncover each bullet point as you say:
"The research was initiated so that those who are responsible for facilitating change in others might

- **gain better understanding of implementation,**
- **have tools and techniques to guide and support implementation,**
- **add to the probability that implementation would be successful."**

Tp C.8 **Ho C.9**



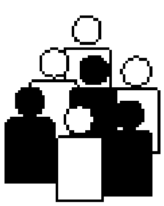
Discussion & Lecture

Display Transparency C.8. Ask participants to fill in the missing words on Handout C.9 as you display the four points. Point by point, ask participants for their predictions and comments. Fill in with the following information where needed:

"Over the last several years, we have heard and read research that tells us that change is a process, requiring a great deal of time and resources. The individual person is the unit of change; thus only when almost all of the staff have implemented a change can it be said that the school has changed. Because change happens on an individual basis, it is personalized – some individuals change rapidly, most are slower. The message is that people are no more alike about implementing a change than in any other facets of their lives, so we should not expect uniform acceptance and implementation. When implementing a change, the individual grows in his/her skills, and in feelings and reactions toward a change.

The important point in all of this is: People must be given prime consideration and appropriate interventions in order to successfully adopt and implement a change or innovation in a high-quality manner. The facilitative leader, then, must focus on providing that consideration to implement the change and to support people's efforts to change."

Tp C. 9 **Ho C.10**



Lecture

Display Transparency C.9 and introduce Fuller's work by referring participants to Handout C.10. Use the following notes to explain Fuller's three types of concerns: self/task/impact.

"Frances Fuller, a professor of educational psychology, was involved with a team of faculty that worked with a block of teacher education students in their final, fourth-year pre-service professional preparation. Fuller was always interested in improving her courses, and she regularly solicited feedback from the students.

In one particular feedback episode, 97 out of 100 students told Fuller that her educational psychology course was totally irrelevant to them. Fuller looked into why the

other three students found the course useful. What she discovered was that the three students who found it helpful had gone to Sunday school, summer camp, Vacation Bible school, or child care experiences with children before taking the course, thus their concerns about children differed from those of the other 97. Out of this information grew further study, and Fuller developed the concept of student teachers' concerns about student teaching:

- **Unrelated – Before the student was involved in student teaching, his/her concern had nothing to do with teaching; rather, interests were things like: Will I have a car to use at college? Who will be my date for next week's party?**

- **Self – when involvement with student teaching began, the student's concerns focused on self: Will I survive student teaching? Will my supervising and cooperating teachers like me? Will the school faculty accept me?**

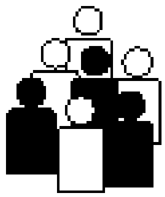
- **Task – When concerns about self decreased, then task concerns emerged: Where do I find equipment to teach? How do I distribute materials? How do I organize for all that needs to be done for a lesson?**

- **Impact – When self and task concerns diminished (both of which are focused inwardly on the teacher), then impact concerns might develop (focusing outwardly to the teacher's clients, the students): How well are students learning? Am I teaching them what they need to know? Am I using the best methods and materials for effective instruction for my class?**

As a result of Fuller's research and concerns theory, the university's preparation courses were resequenced to fit student's concerns better."

Tp C. 10 **Ho C.11**

Display Transparency C.10 and continue the lecture by moving to the seven stages of concern. Note on Handout C.11 and on the transparency that Fuller's three-level concerns concept is correlated with the seven stages of concern that expanded on her work. Point out the three words written in the left margin.



Lecture

"Let's review the seven stages to understand them. First, we need to remember that SoC—short for stages of concern—are our feelings, reactions, affect about a particular change. Second, SoC is a concept that is considered in relationship to a specific change; and third, we can learn about these feelings or reactions through what people say or express.

Therefore, here's what is expressed at the various stages of concern:

0 Awareness Stage of Concern – The individual does not know about, is not interested in, or is not concerned about the innovation (the new thing or change, program, process, practice, product). An example that most of us can relate to is when we first got a computer. In the early days, we perhaps heard of them, but didn't pay any attention to them—they were for big companies and used data punch cards. We were at (0) zero stage of concern, not interested or concerned at all about computers. But then one arrived in our office and our concerns changed to

1 Informational Stage of Concern – 'How does this thing work? What can I do with it? What am I supposed to do with it?' The individual is now interested in getting more information.

2 Personal Stage of Concern – Along with informational concerns, the individual typically has personal concerns—the computer is in the office and one might wonder, 'Is this safe? Will I blow it up if I do something wrong? It feels warm – is that dangerous?' Being reassured that it is indeed safe, one

begins to use it and moves to

3 **Management Stage of Concern – Now here the individual is stumped. 'What has happened to the screen —I lost it.' And then he/she accidentally touches a key and presto—the screen reappears! 'How did that happen? And what is this apparatus on the desk? A mouse? Where should it sit? This thing takes up so much room that I can't use my desk anymore! How do I manage this thing?' Over time, he/she sees some usefulness and the concerns turn to**

4 **Consequence Stage of Concern – Now the individual begins to wonder if he/she can use this machine more effectively—to write a memo more efficiently, keep track of grades, textbooks, equipment. Thus he/she is thinking of how to use it and how he/she might even use it better in partnership with a colleague. Thus, he/she moves to another level of concern**

5 **Collaboration Stage of Concern – If now the individual goes down the hall to another classroom or office and shares what he/she has done on the computer—'Hey! How did you move that whole paragraph? Why is your type different (that was before we knew the word font)?' As the colleagues learn new ways to use the machine, they find ways to extend the benefit (influence on others beyond themselves). If they have time, energy, curiosity and the creative resources, they may develop**

6 **Refocusing Stage of Concern – At this stage, uses of the machine (now lovingly referred to as 'my computer') might even do more miraculous things: automatically change the date on documents, send messages across phone lines."**

Say to the group:
"From the computer examples, we might remember the early days of cell phones (the size of a brick, not

like today—the size of a package of gum) or the early days of VCRs – some of us still have a flashing '12, 12, 12' on ours.

We can translate to how these concerns show up in a classroom innovation such as a new reading program, math manipulatives, hands-on science programs, or any other instructional program. Or, how they might translate to a restructuring change at the school level, such as site-based decision making, or block scheduling, parental involvement programs. Whatever is new in our personal or professional lives will be reflected by our concerns.

Ho C.11

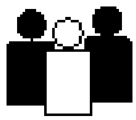
Discussion & Creation

Now, you've heard how my concerns relative to computers changed over time. Work as a table group and select a curriculum program that would be used by a teacher with students, and describe the teacher's concerns about that program across the stages as I just did for computers. You may refer to Handout C.11 to help you. Write on the back of Handout C.10. Put your product on a piece of chart paper and be ready to post it in 10-12 minutes."

Allow time for work and posting. Ask:
"Do you have questions or needs for clarification?"

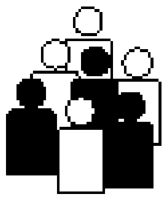
Questions & Lecture

After questions and clarifications, say to the group:
"Remember, these concerns are developmental, with individuals moving through the stages as they gain time and experience with a change. Individuals do not move, however, in a hierarchical, lock-step way 'up the stages,' although it is highly predictable (as evidenced by the large and deep data base on stages of concern) that in any change, individuals will progress from Stage 0 (zero) to Stages 1 and 2, and then to Stage 3. It is not predictable what will happen after that. If people get enough time and assistance (support and pressure), they may move to Stage 4 (Consequence) or Stage 5 (Collaboration), or Stage 6 (Refocusing). Moving to these stages does not happen very frequently."



Discussion & Creation

Ask table groups to discuss why this doesn't occur very often. Allow about 5-7 minutes for the discussion and ask each table to communicate one reason in a non-verbal manner. Give them about 5 minutes to prepare their method of presentation and tell them one additional guideline:
"All members must be involved in the presentation."

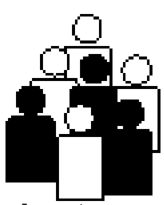


Reporting

Allow time for presentations and let other participants guess the reason. Record the responses on chart paper.

Possible reasons that should be offered:

- A lack of understanding of the needs of implementors. If they are not given enough time or appropriate help, they will not keep trying to make a new program, process or method work. At Stage 3, they will be "drop outs" and return to the old ways. They must have pressure and support to continue.
- Even when they do receive help, pressure and support, there is always a new program, process, practice, procedure, method of record keeping or change on its way. It takes about 3-5 years to implement a "Not so complicated program," therefore, multiple changes cause multiple concerns.



Lecture

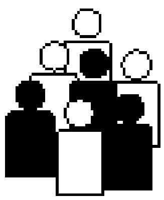
Also be sure to make these comments and points:
"Everyone has all of the seven kinds of concerns at the same time, but at differing points in the change process, various concerns will be more intense than others will. The intensity is what is required of leaders to notice and tailor the assistance."

*Refer participants to resource material on Stages of Concern — these are available from SEDL. Note that **Taking Charge of Change** is included in the **Selected Reading** packet that is included in the Leadership for Changing Schools box.*

- Realizing school improvement through understanding the change process, ***Issues . . . about Change***,1(1)
- Hord, S.M., Rutherford, W.L., Huling-Austin, L., & Hall,

G.E. (1987). ***Taking charge of change***. Alexandria, VA: Association for Supervision and Curriculum Development.

- Hall, G.E. & Hord, S.M. (1987). ***Change in schools: Facilitating the process***. Albany, NY: State University of New York Press.
- Hall, G.E. & Hord, S.M. (2001). ***Implementing change: Patterns, principles, and potholes***. Boston, London, Toronto, Sydney, Tokyo, Singapore: Allyn and Bacon.

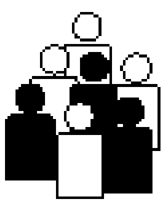


Questions

Ask participants for any questions, needs, or comments about the Stages of Concern.

End of Activity

APPLICATION



Lecture

Tp C.11 **HoC12**

Say to the participants:
"Knowing individuals' concerns and the various stages can help us to assist them more efficiently, but how do we learn what their concerns are?"

Display Transparency C.11 and refer to Handout C.12. Explain the ways of assessing concerns:
"There are three basic methods used to assess concerns:

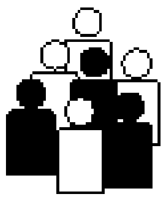
1. **Open-ended statements**
2. **Interviewing**
3. **Concerns Questionnaire"**

Tell them to write in: "A 35-item questionnaire.'" We will not do this in this session; a full day of training is required on this instrument.

PRACTICE WITH THE CONTENT

"One way is through open-ended statements, written statements, and now is the time to practice with that format.

Ho C.13



Reading & Writing

Please turn to Handout C.13 and let's practice identifying the concerns that people express about implementing a change. We'll do Example 1 together. Read the example and decide which Stage of Concern is being expressed. As we work, let's underline hints or clues and label each clue with the name of the Stage of Concern it expresses."

Tp C.12

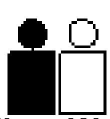
Transparency C.12 should be displayed.

Check participants' underlining with a Direct Teach using Transparency C.12. They should label as shown on Transparency C.12.

EXAMPLE 1 (Handout C.13)

When I think about how this innovation may influence how others see me (**Personal**) as a professional, I wonder whether I want to become involved (**Personal**) in it. I might have very little to say about how the innovation is implemented or who I would have to work with. I'm just not sure (**Personal**) how it would fit in with the way I enjoy doing things. (**Personal**) nor do I know how I'd be expected to change (**Personal**) if we really get involved with this innovation.

Ho C.14



Reading, Writing, & Discussion

Instruct the group to do Example 2 with a partner, and tell them they must reach consensus in the underlining and labeling.

Give participants 5 minutes to complete Example 2 (Handout C.14).

Tp C.13

Have them check their work with the marks shown on Transparency C.13, exposing line by line and explaining the marks and coding.

_______*EXAMPLE 2 (Handout C.14)*

Almost every night I wonder if I'll be able to locate and organize the material **(Management)** I will be using the next day. I can't yet prevent surprises **(Management)** that cause a lot of wasted time **(Management).** I am not yet able to anticipate **(Management)** what things I will need to requisition for next week. I feel inefficient **(Personal)** when I think about my use of the innovation.

Tell the group, we do not rate this person as 2.5 on concerns, but rather note the person has stages 2 and 3 concerns.

Ho C.15

Tell the group to continue their work with a partner, completing Example 3 and coming to consensus.

Reading, Writing & Discussing

Allow about 5 minutes work time and then give correct responses

EXAMPLE 3 (Handout C.15)

Tp C. 14

Some of the students (**Consequence**) just don't seem to be catching on to this new individualized approach. They seem to need (**Consequence**) more monitoring, closer supervision, and fewer distractions. I wonder if my aide might concentrate more on them (**Consequence**) as a group and if that might help.

Tell the group that they have practiced one of three methods of assessing concerns. Now they will practice with the second method: Interviews.

Tp C.15 Ho C.16

Tell them that they will need Handout C.16 for reference as they watch a video clip. Prepare for the video activity.

"We are going to watch two video examples of a one-legged conference exploring teachers' Stages of Concern.

Display Transparency C.15 and say:
"You will be analyzing the first video and using Handout C.16 to note:

- **How was the discussion opened?**
- **What is the teachers' Stage of Concern?**
- **What intervention was provided?"**

Videotape

Show the first interview and after its completion, turn the video off and discuss the three points. Use the following information as necessary in the discussion:
"Linda initiated talk with Robert about science by commenting, 'It looks like you're doing something with the science program.' This is a good, open, nonjudgmental comment. However, a moment later, she asks Robert about 'problems.' His nonverbal affect was to bristle at Linda's suggestion that there might be problems. It would probably be better for the leader to keep questions and comments on a neutral plane and let the teacher be the one to identify items as problems.

Robert's Stage of Concern clearly was Stage 3 – Management.

Linda intervenes to suggest small groups as an intermediary step to the ultimate goal of individualizing. Robert is accepting and pleased about the idea, and wondering if he 'can do that.'"

Note: Provide a little teaser for the Innovation Configuration by telling the group that if he had been privileged to an Innovation Configuration Matrix of this program at the early implementation stage, he would probably have seen small groups as one variation on the *continuum, an okay thing to do while he is learning how to implement.*

Videotape & Discussion

Using a similar procedure for the second one-legged interview (Linda with Sue), ask table groups to respond to the same three questions, using Handout C.16, and discuss their responses and come to consensus. Then ask for reports across the large group.

Reporting & Discussion

Use the following information as necessary in the discussion:
"Linda initiated talk with Sue about science by saying, 'I thought I'd come and talk to you about the new science program. You've heard about it, haven't you?' That was a good opener. Sue is comfortable and responds easily and cordially. Linda is accepting, nonjudgmental, but pursues with clear probes. What is Sue's SoC?

Sue's stage of concern is Stage 0 (Awareness). What is Linda's job then, if Sue is at SoC 0?

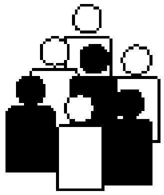
The correct answer from the group is: To move her to SoC 1, wanting information."

Solicit ways Linda moved Sue to SoC1.

"Linda's first suggestion for an intervention is to provide information to Sue, which she checks out with her. Sue rejects this and suggests her own intervention – a workshop. Linda concurs and offers to arrange for the workshop – and to help Sue get started. Linda's agreement to 'come right into the classroom' to help really wins Sue over, and this is the successful intervention."

End of Activity

APPLICATION



Role Playing & Preparation

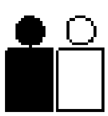
Organize an application and practice activity. Tell the group:

"We will now practice informal or one-legged interviews. Everyone identify a partner and decide on a program, practice, or process that is a change with which both of you are familiar. Then decide who will be the facilitator."

Tp C.16 **Ho C.17**

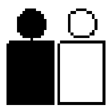
Display Transparency C.16 and refer the group to the related handout.

"On Handout C.17, you will find a list of questions that facilitators have used to initiate conversations about implementation of a change in order to assess the progress of the implementation. These are questions you may use to open your interview. Don't use all of them; select one to get started, and probe from there. As already suggested, the question about problems (the fifth item) is not as highly recommended as the others. The idea here is to be as open as possible in getting the implementors to talk about themselves; then the interviewing facilitator can follow with probes to gain as much clarity as possible. The goal is to identify the implementor's stage of concern and provide a concerns-related intervention – that is the task of the facilitative leader who is the interviewer."

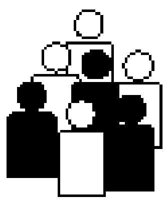


Role Playing

Dismiss the facilitators from the room for five minutes. During this time, the trainer prepares the "teachers" to play their role as a person with a particular stage of concern, specified in the Interview Handout L. Osgood that is distributed only to the "teachers." In preparing the participants to simulate Osgood, note that Osgood is management-concerned.



Role Playing



Discussion

Tell the "teachers" to review the text on Osgood so that they can play Osgood. Ask them to think of this description in relationship to the change that they and their partner have identified. Caution them to answer all the facilitator's questions openly and as Osgood would, but not to "give away" information not asked for.

*Have the facilitators return and conduct an interview to determine their "teacher's" Stage of Concern and to also offer an appropriate intervention.*_

Allow ten minutes for the simulation.

Then lead a discussion, asking for the "teacher's" Stage of Concern. Follow by asking each of the "teachers" what intervention was offered to them. Comment on the appropriateness of the intervention.

Tell the group:
"Now, switch roles. Keep the same innovation you have already discussed. The new facilitators will leave the room and return in five minutes."

Prepare the "teachers" with the Interview Handout C. Farrell and follow the same process that was used for the interview and intervention with L. Osgood.

End of Activity

REFLECTION

Outcome 4:
Participants will identify interventions that relate to various concerns.

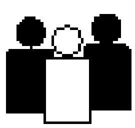
Say to the group:
"To bring closure to this section of our work on change and leadership, let's think about why and how you would use Stages of Concern."

Possible answers:
- to plan a change effort,
- to monitor an effort,
- to provide appropriate assistance.

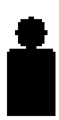
Tp C.17 **Ho C.18**
Ho C.18a - c

Use Transparency C.17 to note directions.

"Let's look at interventions that would be relevant to the stages using HandoutsC.18a-c. Use Handout C. 18 and your personal concerns statement generated earlier and work with your table group to gather ideas. In eight minutes, I'll ask you to transfer the information to charts and then post them on the wall. We will take a gallery tour of the charts and give you time to take notes of additional ideas that you see."



Creation



Gallery Tour

After eight minutes, remind the group to post their charts, and invite the group to take their Handout C.18 so that they can record any new ideas.

End of Activity

Tp C. 18 **Ho C.19**

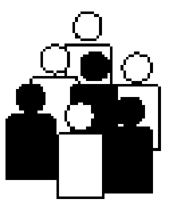
Journal Writing

Redirect the group to their seats and refer them to Handout C.19 as you display Transparency C.18. Ask them to consider the points and write in their Reflective Journals about how they will utilize the information about Stages of Concern and on Creating a Context for Change when they return to their workplace.

Play some quiet music and allow about 5-7 minutes for writing. Ask a few participants to share what they wrote—use volunteers.

End of Activity

Tp C.19 a-c **Ho C. 19a-c**



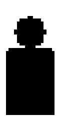
Lecture

Transition now to the assessment of leadership capacity in schools by saying:

"Often, we assume that there is shared leadership because most states have mandated a form of local school governance. But frequently, it exists in name only. It therefore may be helpful to look at leadership capacity from an organizational and individual dimension. To do that, I would invite you to look at Handouts C. 19a-c."

Display Transparency C.19a which is the first page of the assessment "Leadership Capacity Staff Survey."

"This assessment is from the book, *Building Leadership Capacity in Schools,* by Linda Lambert and published by ASCD. Handout C. 19a-c is an assessment that looks at the leadership capacity of the individuals in a school. Please read the directions silently.



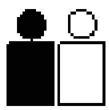
Instrument Response

Would you take a few minutes and rate *yourself* on each of the items in this way."

Demonstrate on Transparency C.19a-c by circling a response to the first item.

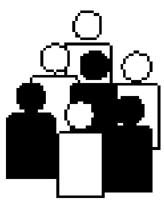
1. Assists in the establishment of representative governance and work groups."

Tell the group that they are to rate themselves using these symbols: NO = not observed, IP = infrequently performed, FP = frequently performed, CP = consistently performed, CTO = can teach to others, and circle the appropriate letters.



Sharing

When you have completed items 1–26, please total your scores on Handout C.19c. Notice the directions in the middle of Handout C.19c (using Transparency C.19c) Then, please share your answers with someone close by."



Discussion

Allow about 20 minutes for the completion of the assessment and the discussion. Bring the large group back together and ask:
"Would this be a helpful assessment to use back home with a school staff and if so, why?

Let's take a look now at the organizational side of leadership capacity."

Tp C.20a-c   Ho C.20a-c

Display Transparency C.20a, the first page of the assessment "Leadership Capacity School Survey Appendix," and direct participants to Handout 20.a-c.
"Please take a few minutes to rate your own <u>school</u>, or a school about whom you have knowledge of how they work."

Instrument Response

Point out that the responses for the prior assessment were circling letters, but on this one, they will be circling numbers on a Likert scale. Point out that in the directions, it says to have each staff member complete the survey, which is then tallied in the School Scoring Sheet shown on Handout C.21c.

"Complete the scoring and share your answers with someone at your table."

Point out that the responses for the prior assessment were circling letters, but on this one, they will be circling numbers on a Likert scale. Point out that in the directions, it says to have each staff member complete the survey, which is then tallied in the School Scoring Sheet shown on Handout C.20c.

Sharing

"Complete the scoring and share your answers with someone at your table."

Allow about 20 minutes for this activity.

Discussion

Ask the large group:
"Where do you see context conducive for change reflected?" (Items #2, 3, 4, 5. . .)

How would this be a helpful assessment to use back home with a school staff?"

End of Activity

Section D: Strategy Two – Develop and Articulate a Shared Vision

▼▼▼▼▼▼▼▼▼

Time: 4 hours

Overview

Distinguishing between mission, goals and vision; the development of a vision of an ideal school; and selection of appropriate solutions are the central foci of this section.

Outcomes

1. Participants will describe the importance of a vision and why it should be collaboratively developed, and by whom.
2. Participants will distinguish between vision, mission, and goals.
3. Participants will compare the vision of the ideal with what exists and identify strategies for closing the gap between the ideal and the current state.
4. Participants will practice using a framework for selecting instructional programs or innovations to meet prioritized needs.
5. Participants will describe how the leader serves as spokesperson for a shared vision.

Materials and Resources

AV:

- Tape/compact disc player
- Overhead projector
- *Audio Snippets* (the audio cassette in this package)

Handouts:

- Handouts D.1–15

Selected Reading Packet:

- *Strategies for Change: Implementing a School Reform Program*
- *Integrating Innovations*

Transparencies:

- Transparencies D.1–15

Resources:

- Four prepared flip chart pages for the "Ideal school" activity found on page 64
    (1) Student outcomes/evidence of student learning,
    (2) Student behavior,
    (3) Teacher behavior,
    (4) Administrator behavior
- Masking tape
- Chart paper
- Water-based markers
- Blank transparencies
- Vis-à-vis markers
- Post-it notes (a variety of sizes)
- Highlighters
- Reflection journals for participants

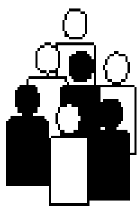
Personal Notes

Learning Sequence:

CONNECTING TO THE CONTENT

Outcome 1:
Participants will describe the importance of a vision and why it should be collaboratively developed, and by whom.

Tp D.1



Discussion

Direct the participants to exchange prescription or reading glasses with others at their table.

Display Transparency D.1 and say to the group:
"Take a look at our vision on the transparency. How does it look?"

Their responses will include "fuzzy, cloudy, not clear." Solicit from them why their vision isn't clear, and continue the conversation comparing how this resembles running a school without a clear vision.

Connections that should be made include:

- not using their own "prescription" of what their students need,
- distorted view of what needs to be, and
- an unfocused effort.

"Okay, we've established that a vision, and a clear one, is important. But the vision was clear to me. What's the problem?"

Answers that should come forth are as follows:

- It was only yours.
- You didn't tell us clearly what it was.
- We didn't help develop it.

"And how does that relate to schools having a vision?"

The responses should include that:

- the stakeholders should be involved,
- it should be collaboratively developed,
- it should be clearly articulated and shared with others.

Tp D. 2 Ho D.1

THE BODY OF KNOWLEDGE

Display Transparency D.2 and tell the group:
"We are now ready for Strategy Two: Develop and articulate a shared vision. Before we begin that conversation and study, let me reconnect to prior information. How many strategies have been identified?"

The group should respond "six."

"Please take a moment and fill in the missing words on Handout D.1 from Strategy One. What is strategy one? Yes, create a context for change."

Allow a few moments to complete this.

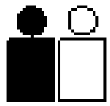
Tp D. 3 Ho D.2

Reading

Display Transparency D.3 and reference Handout D.2. Ask the group to scan the outcomes for this section. Remind participants that we have discussed the importance of a vision and that it must be collaboratively developed. Then say:
"The focus of this section is the importance of a collaboratively developed global vision and how that differs from a mission. Additionally, we will describe the ideal school, what is already in existence, and the gap that exists between the two. In a subsequent section, we'll have conversation about the vision for a specific change – how important it is to see in our mind's eye what we really want to be different for our students."

End of Activity

Tp D.4 Ho.D.3



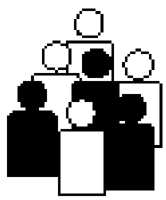
Discussion

Display Transparency D.4.

"You see on the transparency and on your Handout D.3 a graphic which represents the sequence of developing a vision of a specific change.

Please take a moment and determine what that graphic might symbolize to you and share your thoughts with a partner at your table."

Allow a few minutes for this conversation and ask for their observations.



Reporting

Anticipated comments/observations include (offer if they do not emerge):

- It suggests a "funneling" down to a specific change.
- Appears to be a sequence leading to a very focused change.
- It suggests a "telescoping" from the "macro" to the "micro."
- That a straight line running through it would align all of the components.

"We will discuss each of these in great detail, but first let me ask, 'Who will make these happen?' These activities or processes don't just automatically occur in schools or districts."

Anticipate these responses:

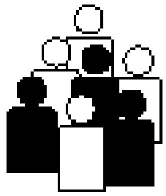
- the leader
- the stakeholders
- an outside facilitator (point out that this only happens if an internal leader allows or makes it happen – outside facilitators don't just show up; someone solicits their help)

End of Activity

Tp D.5 **Ho D.4**

Now display Transparency D.5.

“We’ve mentioned stakeholders, and that indeed is an early consideration in the process. One framework that emphasizes involving the stakeholders is a model developed by Suzanne Bailey (1995) called ‘System Feedback – Multiple Perspectives.’ Let’s look at your Handout D.4. You’ll see that a variety of groups are noted on this graphic. On my copy, there are anticipated comments that each group might make during meetings for developing a shared vision.”



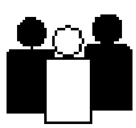
Lecture

Read a few of the comments from the transparency.

PRACTICE WITH THE CONTENT

Ho D.5

Orchestrate a practice with this model by assigning a different stakeholder group to each table. Have them read the mini-case study (Handout D.5) and discuss what concerns “their” stakeholder group might have related to school.



Discussion

Allow 10 minutes for this activity.

Have the various stakeholder groups respond as to their concerns they would offer at a meeting. Concerns might include:

- Parents: concerned about students’ exposure to drug dealers at the mall
- Local merchants: want to keep the mall available to students, for their sales purposes
- Students: want to retain their freedom to access lunch at the mall
- Teachers: prefer not to have “grounds duty” to monitor students

Direct the group now to the bottom of Handout D.4 and Transparency D.5 and suggest that there may be others in their particular context who need to be involved.

Lecture

"Stakeholder groups are important, but for each school, or district or organization, there are key, or critical (meaning crucial, not necessarily fault-finding, although they very well could be both), individuals both inside and outside the organization. Please take a moment to list a few key individuals for your organization, any other stakeholder groups not identified on this model and note why they should be included."

Writing

Provide an example:

Stakeholder	Reason	+ or –
Blue Bus, Inc.	largest employer	+ knows needs of workers

Reporting

Allow a few more minutes for the inclusion of individuals on the list. Solicit from the group some of the stakeholder groups that they identified and why they were included. Ask why particular individuals might have been listed – not using their names, but the reasons they were included.

End of Activity

Bridge to the next activity by stating:

"Now we know whom we are inviting; let's consider how best to prepare them for the task of visioning."

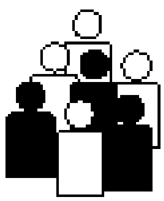
Lecture

Explain that the next activity is based on the necessity of considering future developments and trends that can impact an organization. Nanus (1992) recommends considering the major changes in the future needs of the organization and its clientele; for schools and districts, this means the student. He further suggests anticipating major changes in the economical, social, political, and technical arenas that could affect the organizations. Ask the group to respond by raising their hands.

"How many of you have e-mail and use it at least weekly? How about daily?

And how many of you had it 7 years ago? Used it on a daily basis 7 years ago?"

Comment on the statistic offered by Martha Stewart that 65% of Americans now use e-mail on a "regular" basis (regular is not defined in her citation). Willard Daggett quotes the percentage as 85%. Who, if either, is correct? The point is that there are educational implications for this technology. Ask for table groups to discuss this for a few minutes and get feedback.



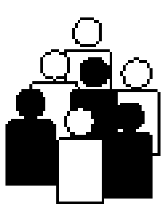
Reporting

Anticipated answers may include:

- E-mail requires a different set of writing skills.
- It may require instruction on proper e-mail etiquette.
- Students may be more comfortable with e-mail than the teachers; this has implications for professional growth.
- E-mail affords increased opportunities for communication between home and school.

At the conclusion of the comments regarding e-mail, transition into the next framework: Scanning and Forecasting.

End of Activity



Lecture

"Let's take a look now at an activity developed again by Suzanne Bailey. This one is called 'Scanning and Forecasting' and structures a group's conversation around what we've seen happen over the last 15 years and what we predict will happen in the next 15 years. Let's look at some of the past trends that are shown on your Handout D.6."

Tp D.6 **Ho D.6**

Display Transparency D.6 and refer them to Handout D.6.

Ask what other trends they would suggest and note these on the transparency as they are offered. Shift to practice.

PRACTICE WITH THE CONTENT

Discussion

"Now, with your table group, spend about 10 minutes discussing the Future Trends – what may happen over the next 15 years. I'd like for the person who got the last haircut to be the recorder; take notes on your handout and be ready to read them when I call time."

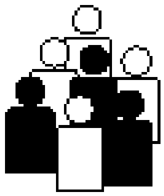
Allow about 10-15 minutes, monitoring the discussions.

Call the large group back together and ask for their responses on Transparency D.6. Share Bailey's predictions:

- Global community
- National and international competition
- Technology more, better, faster
- Cultural diversity, beliefs, values
- Economic stresses
- Medical advances
- Change as a constant

Continue the conversation by pointing out that the real key to this activity is the next part: Determining what might be the impacts for education. Ask for responses (which might include: changes in curriculum; changes in the scheduling of the school's day, week, year; changes in where teaching and learning take place) and record these on the "cloud" shape on Transparency D.6.

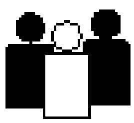
After all responses have been recorded, note that all of these impacts will require CHANGE, and emphasize that is indeed why this institute was created: to assist leadership for change.



Lecture

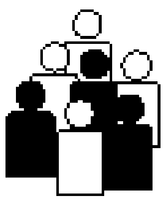
Say to the group:

"Let's imagine that we have invited the stakeholders mentioned earlier and that we want to use the scanning and forecasting activity. Picture your group sitting in a room having that conversation. I rather imagine that you are seeing a group that has a continuum of expertise, knowledge and experiences. If that is true, what shall we do to create the conditions for a fruitful conversation? Will you take a few minutes and discuss with your table group: What shall we do to create a meaningful conversation?"



Discussion

Allow about 5 minutes for the discussion, and call the large group back together, seeking responses which should include (and offering these if they do not emerge from the group):



Reporting

- Create a safe environment
- Educate them
- Provide background readings
- Engage a "futurist" to speak to the group

End of Activity

- Have local officials discuss the community needs

Transition to the next activity by referring back to Transparency D.4 and Handout D.3 – the "funnel" graphic.

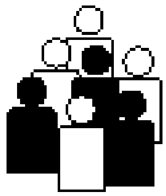
Have them note the upper part of the funnel labeled mission.

Say to the group:

"We have now assembled the stakeholders, we have educated them, and we are moving forward to look at our mission."

Outcome 2:
Participants will distinguish between vision, mission, and goals.

Tp D.7 **Ho D.7**



Lecture

Display Transparency D.7 and refer them to Handout D.7.

"Frequently, we hear the terms vision, mission, and goals. Across the country the terms mission and vision are used interchangeably. Let's spend a few minutes clarifying the two terms for the purposes of our conversation.

On this page, you'll note the three terms: mission, vision, and goals. Under 'mission,' please write the following:

- **The reason or purpose for which an organization exists**
- **What an organization strives to do**
- **The basis or starting point for goals for the school and its vision**

Now, under 'goals', write 'What we want for our children.' And under 'vision,' please write the following:"

Write on the transparency as the participants write on their handout:

- Picture
- Preferred future
- The force
- The dream toward which we are going

"Some would say that vision is really another way to describe our goals. Do you recall the quote from the beginning of this institute?"

Recap the quote for them:
"A task without a vision is drudgery.
A vision without a task is but a dream.
But a vision and a task are a world of hope."

"This quote seems to tell us that vision is what we can <u>see</u> for our students; goals, or tasks, are what we <u>want</u> for our students."

PRACTICE WITH THE CONTENT

Tp D. 8 Ho D.8

Display Transparency D.8 and ask the participants to turn to Handout D.8.

"Let's practice looking at the essential elements of a school mission statement."

Briefly comment on the five elements and direct participants to work with a partner to compare a mission statement to the list of elements. Tell partners to decide who will be Person A and who will be Person B.

Tp D.9 Ho D.9

Writing

Direct Person A to open to Handout D.8 which outlines the questions. Person B should have their handout open to Handout D.9 which shows a mission statement. Give them 4-5 minutes to locate the answers. Check for understanding by getting feedback from the large group, displaying Transparency D.9 and the "answers" as they talk about what they found.

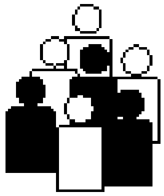
Ask the group:
"Based on review of Running River mission, what pictures in your mind, that is vision, might you see in this school?"

Encourage their pictures linked to the mission statements' words or phrases.

REFLECTION

Discussion

With a partner, share your experiences with mission, goals, and vision development:
"What has been your personal experience with mission, goals, and vision development?"

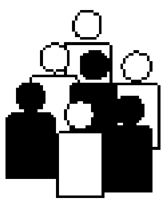


Discussion

After about a 5-7 minute period, lead a large group discussion about their experiences.

End of Activity

Outcome 3:
Participants will compare the vision of the ideal with what exists and identify strategies for closing the gap between the ideal and the current state.



Discussion

Invite them to stand up and take a journey with you:
"I'd like for everyone to stand up and take a journey right in this room with me. We are going to an imaginary school. And as we walk through the school, I am going to ask you to picture what the ideal school would look like to you."

Speaking in measured tones, pausing between "locations," talk them through the school:
"As you enter the school, please take a few steps and visualize what you see when you come in. Are there walls and halls, or, are there open spaces? Do you see furniture, plants, students, student work? Please stand there for a moment and remember what you would like to see in the ideal school."

Pause for 15-20 seconds.
"Now will you take a few more steps, going through the school and find students and teachers. What do you see happening in the ideal school? Let's stop here and will you please picture what type of interaction you see between students? How about between teachers and students? What does the instruction look like?"

Pause for 15-20 seconds.

"Let's take a few more steps and go into the faculty lounge."

Pause for 15-20 seconds.

"What kind of interaction do you see here? What sort of conversation do you hear?"

Pause as participants think.

"How about continuing with me to the office. Let's step into the office and visualize how we are greeted; how students are treated; how parents are involved and what tone is set. Who else is present?"

Pause for 15-20 seconds.

"Finally, it's graduation day – at whatever level you are picturing. What do the students know and what can they do as a result of having been a student in the school?"

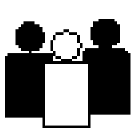
Pause as participants think; thank them for going on the "journey" with you and ask them to return to their tables.

Tp D.10 **Ho D.10**

Display Transparency D.10 and refer the group to their Handout D.10.

"Now please open to your Handout D.10. You'll note that there are four quadrants:

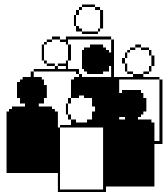
(1) Student outcomes or evidence of student learning,
(2) Student behaviors,
(3) Teacher behaviors, and
(4) Administrator behaviors.



Discussion

Please spend about 20 minutes discussing what you, as a table group, think an ideal school should look like. Please record your comments into the four quadrants as they fit; other comments just

write on the outside of the graphic. Keep in mind that you may have visualized different levels of schools, so your answers will, in some cases, be more generic than specific. Please select a recorder/reporter by any method you choose."



Reporting & Facilitator Scribes

Allow about 20 minutes for this activity; solicit from them what they discussed and scribe on prepared charts:

(1) Student outcomes/evidence of student learning,
(2) Student behaviors,
(3) Teacher behaviors,
(4) Administrator behaviors.

Ask them to share but not repeat anything that you've already written.

End of Activity

Tp D.4 **Ho D.3**

Lead into the next step by displaying Transparency D.4 and refer the group back to their Handout D.3. Note that we have discussed the mission, the relationship of goals and vision and now are ready to identify what exists.

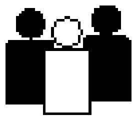
Ask them to note the word "data" and tell you,
"What data sources would we examine to determine how close (or how far) we are from our ideal?"

Possible answers include:

- Student test data
- Student attendance data
- Teacher retention rate
- Drop out rate
- Teacher attendance data

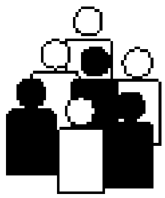
Tp D.11 **Ho D.11**

Display Transparency D.11 and ask the group to turn to Handout D.11.



Discussion

Ask participants to discuss as a table group the questions offered and how we use data to get answers, and to write at least two additional questions that they think would be helpful. Allow about 10 minutes for this activity.



Reporting & Discussion

Call the group back together and process their conversations. Ask:

- **"Do you have any comments on the questions?**
- **How would you use the data?**
- **Are there any other questions you would ask?"**

"Let's go back to our 'ideal' school and revisit what we said was ideal (on the charts). What if all of the parts of our vision actually are not as we'd like them to be? Can we change and improve them?

Certainly, we cannot change everything at one time. Since we cannot address all identified issues at one time, what tools or strategies have you used to prioritize?"

Anticipated responses:

- Nominal group technique
- Place dots on the most important issues
- 5-4-3-2-1 ranking
- Voting

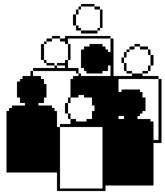
Tp D.12 **Ho D.12**

Display Transparency D.12 and refer them to their Handout D.12.

"Let's assume that from our data gathering, answering the questions we've generated, and prioritizing, we identified these three priorities:

- **Address learning styles**
- **Teacher interaction with low-achieving students**
- **Develop critical thinking skills**

Ho D.3



Lecture

Will you please turn back to Handout D.3 – our funnel graphic? We've worked through the mission, the goals and vision, the data and set priorities. Remember we are heading for a vision of a <u>specific</u> change. But the options to address each of these priorities are overwhelming. How in the world shall we determine <u>what</u> to do next?

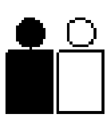
What happens in some cases is that a well-meaning staff member or administrator hears a good speaker, or attends a workshop that makes strong promises. Perhaps the district next 'door' has adopted a program or innovation, and we decide that, 'Well, if it's working for them, it must be good. Therefore, let's adopt it too.'

Those, while based on very good intentions, are not very good methods of selection. But there is good news. There is a model, found in your selected reading materials, developed by Tom Guskey (1990), that can help us take a look at the variety of instructional programs and innovations that are available and determine if they will integrate well with our goals and with our existing programs."

Tp D.13 Ho D.13

Refer the group to Transparency D.13 and Handout D.13. Ask them to label the blocks as you talk them through the model.

According to Guskey, there are basically five (5) components to the teaching/learning cycle, that should be present in a quality instructional program. Tell them:
"We could debate this and make it three components, or seven components, but for purposes of this model, we will use 5 components. The first component going left to right, is labeled 'Learning Objectives,' the next is 'Instruction,' the next 'Formative Assessment,' the 4th is 'Feedback, Correctives, & Enrichment,' and the 5th is 'Summative Evaluation.'"



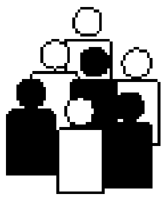
Discussion

Ask them to think of an innovation or program that their school or district is/has adopted and implemented.
Ask them to work with a partner and Guskey's five

components to determine the strengths of that innovation and record their decision on Handout D.13.

Have several participants share their findings.

Wrap up this section by reporting Guskey's assessment:
"Achieving the optimal integration of innovations will not be easy, but doing so is essential if school improvement efforts are to sustain their momentum, continue to expand, and bring about the kind of results for which the innovations were intended."



Lecture

The message here is to take great care — study, analyze, and assess potential programs before you select any as your solution.

Transition to the next section by reminding the group that we have discussed the mission, the vision and goals and their relationship to each other, the data and questions we should refer to, how to determine priorities and select a solution that can be tailored to our own setting. Point out that we cannot do this alone, and that others who can support us must know what our vision is.

End of Activity

Outcome 5:
Participants will describe how the leader serves as a spokesperson for a shared vision.

Tp D.14 **Ho D.14**

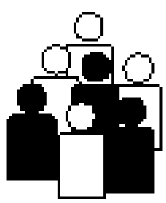
Listening & Writing

Instruct the group to take notes on Handout D.14 and display Transparency D.14 as they listen to a second snippet from ***Audio Snippets*** *tape.*

Audiotape Script

Narrator: *"After a clear vision of change is created, it is equally important for school leaders to communicate the vision. They must use every available avenue including meetings, written communication and personal interactions to get the message across."*

Shirley Hord: *"Everywhere, every time we would hope leaders would be telling people, reminding them, sharing with them, what the vision of the school is. And this can be done at the corner coffee shop. This can be done at parent teacher association meetings. It can be done in the hallways with whoever is coming through the school that day. What really works nicely is when the school leaders are supporting the school though advocating for this vision and are sharing the vision so that others develop the same kind of interests and energy the school has."*

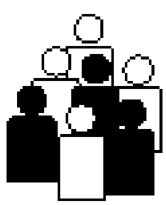


Discussion

Ask them what they heard (such as leaders tell people and share vision of school with them at the coffee shop, PTA meetings, etc.) and record their responses on Transparency D.14. Add additional information from Nanus (1992).

Tp D.15 **Ho D.15**

Display Transparency D.15 and refer the group to their Handout D.15.

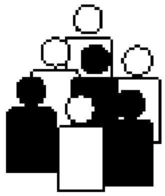


Lecture

Deliver a lecturette on the Nanus information:

"Leaders articulate the vision for their organization by serving as spokespersons for the vision. According to Nanus, the role of spokesperson includes three activities:

1. **Communicating**
2. **Networking**
3. **Personifying**



Lecture

Communicating

As a spokesperson for the vision, the leader is frequently, and sometimes constantly, talking to others about the vision. He or she does so with both ‘passion and personal conviction’ (Nanus, 1992, pg.137). Communicating the vision to others often requires that the spokesperson puts the listener’s concerns in a larger context and shows how achieving the big picture, the vision, will address individual concerns or expectations.

As the communicator of the vision, the leader is also a listener. The ability to listen to what others say about the vision will lead to a look at the larger context. Facilitative leaders are able to ‘sense desire’ (Nanus, 1992, pg. 136) and agreement with the vision. This part of the communication process provides the opportunity for others to see their contribution to realizing the vision.

Networking

A spokesperson for the vision is also someone who is ‘networking with people inside and outside the organization’ (Nanus, 1992, pg. 137). Spokespersons form bonds and alliances with others to gain support for the vision. They are advocates for their organization and promoters of the organization’s vision. As they communicate and network with others, ‘leaders hold out not only hope and a dream, but also a way to move forward, to achieve progress’ (Nanus, 1992, pg. 128). Their passion for the vision translates into specific actions that will lead to realizing the vision.

Personifying

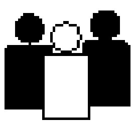
Individuals who are spokespersons for the vision tend to ‘live the vision by making all their actions and behaviors consistent with it and by creating a sense of urgency and passion for its attainment’ (Nanus, 1992, pg. 139). Many of us can think of a person who has

personified the vision. Not only did they 'talk the talk,' they 'walked the walk.'

Nanus recommends that a spokesperson consider six areas of personifying:

1. **How you make and honor commitments**
2. **What you say in formal and especially informal settings**
3. **What you express interest in and what questions you ask**
4. **Where you choose to go and with whom you spend time**
5. **When you choose to act and how you make your actions known**
6. **How you organize your staff and your physical surroundings (Nanus, 1992, pp.139-140)."**

REFLECTION & WRAP UP



Discussion & Creation

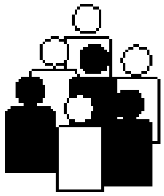
Participants will work in their groups to list actions that they can do to articulate the vision. On a sheet of chart paper, they will write each letter of the alphabet and next to each letter, an action that corresponds to that letter. The trainer should model this activity.

"For this activity, you will list ways of articulating the vision for each letter of the alphabet.

For example,
A = announce the vision to new staff

What would you suggest for B?"

no one suggests a response, offer:
B = Be prepared



Reporting

"When your group is finished, please post your list somewhere in the room and have everyone in your group stand by it."

Have each list reported. Thank the group for their fine participation.

End of Activity

Section E: Strategy Three – Plan and Provide Resources

Time: 5 hours

Overview

The Innovation Configuration is a tool designed for developing clarity of a change by defining it in operation. Implementation issues are discussed as they relate to teachers' implementation of innovations. Types of resources and why they are critical is addressed in this section.

Outcomes

1. Participants will explain the importance of a clear vision for planning implementation.
2. Participants will identify components, variations and make recommendations for intervention through a case study.
3. Participants will create an Innovation Configuration Matrix to clarify and describe a program as a basis for planning.
4. Participants will identify three resources critical to school change.

Materials and Resources:

AV:

- Tape/compact disc player
- Overhead projector
- *Audio Snippets* (the audio cassette in this package)

Transparencies:

- Transparencies E.1–21

Handouts:
Facilitators will need to make a packet for each table of participants at your training, duplicate the following handouts from Section E of the LFCS kit:

- One copy each of Teacher A, B, C, D, E, F, G sheets
- 3 copies of blank matrix per each person at table
- 7 copies of TSP Science Program Configuration (see last sheet)

NOTE to FACILITATOR(S): During a small group activity in this module, you will give guided instruction to each group so they can complete a TSP Configuration matrix for each of the seven teachers. For each small group, you will need to make a packet that includes one copy of each teacher profile (Teachers A-G) and seven copies of the TSP Configuration matrix.

Selected Reading Packet:

- *Strategies for Success: Implementing a Comprehensive School Reform Program*

Resources:

- Tape (masking, transparent, duct, florist tape)
- Bags with straws (see page 75 for activity instructions)
- An old, non-functioning audio tape
- Chart paper
- Water-based markers
- Blank transparencies
- Vis-à-vis markers
- Post-it notes (a variety of sizes)
- Highlighters

Personal Notes

Learning Sequence

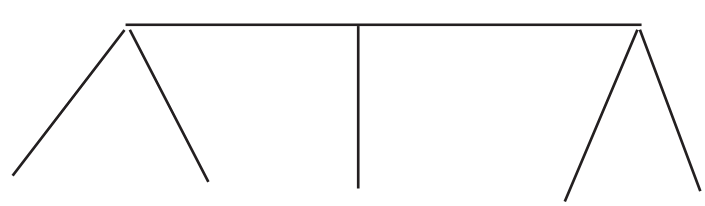
CONNECTING TO THE CONTENT

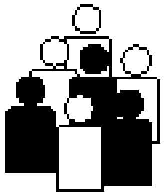
Outcome 1:
Participants will explain the importance

Creation

Distribute bags with straws to each table. Give different tables a different number of straws, giving only 3 to some tables, as many as 10 to other tables. Include in some of the bags a roll of tape; in others, put a different type of tape – double stick tape, masking tape, florist's tape (for a real challenge give one group the remnants of an audio tape which you've pulled from the casing – doesn't everyone have one of those at home that he/she believes will "heal itself" and thus be functional again?)

Instruct them to build a structure using only the materials provided, and tell them that they will have 3 minutes planning time. At the end of the planning time, tell them they have only one minute to build their structure. Ignore protests and tell them to start building. At the end of one minute, ask groups to display their structure. After all have been displayed, show them what you had in mind.



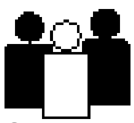


Discussion

Inquire as to why theirs does not look like yours; that you wanted everyone to build the same thing. You should get answers such as:

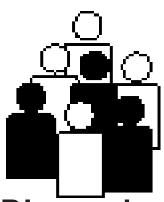
- We didn't know what you wanted.
- It was your vision, not ours.
- We didn't have the right resources.
- There wasn't adequate time.

Ask them to make connections to how that can resemble school reform efforts.



Creation

This time give everyone 10 straws, access to scissors, the same type of tape and ask them to determine the amount of planning and building time that they need (within reasonable limits; 5 minutes planning and 3 minutes building should be ample time). Tell them now that we have a common vision, adequate resources and ample time, they will have an opportunity to build their structures again. Allow for successful completion of the "building project."



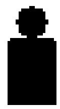
Discussion

Conduct a discussion about how success feels when we know the vision, have ample resources and time to achieve the vision. Point out that earlier, we discussed a vision for a school, a district or an organization – the macro view, but the same is true of an innovation, or specific change within the daily work of the school, district or organization.

Invite participants to listen to the third snippet on the ***Audio Snippets tape****, which features Dennis Sparks, executive director of the National Staff Development Council.*

Tp E. 1 **Ho E. 1**

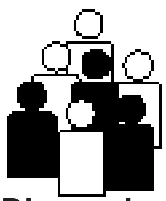
Display Transparency E.1 and refer them to Handout E.1. Ask them to use that page to jot down any key words that they hear.



Audiotape & Writing

Audiotape Script

Dennis Sparks: *"Experts in planning often say that one of the most common mistakes that people make in planning is to begin to do activities without a clear understanding of either what they're trying to accomplish or what the barriers are to that accomplishment. So one of the most important things a school faculty can do together is to make sure they clearly understand what they're trying to achieve, that they can literally see it in their mind's eye what it would look like if this change were made in their classrooms or*



Discussion

Ask what they heard on the tape about a clear vision and what they wrote on Handout E.1. Offer a recap of Dennis Spark's words:

"One of the most common mistakes that people make in planning is to begin to do activities without a clear understanding of either what they're trying to accomplish or what the barriers are to that accomplishment."

Therefore, a clear vision is important so that:

- Everyone knows what it is that they are to do.
- Barriers can be identified.
- Implementation is consistent."

Ask for discussion about the similarities and differences in a vision for a school, district, or organization and a vision for implementation of a project, program, etc.

Points to be made are:

- A vision for an organization is a "macro" view, or a global view.
- A vision for implementation is "telescoping down" to the detail.

Lecture & Discussion

Offer this example (or create one from your own experience):
"Most of us have had the experience of telling a teenager to clean his/her room. After the protests and a sufficient amount of time has passed, we walk to the door of the room and express shock, 'I told you to clean your room.' This statement is met by more protests which sound something like, 'I did.'

What we have done is given a 'macro' directive; what the teen needs is a 'micro' or 'telescoping down' directive – a clear and precise definition of what we expect, such as 'I would like for you to clean your room. I specifically want:

- **Your clothes hung up, put in the dirty clothes hamper, or folded and put in a drawer.**
- **All dishes, cups, bowls and utensils removed and delivered to the kitchen.**
- **The papers on your desk should be stacked, filed, trashed or put into notebooks.**
- **CDs and DVDs in their cases.**
- **Computer on your desk should be visible.'"**

Have some fun with this, giving the warning that this speech is useful with teenagers, but probably should not be used on spouses.

Tie back to vision of implementation and have the group discuss the specificity of the "clean your room" example. Ask what would be the result if we were able to offer that specificity to the implementation of changes we want to make in our schools.

Responses should include:

- We would get better implementation.
- We would get more consistent implementation.
- People would know what is expected of them.

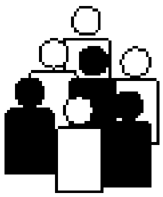
Offer that in this section, we will learn to develop a tool that does precisely that – offers a guideline or road map to planning and implementation of an innovation.

THE BODY OF KNOWLEDGE

Tp E.2 Ho E.2

Display Transparency E.2, referencing Handout E.2. Note the two previous strategies studies, asking participants to fill in the blanks.
Display Transparency E.3 and refer to Handout E.3.

Tp E.3 Ho E.3



Lecture

Outcome 2:
Participants will identify components, variations and make recommendations for intervention

"We have just experienced the importance of having a clear vision. Please review Outcomes 2, 3, and 4 as a preview of the remainder of our work for this session."
Tell the group:
"We're now ready for Strategy 3: Plan and provide resources."

Ask the group to remind each other what Strategy One was (and fill it in on the transparency) and then Strategy Two.

Remind them of the comments made by Dennis Sparks regarding the need for seeing clearly what we want to achieve and tell them that in this module, we will create a matrix called the Innovation Configuration. Frequently called IC, it is a matrix, rubric or map that is used to describe an innovation, program or change being made in clear, operational terms.

Tp E.4 Ho E.4

Display Transparency E.4. (but do not refer to handout yet!)

Ask the group to view the cartoon with you:
"Here's a cartoon that shows planning at its worst."

Uncover one swing at a time, reading the caption aloud, until all swings have been displayed.

Lecture & Discussion

Ask:
"How might this cartoon relate to school improvement efforts in schools?"

Possible responses include:

- Implementation can look different from classroom to classroom.
- Those that plan the change describe it differently from those who implement it.
- Those that communicate the expectations don't see it the same way as those who implement it.

"As mentioned earlier, we have a tool which can capture our specific mental image or vision of a change toward which we're moving, and also the intermediate or alternative images of the vision as we implement new programs or processes. Let's use the swings as a first example of how to clarify our mental pictures of our planned change.

If you look at the swings on the cartoon, we could say that our swings have three major parts, or components. Thus, if we build this swing, what would we need?"

Responses are: (1) something to sit on, (2) something to hang it with, and (3) something to hang it on.

Tp E.5 **Ho E.5**

Display Transparency E.5 and invite the group to record the three components on their Handout E.5 as you record on the overhead:

- Component 1: Something to sit on
- Component 2: Something to hang it with
- Component 3: Something to hang it on

Lecture & Discussion

Note that all the swings on the cartoon have the same components.

"Let's look at the component, something to sit on. Ask what the users really wanted on the cartoon – write in 'old tire' and put that variation in the first blank, filling in the other variations as they are offered."

Component 1. Something to sit on
V: tire V: one board V: three boards

"We have identified the possible seats that may have been put into place or implemented on the playground swing – and we also know which variation matched the vision the kids had in mind."

Continue a discussion of the components, now discussing and recording the variations possible for:
Component 2: Something to hang it with
V: rope V: two ropes V: three ropes

Move now to the third component, recording variations offered by the participants.
Component 3: Something to hang it on
V: one tree limb V: two tree limbs V: tree trunk

"Now we have a reasonably clear picture of what the kids wanted – had the builders had this written picture, the product likely would have been what the users wanted – what their vision was."

End of Activity

PRACTICE WITH THE CONTENT

Tp E.6a-b Ho E.6

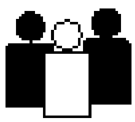
"Let's move now to practice with identifying components and variations within a school setting."

Display Transparency E.6a and 6b.

"In your handout page numbered E.6, you have descriptions of four teams. Your task is to read the descriptions, identifying the components of teaming that can be compared. You will record these on Handout E.7. Work as a table group."

Tp E.7 **Ho E.7**

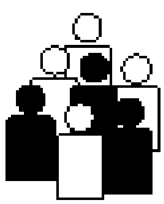
Display Transparency E.7 and conduct a guided practice.



Writing

Direct attention to the Transparency E.7 and Handout E.7 and ask them what component is listed for them first; they'll note "Number of teachers on the team." Point out that this component has the variations filled in for them – we have 2 teachers on Team A, 4 on Team B, 5 on C, and 6 on D. Ask what the next component will be – they should note it is "Frequency of meeting." Tell them that there are several additional components – that some readers "slice it thin and some slice it thick," thus, there is not a pre-determined set of answers.

Read the four team descriptions and fill in the rest of the chart, Handout E.7.



Reporting

Allow 15-20 minutes for this activity and then record their suggestions on Transparency E.7.

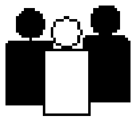
Tp E.9 **Ho E.9**

Now refer them to Handout E.9 and Transparency E.9 that shows one possible answer. Ask them to compare their components and variations. Solicit questions or comments after they have had time to compare notes. Assure them there is no single correct answer; responses depend on how people perceive and approach the components.

Tp E.8a-c **Ho E.8**

Go back now to Handout E.8 and Transparency E.8a-c and briefly review definitions of Components, *Variations, and Configurations. Offer that these are included as a reference to definitions of the words and also to "hide" the suggested "answers" to the teaming variations.*

Tp E.10 **Ho E.10**



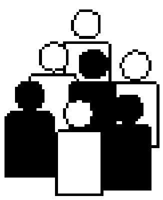
Reading & Discussion

Form new groups of equal size and tell them they are now a committee assigned to be change facilitators and their responsibility is to monitor implementation and support the use of a new science program. Refer them to Handout E.10, displaying Transparency E.10.

Their tasks are:

1. Read the Background description and The Science Program (TSP) descriptions on Handout E.10 to get a feel for the context.
2. Answer Task 1 on Handout E.11 as a committee.

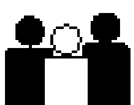
Allow about 10 minutes for reading and discussing.



Reporting

Get responses, which should include:

- Management problems with the "hands on" materials
- A wide variation in implementing the program
- Conflicts in teacher philosophy and values
- Process versus content



Reading & Discussion

Direct the following activity for determining teacher use of the science program:

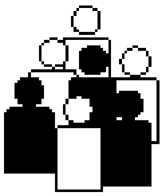
"On your tables are descriptions of Teachers A–G. Will someone please read the description of Teacher A? Everyone else please be looking at a TSP Configuration Matrix or the matrix displayed on the projector so that we can discuss the status of implementation by Teacher A.

Get the group's responses; fill in the matrix for Teacher A by circling the appropriate numbers. Ask the participants to rotate reading the descriptions for each teacher; have a scribe to complete a matrix for each teacher as the group reaches consensus.

Tp E.11 Ho E.11

Instruct them to read, discuss, and complete Task 2 on Handout E.11.

Allow about 30-40 minutes for this activity. Call the small groups back together as a large group.



Reporting

Ask for their responses to Task 2 on Handout E.11, which asks what stands out for each teacher. Possible responses include:

- Teacher A = moving along, dragging on assessments
- Teacher B = Strong in process/content, not moving swiftly in other areas
- Teacher C = Moving forward except for assessment
- Teacher D = The role model
- Teacher E = Perhaps needs some attention; not progressing like the others
- Teacher F = Use of materials strong; dragging in other areas
- Teacher G = Moving right along; assessment moving more slowly

Tp E. 12 Ho E. 12

Using Transparency E.12, record the teacher profiles. They may be recorded on Handout E.12.

For the trainer's information only, the presumed answers are shown on Table 1 "TSP Program Summary." Note that some of the rankings have been marked with an asterisk (*). Items marked with the asterisk are problematic because of incomplete or unclear information. The task has intentionally been designed to contain a degree of ambiguity in order to demonstrate how this can often happen in "real life." It is not necessary to spend a lot of time defending or clarifying certain variations, rather the objective of the task is to demonstrate a process for summarizing data.

Table 1: TSP Program Summary of Teacher Configurations

Teacher	Units Taught	Use of Material	Student Grouping	Process Content Emphasis	Assess-ment
A	1	2	2	1	3
B	2*	3	3	1*	3
C	1	1	1	3	2
D	1	1*	1*	1	1
E	4	3*	3	2	3
F	5	2	3	4	4
G	1 0R 2*	2	2	2	3

Discussion

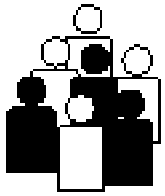
Now refer them to Task 3 on Handout E.11, which asks them to determine what their impressions are of the building usage. Either assign this task to table groups, or process as a large group. Point out that we have looked at the data by teacher, but another way to organize the data is to summarize across components and look at the building as a whole.

Tp E.13 Ho E.13

Refer them to their Handout E.13 and display the related Transparency E.13. Together, fill in the cells. Answers to be filled in are shown in Table 2.

Table 2: TSP Building Summary Sheet

Component 1: Units Taught	1	2	3	4	5
	***	**		*	*
Component 2: Use of Materials	1	2	3		
	**	***	**		
Component3: Student Grouping	1	2	3		
	**	**	***		
Component4: Process/Content Emphasis	1	2	3	4	
	***	**	*	*	
Component5: Assessment	1	2	3	4	
	*	*	****	*	

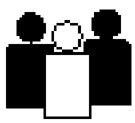

Reporting

Possible answers to building usage are:

- Tests not being used
- Lot of use of program materials
- For length of time in use, they're progressing well
- A variation of process/content emphasis
- Impact of professional growth workshops, etc. on teachers

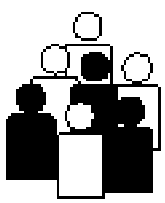
Tp E.14 **Ho E.14**

Now give them 10-15 minutes to complete Tasks 4-7 on Handout E.14; solicit responses which may include (recording these on Transparency E.14 if desired).


Discussion

Tasks 4-6:

- Task 4 – Acknowledge accomplishments of individuals and groups
- Tasks 4-5 – Share Building Summary Sheet with teachers
- Tasks 4-5 – Use Teachers C and D as facilitators
- Task 4 – Cover classes and release Teachers E and F to go to further professional development
- Task 6 – Have a refresher workshop on the assessment system


Reporting

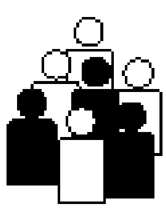
Task 7:

- Monitor after some intervention to check on teacher change
- End of the school year for planning next year's activities

Tp E.15 **Ho E.15**

Display Transparency E.15.

"Let's look at Handout E.15 - (The Science Program Configuration). Please note the arrows shown on Component 2 and Component 3. Looking at Component 2, would we see a difference in student learning if a teacher were at Variation 1: 'Students are constantly manipulating science materials' than if he or she were at Variation 3: 'Typically the teacher does demonstrations and students watch?'"


Discussion

Pause for responses which should include:

- There would be a difference in mastery and understanding of the process.

Repeat this line of questioning for Component 3: Student Grouping, having the group note that a different result will appear when students "work individually and in small groups" than those who are "taught as a whole group."

The idea is that how and what students learn is related to how and what teachers teach, and therefore, which variation a teacher uses is significant.

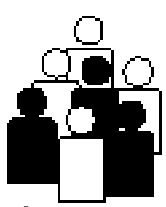
End of Activity

APPLICATION

Outcome 3:
Participants will create an innovation configuration matrix to clarify and describe a program as a basis for planning.

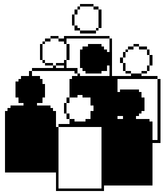
Tp E.16 **Ho E.16**

Display Transparency E. 16. Refer them to their Handout E.16 and explain that there is a process that can be used to develop a matrix. First, we'll practice as a large group; later, they will be developing one for a program or innovation related to their workplace. The questions on Transparency E. 16 and Handout E.16 are a guideline for questions that will help develop a matrix.


Lecture

"Please refer to Handout E.16 for some questions we will use in developing a matrix. We want to answer the question 'What is it?' We want to describe the change or the new program, process or innovation as it will appear *in practice*. It answers the questions: What will we see if it is in use, in operation with

teachers, with students, or whoever will be involved. What is the most desirable use and what are the variations that lead up to the most desirable?”



Demonstration

Ask the participants to take notes on notepaper as you take notes on a chart tablet. You should have arranged to interview a person who is quite knowledgeable about a change that is being implemented. This person should be able to describe the change clearly, including components, ideal practices and possible variations.

Tp E.17 **Ho E.17**

At the conclusion of the interview, discuss the information gained in terms of components and variations, and record these on Transparency E.17 as they record on their Handout E.17.

Tp E.18 **Ho E.18**

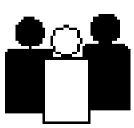
Transfer the components and variations to Transparency E.18 and Handout E.18 making a value judgment of high quality variations to low, and placing variations along the continuum to demonstrate this.

Tp E.19a-c **Ho E.19**

Another set of steps is developing a matrix is highlighted on Transparencies E.19a-c. Refer participants to Handout E.19.

Tp E.20a-c **Ho E.20a-c**

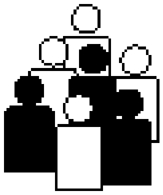
Ask participants to refer to Handouts E.20a-c, the three-step development of a Cooperative Learning Matrix. Explain to the participants that these were the first, second, and third products developed for a Cooperative Learning Innovation Configuration.



Discussion

Invite participants to work in a group, reviewing the iterations and analyzing what the producer of the IC did. Note the correlation between steps in Transparencies E.19a-c, Handouts E.20a-c, and Transparencies E.20a-c.

Have one group visit another group and share their analyses.



Reporting

Bring the large group back together and share the insights. Insights should be:

- Components were identified first.
- Note verbs used to state components to show action.
- The "outer" (the ideal and the opposite end) ends of the variations were identified next.
- Variations then were filled in.

Note the solid and dotted lines. Ask the participants to highlight on the bottom of Handout E.19c what the solid and dotted lines mean. Ask the group how they might go about determining where the dotted lines should be drawn. Among the points to be made are:

- Depends on how long the innovations has been in use
- Depends on the complexity of the implementation

Other issues which should be considered:

- The users should be involved.
- The dotted line can change and be moved over time.

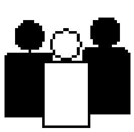
Give these instructions:

"Now let's do an independent practice."

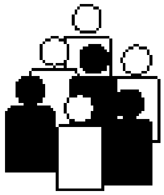
Ask the group to suggest 5-6 current innovations and list those on a chart or transparency. Individuals should select one of the innovations, forming new groups.

Tp E.19a-c **Ho E.19**

Direct participants again to Handout E.19 as you display Transparency E.19a-c. Direct that they follow these steps in their small groups to create an IC. Distribute several blank matrices to each table. As groups work, circulate and assist in identifying components. Frequently, confusion comes up over implementation requirements and components. Keep reiterating that components are something that you can see through student behavior, teacher behavior or use of materials.



Creation



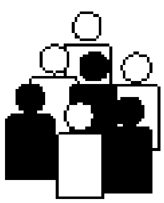
Discussion

After the activity, ask the group to share what they found confusing and conduct a large group discussion to resolve the issues.

Switch to the positive, asking:
"What promise does this hold for planning?"

Possible responses include:
- More clarity
- Better implementation
- Higher student achievement
- Fewer wasted resources (this point is used as a segue for the next section).

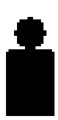
Outcome 4:
Participants will identify three resources critical



Discussion

When the issue of resources surfaces (and if it doesn't, surface it yourself) segue into "Providing Resources" by posing the question:
"What does it mean to provide resources? What would we be looking for in terms of resources?"

Probable responses:
- Money
- People
- Materials
- Time to achieve
- Time to plan



Reading

Ask participants to pull "Strategies for Success: Implementing a Comprehensive School Reform Program" from the Selected Readings packet and refer *them to "Planning and Providing Resources." Have them read the beginning, stopping at the section "Personnel."*

Ask what insights they gathered from the reading. Possible answers are:

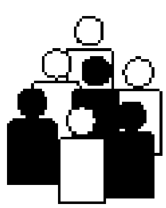
- That any plan will be no stronger than the resources allocated to it.
- That shifts in how money, personnel and programs are supported and allocated will have to be different.
- Central office support is critical.
- Coordination of funds received is necessary.
- Options must be explored.
- Congruence with the vision is important.

Ask them to note the other headings in "Strategies" – Personnel and Time and invite them to read these sections at their leisure. Have them reiterate three resources that must be planned for:

1. Money
2. Personnel
3. Time

End of Activity

Tp E.21 **Ho E.21**



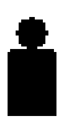
Lecture & Discussion

Summarize this section by displaying Transparency E.21. Tell them:

"We have been working with the Innovation Configuration which answers two basic questions:

1. **Is it being used?**
2. **What is it?"**

Ask how this is so.



Journal Writing

Direct them to their journals and ask them to write reflectively, answering this question:

"From what I know so far about the Innovation Configuration, I think I could go back to my school, my district or my organization and use it in this way:______________."

Discussion

Allow about 5-7 minutes of writing time. Ask them to discuss what they wrote with someone at their table. Walk through the room noting key words you hear. Share with them the key words you heard being spoken. Ask if there were other words or phrases that they may have noted or heard.

End of Activity

Section F: Strategy Four – Invest in Training and Professional Development

▼▼▼▼▼▼▼

Time: 4 hours

Overview

Professional development is the central focus of this module as participants work with critical questions for selecting professional development activities. Five models of staff development are discussed as well as the current literature regarding learning communities.

Outcomes

1. Participants will identify the purposes of professional development.
2. Participants will articulate one source of information and three questions to use in selecting professional development activities.
3. Participants will describe five delivery models of staff development, three methods of on-the-job learning, and five attributes of professional learning communities.
4. Participants will cite sources of evidence that professional development activities were successful.
5. Participants will construct an Innovation Configuration designed to examine professional development.

Materials and Resources

AV:

- Tape/compact disc player
- Overhead projector
- VCR and monitor

Transparencies:

- Transparencies F.1-10

Handouts:

- Handouts F.1-10

Selected Reading Packet:

- "A National Plan for Improving Professional Development"
- Case Studies: Schools 20, 30, 40, 50, and 60
- "Five Models of Staff Development"
- "On the Job Learning"
- *Issues. . . about Change*, Volume 6, No. 1

Resources:

- Masking tape
- Chart paper
- Water-based markers
- Blank transparencies
- Vis-à-vis markers
- Post-it notes (a variety of sizes)
- Highlighters
- A bag of frou-frou (ribbons, pipe cleaners, other decorative items)
- Reflective journals for participants

Personal Notes

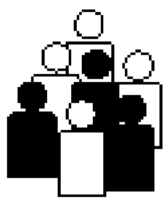
Learning Sequence

CONNECTING TO THE CONTENT

Tp F.1 **Ho F.1**

Display Transparency F. 1. Ask participants to fill in the blanks for strategies two and three on Handout F.1. (Strategy one has been filled in for you):

- Create a context for change
- Develop and articulate a shared vision
- Plan and provide resources



Discussion

Tell the group that we are now on Strategy Four: Invest in training and professional development. Discuss the importance of the words that have been chosen by asking the group what it means to "invest" in something.

- Invest - means to "put money, time and materials into something in order to get a profit."

Ask the group to discuss what the profit should be from professional growth. The correct answer is: student growth. The connection between what a teacher does and what a student learns should be emphasized.

Ask them to speculate why it says both "training" and "professional development."

- Because there are additional ways to engage in professional development, but training is frequently a part of it.

Comment that we will use the terms "staff development," "professional development," "professional growth" and related terms interchangeably.

Tp F.2 **Ho F.2**

Display Transparency F.2 and invite them to read the related Handout F.2. which outlines the objectives for this section.

Reading

End of Activity

THE BODY OF KNOWLEDGE

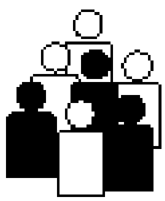
Ask participants to pull copies of "A National Plan for Improving Professional Development" from the packet of Selected Readings, and direct them to read the section beginning on page 13 entitled "Increase Collaboration as Part of Professional Development."

Tp F.3 **Ho F.3**

Display Transparency F.3 and invite them to use Handout F.3 as an advanced organizer for their reading.

Reading & Note Taking

Allow 15 minutes for reading and note taking. Check with the group to confirm that they have had ample time to complete the task.



Discussion

Work through the "Read to find out" stems and gather answers from different tables. As you move through the list, ask for agreement, disagreement, or other comments on each point.

- **Stem**: What most people think of when they think of staff development
  Response: Special programs after school, large groups of "sit and get," inservice

- **Stem**: What one of the most effective forms of professional development is
  Response: When teachers have the opportunity to work together and learn from each other throughout the day

- **Stem**: The relationship of methods and culture of teaching to student learning
  Response: The methods and culture of teaching is at least as strong an influence on what students learn as is the content and depth of the curriculum

- **Stem**: How American teachers' work is different from that of teachers in other nations
  Response: American teachers work largely alone, but teachers in other nations have regular opportunities to develop lessons collaboratively

- **Stem**: What the key concept is in the article
  Response: Professional development is enhanced by teachers working, planning, and learning together

End of Activity

Tp F.4 **Ho F.4**

Have participants turn to their Handout F.4 as you display Transparency F.4.

Tell them that we will come back to this diagram/picture several times and label each point as we get to it.

Writing

Ask them to think of the most recent professional growth activity that they were involved in. Ask them to write the name of it in the middle of the diamond and explain that we will revisit that experience several times during this section.

End of Activity

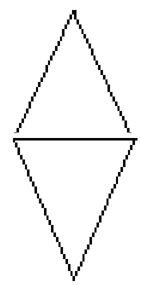
PRACTICE WITH THE CONTENT

Outcome 1:
Participants will identify the purposes of professional development.

Tp F. 4 **Ho F.4**

Using Transparency F.4 and Handout F.4, have participants label the top point "Purpose."

Purpose



Reading

In the paper, "A National Plan for Improving Professional Development," direct them to turn to page 5, and locate the section entitled "What Can Be Done?" Ask them to read to the bottom on page 6 and find "What is the purpose for professional development?"

Discussion

Ask them to find a discussion partner not at their table, sit together, read, and when both are ready, come to consensus on the purpose of professional development.

Allow about 10 minutes.

Discussion

Call the group back together and ask partners/pairs to find another pair, forming a "foursome" and come to consensus on what the purpose of professional development is. Allow about 5-10 minutes for the groups to complete this task and then ask for responses. Answers that you are looking for will have this concept:

- The purpose of staff development is to improve the quality of teaching so that we can improve the achievement of our students.

Tp F.5 **Ho F.5**

Display Transparency F.5, referencing Handout F.5. After "The purpose of staff development is to:" fill in:

"change teacher's teaching"

And after the phrase "So that," fill in:

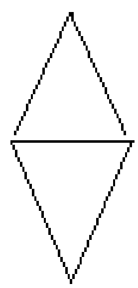
"student learning is enhanced."

End of Activity

Outcome 2:
Participants will articulate one source of information and three questions to use in selecting professional development activities.

Tp F.4 **Ho F.4**

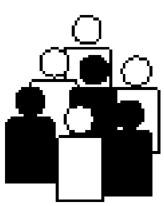
Display Transparency F.4 ("Four Critical Components") again and direct participants to the point on the right of the diamond and label it "appropriate choice of content."



Appropriate choice of content

THE BODY OF KNOWLEDGE

Tp F.6 **Ho F.6**



Discussion

Ask participants to turn to their Handout F.6 as you display Transparency F.6.

Provide a direct teach, labeling the transparency as you talk. Under "The choice of content should be based on", fill in:

"DATA"

Lead a discussion regarding the data that should be used, recording on Transparency F.6 as they are offered. If the additional suggestions listed below do not surface, add them to the list:

- Student achievement
- Goals for the district and the school
- Parent feedback
- Needs assessment
- National standards

Continue labeling the transparency while you talk. After the phrase "And should involve:" fill in:
"A collaborative effort of the 'users of the new learnings"

Next, have participants fill in the three questions offered by Tom Guskey in "Evaluating Professional Development."

1. How does the activity relate to the mission?
   And to the vision?

Extend this question by relating back to Section D (Develop and Articulate a Vision). Remind them of the need to have a vision of the change–what we want to have happen.

2. What are the intended student learning outcomes?

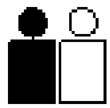
Refer back to the discussion earlier on "the choice should be based on: data."

3. What evidence will best assess or reflect those outcomes?

Refer to Covey's work on "begin with the end in mind." If we know what we want to have happen as a result of the professional growth experience, we should have a clear picture of that result and we can use the clear picture to compare our results and inform us about whether success is met.

PRACTICE WITH THE CONTENT

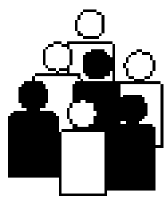
Tp F.4 **Ho F.4**



Discussion

Ask participants to go back to Handout F.4 and discuss with a partner their staff development selection that is written in the center of the diamond. Ask them to determine if it has met the model so far:

- Was the purpose clear?
- Was the choice based on data?
- Did it involve the “users” of the new learning?
- Were the three questions used as a guideline?



Reporting

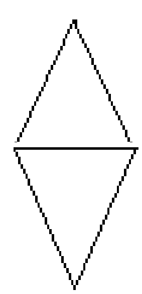
Allow about 10-15 minutes for this discussion. Process as a large group, getting comments from each table.

End of Activity

Outcome 3:
Participants will describe five delivery models of staff development, three methods of on-the-job learning, and the five attributes of professional learning communities.

Tp F.4 **Ho F.4**

Display and reference back to Transparency F.4. Ask the group to label the bottom point of the diamond with: “Delivery/Process.”



Delivery/Process

PRACTICE WITH THE CONTENT

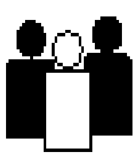
Orchestrate a jigsaw reading of "The Five Models of Staff Development" (Sparks and Loucks-Horsley, 1989).

Post on a chart the reading assignments:

- Everyone: Pages 40-41
- Group 1: Individually Guided (begins on page 42)
- Group 2: Observation/Assessment (begins on page 44)
- Group 3: Involvement in a Development/ Improvement Process (begins on page 45)
- Group 4: Training (begins on page 48)
- Group 5: Inquiry (begins on page 50)

Post the directions for the activity:

- Meet with your "home" group and count off 1-5
- Number groups meet and become the "expert group" for their assignment
- Read and discuss your assigned reading. Look for:
  - – Assumptions
  - – What it looks like
  - – Reported impact
- Determine how you will teach "your" section when you go back to your "home" group



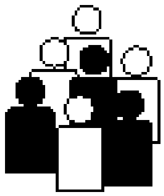
Reading & Discussion

Allow an hour for the reading and discussion and then direct them back to home groups to teach their assigned sections.

Tp F.7 **Ho F.7**

Display Transparency F.7 and direct them to take notes on Handout F.7 as they listen to their group members teach their content.

As a large group, quickly review the critical information.



Lecture

Notes for "Five Models of Staff Development"

Individually Guided Staff Development:

- **Assumptions – individual can judge own needs; individual is most motivated when selecting own goals**
- **Looks like – individual reading; individually selected workshops, project and research**
- **Reported impact – self-reported and perceptual**

Observation/Assessment:

- **Assumptions –that reflection and analysis are means of growth; this reflection can be enhanced by another's observations**
- **Looks like – observation and feedback, disassociated with evaluation**
- **Reported impact – Joyce and Showers (1988) and Sparks (1986) report that powerful improvements have been made when coaching follows training**

Involvement in Development/Improvement Process

- **Assumptions – adults learn most effectively when they need to solve a problem; people in the job know what's required to improve; teachers acquire skills or knowledge in involvement**
- **Looks like – participation in curriculum, school improvement committees, program development work**
- **Reported impact – research is not substantial as to impact, but contains ingredients or components supported by research**

Training

- **Assumptions – behaviors and techniques being presented are worthy of replication; teachers can change behaviors and add new behaviors to their repertoire; this is the most efficient in terms of cost, time and practice**
- **Looks like – workshops with learner outcomes or objectives**

- **Reported impact – this model is fairly effective, but not with all teachers and not with all teaching practices**

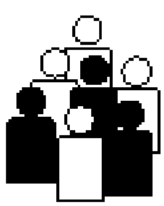
Inquiry

- **Assumptions – teachers are intelligent, inquiring individuals; teachers want to search for data to answer pressing questions; teachers develop new understanding as they formulate own questions and collect data to answer their questions**
- **Looks like – groups of teachers meeting to solve problems; individuals engaged in research related to their classroom; entire faculties participating in study groups**
- **Reported impact – teachers make more informed decisions about when and how to apply the research findings of others; they experience more supportive and collegial relationships; teaching improves as teachers learn more by becoming better able to look beyond the immediate or the concrete**

APPLICATION

Ask them to think (or look) back to the staff development experience that they identified on Handout F.4. Ask them to determine which model was used. Ask for a show of hands indicating which of the five models was used in their example.

End of Activity



Discussion

From the Selected Readings packet, find the article "On-the-Job Learning" (Woods and McQuarrie, 1999) and have participants note the three methods on pages 10 and 11:

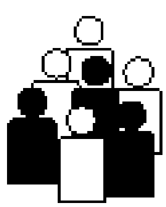
1. Study Groups
2. Action Research
3. Reflective Logs

Ask where these would fit in the Five Models that they just read and discussed. They should note:

- Study Groups: Involvement in Development/ Improvement
- Action Research: Inquiry
- Reflective Logs: Individually Guided Staff Development

Offer that we are seeing more and more citations in the literature on collaborative methods of learning. Reference back to an earlier reading: "A National Plan for Improving Staff Development," reminding them of our discussion about the most effective form of professional development is when teachers are planning, learning and working together collaboratively. Make note of the activity "Reflective Logs" and comment that while it is an individually guided practice, it can be shared with others in collaborative settings. Similarly, the content of reflective writing can be about collaborative planning, writing, and learning. Invite them to read the article in its entirety as they can.

End of Activity



Lecture & Discussion

Bridge to the next activity by stating:
"Collaborative work and collaborative learning are concepts that are now replete in the literature. Our next body of knowledge will focus on one of those concepts."

Ask who has heard of Professional Learning Communities and take note of what they already know about them. Other items may surface:

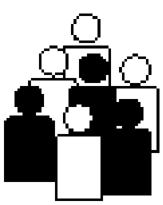
- Networks
- Learning organizations

On a chart or blank transparency, draw this table and share these distinctions:

Table 3. Group Work and Their Typical Activities

Type of Group	What They Do
Networks	Exchange information
Study Groups	Process information
Professional Learning Communities	Process information and apply learning

PRACTICE WITH CONTENT

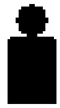


Reading & Creation

Tell the group:

"Let's go now on a tour of several, real-life schools and examine their contexts, what the leaders did to create the context for fostering the development of a learning organization. Your task has three parts: First, you are to read a case study of a school, reading to determine what the leader did to create a learning community; second, discuss it with your small group and third, create a visual symbol of what you've read. Your symbol must be designed so that we can display it in this room. You may use materials, scissors, markers, etc. from the supply table."

Ask participants to create five groups of equal size and find a place to work. From the Selected Readings packet,



Reading

assign a set of school case studies for School 20 to one group, School 30 to another group, and so forth. Allow about one hour for this activity.

When all groups are finished, invite groups to present their visual symbol and note the similarities and differences shown on the charts.

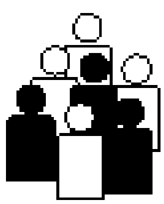
Ask participants to pull "Issues . . . about Change," Volume 6, No. 1 from the Selected Readings packet in the big green box. Direct them to read the first page and allow about 5 minutes for the reading. Ask them to comment on what they read and note this is a summary of the monograph about professional learning communities (Hord, 1997).

Point out that each of the attributes is described more fully in the Issues on pages 2-4, but we will reference the section called Summary of Attributes on page 5.

List each attribute on Transparency F.8 and reference Handout F.8.

Tp F.8 Ho F.8

1. Supportive and shared leadership
2. Collective creativity, or collective learning and application
3. Shared values and vision
4. Supportive conditions
5. Shared personal practices



Discussion

Ask the participants to read the summary statement in the Issues document. Ask how the attribute was reported in the case studies.

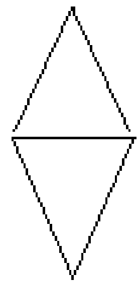
At the conclusion of the listing and discussion of the five attributes, assign an attribute to each group. Direct them to create a slogan or bumper sticker that captures the essence of "their" attribute. Display bumper stickers and explain.

End of Activity

Tp F.4 **Ho F.4**

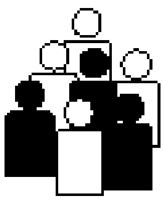
Bridge to the next outcome by referring the group back to Handout F.4 and having them label the fourth point:

Evaluation: Did we do what we said we would do?



Tp F.9 **Ho F.9**

Display Transparency F.9 and refer the group to their Handout F.9.



Lecture & Discussion

Deliver a direct teach (citing Tom Guskey who cited Kirkpatrick).

Levels of Evaluation:

1. Participants' reactions – did they like it and were they comfortable (temperature, refreshments, chairs, etc.).
2. Participants' learning – did they acquire the intended knowledge?
3. Organizational support and change – is the organization (school) supporting the new learning, are resources available, are successes recognized?
4. Participants' use of new knowledge and skills – did they effectively apply the new knowledge?
5. Student learning outcomes – what was the impact of students?

Sources of Evidence:

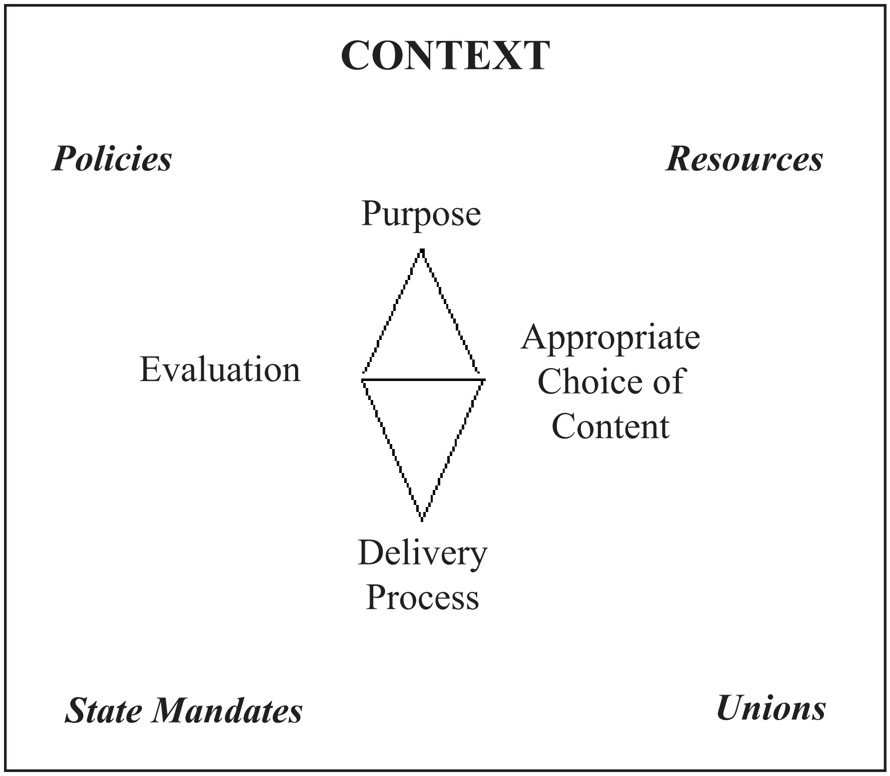
Invite the group to offer sources of evidence they think would be appropriate. This will vary from level to level. Some of the options that will emerge are:

Table 4: Evaluation Level and Related Evidence

Level of Evaluation	Sources of Evidence
Participants' reactions	Surveys; end of session evaluation
Participant's learning	Post test
Organizational support and change	Attendance of administrators; allocation of resources
Participants' use of new knowledge and skills	Questionnaires, participant reflections, portfolios, direct observations, video or audio tapes
Student learning outcomes	Impact on students: tests; performance assessment; questionnaires; interviews with students, their parents, teachers and administrators; portfolios

Have participants go back to Handout F.4 and revisit their staff development experience. Have them "talk around the diamond" with a partner and specifically identify if and where their experience could have been strengthened.

Offer the analogy of a baseball diamond – that completing the path around the "staff development diamond" is much like hitting a home run – you go all the way back to where you started – the purpose of staff development – student achievement. As you offer this, draw arrows around the diamond on Transparency F.4 to represent "going around the diamond."



Now draw a big box around the diamond and write "Context" at the top. Comment that the context always influences the outcome of professional growth activities. Write in the following factors:

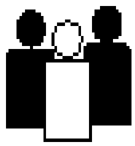
- Policies
- Resources
- State mandates
- Unions

How do these factors influence professional development? Solicit responses across the large group that may include union contract may restrict times when professional development may happen, state policy may indicate number of release days for staff development, etc.

End of Activity

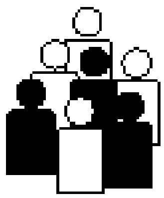
APPLICATION

Tp F. 10 **Ho. F10**



Creation

Tell the group that it is now time to "marry" two things they have learned. Refer them to Transparency F.10 and Handout F.10 and direct them to use the four "points" as components for an Innovation Configuration and fill in variations for each. Invite them to form triads with someone not at their table to complete this task. Allow 20-30 minutes.



Reporting

Call the group back together and solicit feedback about their work of generating variations for the four components. Ask how this relates to evaluation of professional development and anticipate these answers:

- can use to measure
- gather data
- chart progress

REFLECTION

Journal Writing

Ask participants to write reflectively for about 5 minutes, answering this question:
"What was new and valuable information for you and what will you do with that when you leave this institute?"

Ask for a few volunteers to share what they wrote with the rest of the group.

End of Activity

Section G:
Strategy Five – Assess Progress
Strategy Six – Provide Continual Assistance

▼▼▼▼▼▼▼

Time: 2 1/2 hours

Overview

Stages of Concern and Innovation Configuration are revisited as monitoring tools. Levels of Use is introduced as a tool to assess progress. Coaching for follow-up and continual assistance is studied.

Outcomes

1. Participants will review Stages of Concern as a means to assess the progress of change in implementors.
2. Participants will relate the implementation dip to the Stages of Concern.
3. Participants will review use of an Innovation Configuration matrix.
4. Participants will assess the use of an innovation through practice with Levels of Use.
5. Participants will identify methods for providing continual assistance to individuals who are implementing a change.
6. Participants will explore coaching as a model for providing continual assistance.

Materials and Resources

AV:

- Tape/compact disc player
- Overhead projector
- *Audio Snippets* (the audio cassette in this package)

Handouts:

- Handouts G.1 -19

Transparencies:

- Transparencies G.1 - 19

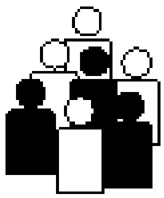
Resources:

- Copy of patient and doctor skit (see page 113)
- Masking tape
- Chart paper
- Water-based markers
- Blank transparencies
- Vis-à-vis markers
- Post-it notes (a variety of sizes)
- Highlighters
- Reflective journals for participants

Personal Notes

Learning Sequence

CONNECTING TO THE CONTENT



Skit

Prior to this section, select a participant to be a patient who will visit you (you will play "The Doctor") and give them the written description of the play. The role play proceeds in this fashion:

The patient waits for the doctor. When the doctor enters, he/she briskly asks, "What can I do for you?"

The patient says, "I'm not feeling so good."

"Ah," the doctor exclaims, "I have medicine for you. Take this three times a day and don't call me." [Doctor exits immediately]

Hold up a sign that says "A week later."

Again, the patient waits for the doctor. When the doctor enters, he/she briskly asks, "What can I do for you?"

The patient replies, "I'm still not feeling well."

The doctor responds, "Hum, let's try this medicine," and then immediately exits again.

Hold up a sign that says "A week later."

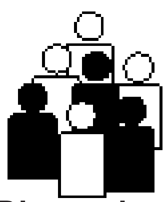
Again, the patient waits for the doctor, but this time a different doctor enters the room, introduces him/herself and sits down. He/she says, "I'm new here. Old Dr. 'So & So' has retired and I've taken over the practice. I can't seem to find any notation about what's troubling you. So would you mind giving me a little history of your symptoms?"

The patient offers 2-3 symptoms and the new doctor immediately enters those into an imaginary computer,

all the while continuing to ask questions. After a few entries, the doctor says, "If I am hearing you correctly, I think you have a very treatable case of epizootic. Let's try this medicine, starting right now with this sample. You should feel better in the morning. The office opens at 8:30 a.m. Will you please call and give us a report? If you don't feel better, then I'll want to ask some more questions, perhaps run a more formal test and get a little more information. Does that sound good to you?"

The patient looks a little stunned, but happy, and says, "I'll report tomorrow morning."

The doctor pauses and asks, "Now, before you go, do you have any questions or concerns?"



Discussion

Process with the group what was different about the two doctor's treatment of the patient. Ask for how that fits with school reform. Possible answers are:

- React without enough information.
- Wrong, or no diagnosis
- Prescription that might not fit
- No assessment
- No monitoring

End of Activity

THE BODY OF KNOWLEDGE

Tp G. 1 **Ho G. 1**

Display Transparency G.1 and invite the group to take notes on their Handout G.1 as they listen to the fourth clip from the Audio Snippets tape.

Audiotape
& Writing

Audiotape Script

Narrator: *"As implementation progresses, districts can provide schools with information about effective professional development and student achievement data. They can also provide feedback on the practice of new skills and strategies so that schools can gauge the impact staff development is having on classroom performance. Impact can be assessed formally through classroom visitation or informally in discussion groups with teachers. All of this data, including information on how well professional development is affecting student performance, can be used in the fifth strategy: checking progress. This data is an important part of the process, since planning and professional development activities are only as good as the results they produce in the classroom. Dennis Sparks' comments on where progress monitoring must begin."*

Dennis Sparks: *"The very most important thing that a school has to have to be able to check on its progress is really clear goals up front about what it's trying to accomplish. And many schools aren't clear about that. But once there are clear, measurable goals for student learning, then the next step is to look for indicators of that going on regularly, day to day, in the classroom."*

Narrator: *"Implementation progress can be monitored through both formal and informal classroom observations. Dr. Margarita Calderón talks about her experience with formal classroom observations."*

Margarita Calderón: *"In this particular model that I'm familiar with, we conduct implementation visits three times a year. We visit every single classroom. "Implementation visits with feedback* *are probably the strongest element in ensuring that there is quality of implementation, that it's actually being implemented and that it's impacting student academic achievement. After these implementation visits we have meetings with individual teachers or with small groups of teachers to give them feedback. And also to hear from them what their concerns are so that the next day we're able to put together what we call a refresher workshop where we go back and model and talk about all the different things that the teachers were concerned with as well as those that were observed that needed a little extra help."*

Narrator: *"Trainers and instructional facilitators can provide valuable feedback on both the level of implementation and student progress. Detailed reports can offer insights to principals and teachers on how well the strategies are being put into practice. In addition, teachers can meet regularly with on-site facilitators to talk about their new instructional strategies, about what works and what doesn't. Dennis Sparks describes some of the ways that principals check progress."*

Dennis Sparks: *"They can be visible in the hallways and in the classrooms of the school doing walk-throughs of classrooms or more extensive classroom visitations so that they have a sense of the challenges that teachers are facing as they try to implement new strategies and how successful they are in doing that. They can be looking at student work with teachers to see if the work, the quality of the work, is changing as a result of the new approaches that are being used. They can look at data from across classrooms — formalized data that may be in the form of standardized tests, attendance information."*

> ***Narrator:*** *"Several different measures are used to assess student progress including teacher observations and checklists, reading proficiency checks, student writing sample and other examples of student work."*

At the conclusion of the audio tape, gather and record their thoughts on the Transparency G.1. Notes should include:

It's important to:

- Check progress
- Have really clear goals
- Look for indicators of the innovation being used

And ways to do that are:

- Conduct implementation visits, with feedback
- Hear what the teachers have to say
- Look at student work with teachers
- Look at data from across classrooms to check implementation across the school

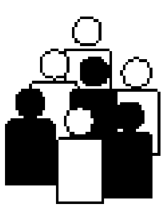
Tp G.2 **Ho G.2**

Display Transparency G.2 and have them fill in the blanks for Strategies One through Four and ask them to check each other's work.

Tp G.3 **Ho G.3**

Remind them of previous work, and display Transparency G.3 scanning the objectives quickly.

> **Outcome 1:**
> Participants will use Stages of Concern to assess the progress of change in implementors.



Lecture

"In Section C (Create a Context for Change), we worked with the Stages of Concern to describe the concerns that implementors have. Let's spend some time revisiting those stages."

Display Transparency G.4 and refer the learners to their

Tp G.4 **Ho G.4**

Handout G.4. Talk through the stages, reminding that SoC represents how the implementors feel about the change; what their concerns are.

Present three statements verbally and ask which stage is being reflected in the statement:

"Yesterday, I couldn't find the vials to mix the chemicals. By the time I found a substitute container, I was so frustrated, I wanted to go back to just reading about chemistry in the chapter and defining the words."

Answer: SoC 3: Management

"I heard that 5th grade is using literature-based reading and that there are materials available for my grade level. Is that something that you can find out for me?"

Answer: SoC 1: Informational

"If I cover Texas History in my thematic unit, how will that fit in with the Social Studies teacher's plans? Can we plan together to not make it redundant for students?"

Answer: SoC 5: Collaboration

Remind the group that in Section C, we discussed three basic methods used to assess concerns:

1. *Open-ended statements*
2. *Interviewing*
3. *Concerns questionnaire*

Tell them:

"When we worked with these concern statements just a moment ago, we were working with open-ended statements on our list of ways to assess concerns."

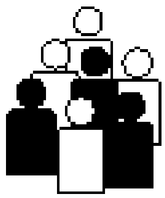
Check for their recall of the Osgood and Farrell interviews and of the videos which illustrated the one-legged interviews — the second way to access information about concerns.

End of Activity

Outcome 2:
Participants will relate the implementation dip to the Stages of Concern.

Tp G.5 **Ho G.5**

Display Transparency G. 5 and refer the learners to their Handout G.5.



Discussion

Ask who has seen the "Implementation Dip" before and ask what they know/remember about it. Provide this explanation of the "Dip."
"What frequently happens during implementation, is that some implementors are eager, start out great, but then even they begin to complain, saying 'It isn't working,' 'I don't know what to do next.' Before we start to gather data and react, intervene and change things again, let's discuss a phenomenon that you have probably experienced yourself."

Ask if anyone has purchased a car new to them in the last year, or perhaps driven someone else's for a day or two, or rented a car. Ask them to raise their hand if they did something like turn on the windshield wipers instead of the turn signal. Continue that line of discussion about what happens when we move a piece of furniture, or rearrange the kitchen drawers – what happens?

Conversation will be about the struggle to learn the new system, and the tendency to return to the prior method or way.

Provide this background information:
"In Michael Fullan's work on institutional change, he identified three phases of change:

1. **Initiation – In this phase we begin the work, the planning and the commitment to the change.**
2. **Implementation – In this phase, we begin to use the change, put things into place, and try out the new behaviors.**
3. **Institutionalization – In this phase, it becomes a part of our everyday life; just 'how we do business.'**

During the Implementation phase, we often experience a 'dip.' At this time, things can get worse before they get better.

It is in the 'dip' where we often give up—abandon an innovation or program because we find it too difficult to sustain the energy to change. It is also at this point, that assessing progress and supporting the implementors is critically important."

Tp G.6 **Ho G.6**

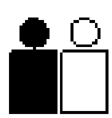
Display Transparency G.6 and have them look at Handout G.6.

Have them discuss the relationship of the Implementation Dip to the Stages of Concern 1, 2, and 3.

Note that at SoC3, management, the dip is at the lowest point. Getting out of management concerns requires help and assistance.

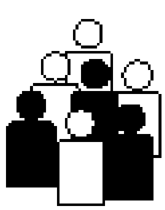
End of Activity

Outcome 3:
Participants will review use of an Innovation Configuration matrix.



Discussion

Ask them to stand up and when all are standing, ask them to form pairs or trios and discuss what they remember about Innovation Configuration from Section E (Plan and Provide Resources).



Reporting

Get feedback from the group and ask them to be seated.

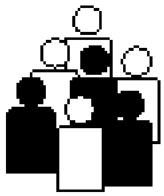
Tp G.7 **Ho G.7**

Display Transparency G.7 and refer them to their Handout G.7.

Use the following information as you review the use of the Innovation Configuration as an assessment tool.

IC answers two basic questions:

1. Is it being used?
2. What is it?



Lecture

The matrix answers "What is it?" as it gives components and the variations within each component. But to answer "Is it being used?" one must gather data through:

- Interviews
- Observations
- Self-report of implementors

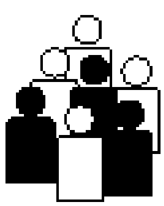
Tp G.8 Ho G.8

Display Transparency G.8 and with an overlay transparency, draw the solid line. Ask what that line indicates (that everything to the left is ideal). Draw the dotted line and ask what that indicates (that everything to right is unacceptable). Ask the group how those lines should be determined. Among the possible answers:

- by the implementors
- by the decision-making, planning team
- by each individual
- by a steering committee
- by the developer of the innovation or program

Reading

Ask the group to review their Handout G.8, the Writing Matrix, with Handout G.9, the Innovation Configuration checklist. Ask if any adaptations need to be made.



Reporting

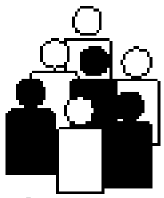
Discuss questions, adaptations, and other suggestions they have to make it a "tighter" Innovation Configuration, such as use verbs for the components, use active voice (as variations of components 3 and 4) rather than passive voice.

End of Activity

Outcome 4:
Participants will assess the use of an innovation through practice with Levels of Use.

Tp G. 10 Ho G.10

Display Transparency G.10 and reference Handout G.10. Give this background information:



Lecture

"Another concept, Levels of Use (LoU) describes how an individual is behaving with the particular change. The 'levels' will remind you of the 'stages' of concern, but they are different. Stages of Concern reflect an individual's reactions or feelings about change — the affective side of the change process. Levels of Use, on the other hand, describes behaviors or how individuals are acting with a change. Both concepts suggest that individuals grow and develop in their SoC and LoU as they become more familiar and experienced with the change. This means that knowing where individuals are in their growth and development can provide clues about how they can be supported—what interventions will help them."

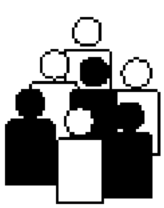
Using the chart, talk through the Levels of Use with the learners (Transparency G.10 and Handout G.10).

PRACTICE WITH THE CONTENT

Tp G.11a-b Ho G.11a-b

Direct the group to Handouts G.11a-b.

"To help us understand LoU better, let's use Handouts G.11a and 11b. We will read a case study about Irene, who is implementing Cooperative Learning in her classroom."



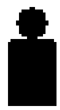
Discussion

Read the case study, pausing at each LoU designation to discuss Irene.

APPLICATION

Tp G.12 **Ho G.12**

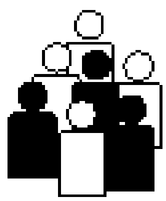
Display Transparency G.12 and ask the group to study the statements made by implementors about their use.



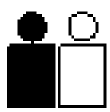
Reading & Writing

Work the first two items with the group as guided practice, then invite them to code the remainder. Provide a direct teach for the correct coding. The correct responses are:

1. LoU III
2. LoU IVA
3. LoU V
4. LoU IVB
5. LoU II
6. LoU I



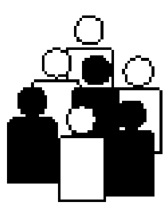
Lecture



Discussion

Summarize this section by having partners tell each other the three assessment tools they have now in their tool box which can help them determine how people feel about a change, how it is being implemented, and if it is being used.

End of Activity



Discussion

Transition to the next section (Provide Continual Assistance) by asking the group to revisit the introductory skit. Ask if they recall what the doctor promised as the patient was leaving the office (that he/she would call and check on her). Say to the group:
"So we have been looking at the importance of assessing progress, but so what? Is it enough to find out how things are going? What if we find out some people are going great guns, others are floundering and some are still saying, "I won't, you can't make me and it will go away before I will. What must happen next?"

Listen for responses such as:

- We have to help people where they are
- We have to keep paying attention

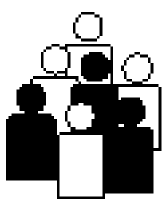
Outcome 5:
Participants will identify methods for providing continual assistance to individuals who are implementing a change.

Tp G.13 **Ho G.13**

Tell the group that is the focus of the next section and display Transparency G.13 and refer them to their Handout G.13. Our focus is now on Strategy Six: Provide Continual Assistance. Fill in the blanks as we have been doing.

Tp G.14 **Ho G.14**

Display Transparency G.14 and ask table groups to discuss what the implications are of "malpractice."



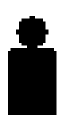
Reporting

Allow about 3 minutes for the discussion and ask them to share some of their conversations. Comments will likely include:

- Some professions carry malpractice insurance
- Much like medical practice, we must have follow-up
- It violates a code of ethics

Now inquire as to what follow-up can look like. Answers should include:

- Study groups
- Classroom visits
- Model lessons
- Coaching
- One to one feedback



Audiotape & Writing

Invite the group to listen to the final snippet from the Audio Snippets and take notes on Handout G.15.

Audiotape Script

Narrator: *"The sixth and final strategy in implementing reform is that of providing continuing assistance. Sustaining a comprehensive reform effort is difficult and requires a long-term commitment to* *the entire process and its success. Some schools identify a full-time staff member who is available to teach model lessons, cover a class so that teachers can work together, and provide feedback about the implementation of the model. Problems can and will arise during implementation. If they are addressed immediately and followed by corrective action, the reform program will flourish. When need be, teachers are provided with additional assistance or may visit other teachers who are successfully using the same model. Wendell Brown talks about how and when the support effort may change."*

Wendell Brown: *"Once you get into the process, even if you've thought things out very carefully and you've tried to lay out a very powerful, positive plan and a long-term plan, you will find that the effort to support the people who are actually delivering it will change. And there's going to be a point where there's what I consider exponential jump within what you're doing. And you're going to need to have experts out there on the wings that will be able to come in and address some issues at a different level than you may have initially anticipated."*

Narrator: *"As implementation progresses, it is important for principals to acknowledge teacher success with celebrations and commendations. Forums such as faculty meetings, PTA meetings, school newsletters and school board meetings provide excellent opportunities to share good news about teacher success. Celebrating successes can help encourage staff members to continue on the path of school reform and improvement. Also required to effectively sustain a reform effort is consistent leadership. This leadership can come in many forms — it may be in the form of a school* *improvement team that includes key stakeholders in the implementation effort; it may be a principal or superintendent or instructional guide. Dr. Margarita Calderón talks further about the kinds of support teachers need to continue with a reform effort."*

Margarita Calderón: *"The teachers may have materials, they may have the workshops, they may have a lot of things in place. But it's really the messages from the principal; it's the messages from the central administration that motivate teachers. The onus is on the leadership. And they set the tone. They model for the teachers. It is their responsibility to set the structures in motion and to keep them in motion."*

Narrator: *"It is critical that principals make sure all the necessary details are in place for teachers. They need to be certain that materials are in place on time, assistance is provided when needed, and data is available and organized so that it can be discussed easily. Some schools even work with a full-time coach to assist teachers in planning, teaching, and providing feedback. Wendell Brown describes how his school works with a coach."*

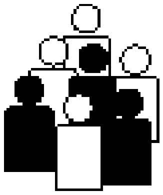
Wendell Brown: *"We do have an external coach who has a gift at a variety of different methodologies and strategies and is knowledgeable about several different assessment pieces and is very understanding of the standards that we're using. She can come in and work directly with a variety of teachers whether they're in that first, initial cadre of teachers or anyone else on the campus because it is schoolwide. And so that makes it a very, very fundamental piece to have that support and a variety of strategies available for everyone."*

Narrator: *"With continuing support and assistance, implementation can move forward with positive results. Educators can further ensure the progress of the reform goals by paying close attention to both problems and successes.*
In this two-tape series, you have heard from researchers and practitioners about proven strategies that can help you implement comprehensive school reform effectively. A companion booklet enclosed with this tape series summarizes the key strategy points. It also provides discussion questions and a list of resources that can guide you in your implementation efforts."

Dennis Sparks: *"Young people only go through school once. They deserve — some people would even say they have the right — to learn to read and do mathematics and learn social studies and see themselves as competent learners. They're only going to make that journey once. And it's our obligation, I believe, as educators to make certain that that's the very best experience that those kids can have. So that means we have to engage in systemic, deep change at every level of the organization — in the district office and in the schools. That means changes in leadership practices, changes in teaching, changes in curriculum, changes in assessment. And there's just no way we can do what we need to do for all of the kids who are in our schools today unless we approach change with that degree of seriousness of intention."*

Tp G.15 **Ho G.15**

Ask what they recorded as they listened and scribe on to Transparency G.15. They probably listened for ways to provide continual assistance.



Reporting

Probable responses for providing it are:

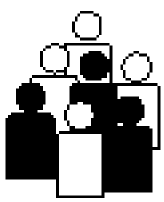
- Full-time staff member to teach model lessons, cover a class, provide feedback
- Teachers visit other teachers
- Use experts to come in and provide feedback
- Acknowledge and celebrate teacher success
- Consistent supporting and nurturing leadership maintains momentum
- Leadership assumes everything is in place: materials, data, assistance
- External coach can provide assistance

End of Activity

Tp G.16 **Ho G.16**

Display Transparency G.16. Fill in on Transparency G.16.

Outcome 6:
Participants will explore coaching as a model for providing continual assistance.



Lecture

Deliver a lecturette using the following information. Research by Joyce and Showers (1980) provides us with a comparison of the effectiveness of some staff development practices.

Refer back to Strategy Four: Invest in training and professional development and ask the group to recall the "Five Models of Staff Development." Ask which of the models coaching might fit into (answer: Observation/ Assessment) reminding them that observation means "observation without evaluation."

On Transparency G.16, reveal one component at a time. Give percentages:
"With only presentation, 10% of the participants will use the information. If you add modeling or demonstration, 2-3% more will transfer the information to their classroom. If you add practice, another 2-3% will transfer. If you give feedback, another 2-3% can use it in classrooms.

At this point, we have only 16-19% of the learners being able to transfer the learning.

But…if you add coaching, up to 95% of the learners will transfer the learning to the classroom."

Information presented in a bar graph makes this point: coaching, over time, makes a difference in whether or not the "users" can/will actually transfer the practice to workplace.

(Participants may want to note the percentages on their Handout G.16)

Tp G.17 **Ho G.17**

Display Transparency G.17 and refer the group to their Handout G.17, saying:
"Let's extend our discussion and be clear about our definition of coaching. Whether one is coaching a team or an individual, the main purpose of coaching is to facilitate the transfer of an introduced practice."

Tp G.18 **Ho G.18**

Display Transparency G. 18 and have the group turn to their Handout G.18, covering point by point:
"Coaching helps break down a complex innovation into small learnable or workable units, provides a model of desired behaviors for the implementor, and allows success to be praised. Coaching also reassures and supports the implementors' efforts, as well as promoting appropriate independent use of the innovation. Ideally, it facilitates an interchange between coach and implementor over a difficult process and allows frustrations and successes to be shared, and if needed, suggestions offered by the coach for improvement. It also provides mutual reflection on the progress of the innovation's implementation."

Tp G.19 Ho G.19

Display Transparency G.19 and have the group turn to their Handout G.19, emphasizing that coaching is not evaluation – there is no judgment involved, but rather it is observation and information which might further develop one's skills.

End of Activity

REFLECTION

Discussion

As the group to stand and form two lines, standing face to face. Ask them to discuss this question with the person across from them:

"Why is continual assistance important?"

After about one minute, have one row step one person to the right and with their new partner, discuss a new question:

"In what forms can coaching appear?"

Have one row step to the right again and discuss a new question:

"What have you learned that you will take back with you?"

Continue with questions from the institute that have surfaced as important issues from your group.

End of Activity