

Leadership and Change

Innovative Schools Program

Virtual University

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A: Change Forces

**S-t-r-e-t-c-h Your
Thinking
Cooperatively**

Task: Together: Why does education reform often fail?

1. List 10 or more underlying reasons for the problem.
2. Of all the reasons listed, which one is most at the 'heart' of the problem?
3. All teammates must be prepared to present and defend the team answer.

Time: 10 minutes.

**Worksheet
Team Answer Sheet**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

The Pathways Problem



What is Change?

- New materials
- New behaviors/practices
- New beliefs/understanding

The Implementation Dip

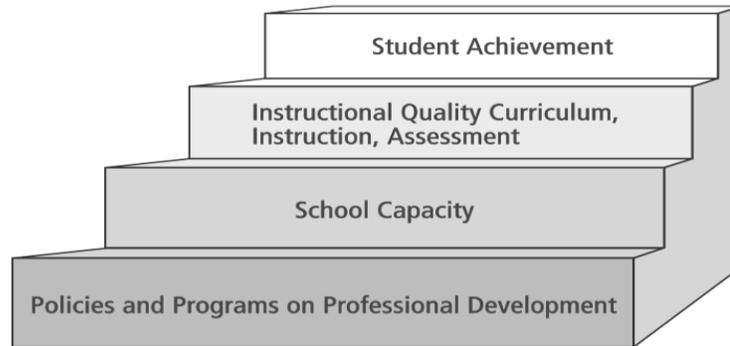


Change Insights

- The implementation dip is normal
- Behaviors change before beliefs
- The size and prettiness of the planning document is inversely related to the quantity of action and student learning
- Shared vision or ownership is more of an outcome of a quality process than it is a precondition

B: Professional Learning Communities

Influences on School Capacity and School Student Achievement



— Newmann, King, & Youngs, 2000

School Capacity

The collective power of the full staff to improve student achievement.

School capacity includes and requires:

1. Knowledge, skills, dispositions of individuals
2. Professional community
3. Program coherence
4. Technical resources
5. Shared leadership

— Newmann, King, & Youngs, 2000

The BIG Ideas of a PLC

- We accept learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.
- We are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through development of high performing teams.
- We assess our effectiveness on the basis of results rather than intentions. Individuals, teams and school seek relevant data and information and use that information to promote continuous improvement.

— Dufour, Dufour, & Eaker, 2002

What is Collaboration?

A systematic process in which we work together, interdependently, to analyze and impact professional practice in order to improve our individual and collective results.

— Dufour, Dufour, & Eaker, 2002

Critical Issues for Team Consideration

- Respond to the 18 questions.
- Take the top three (e.g., that you rated 8, 9, or 10) and discuss what your school does to enact these.
- Take the bottom 3 (e.g., that you rated less than 5) and discuss how your school could act on these to strengthen them.

Worksheet

Team Name: _____

Team Members: _____

Use the scale below to indicate the extent to which each of the following statements is true of your team.

1	2	3	4	5	6	7	8	9	10
Not True of Our Team			Our Team is Addressing			True of Our Team			
1. ___	We have identified team norms and protocols to guide us in working together.				11. ___	We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.			
2. ___	We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.				12. ___	We have developed common summative assessments that help us assess the strengths and weaknesses of our program.			
3. ___	Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.				13. ___	We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.			
4. ___	We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.				14. ___	We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.			
5. ___	We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.				15. ___	We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.			
6. ___	We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learnings.				16. ___	We evaluate our adherence to and the effectiveness of our team norms at least twice each year.			
7. ___	We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our course and each unit of this course.				17. ___	We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achievement at higher levels.			
8. ___	We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.				18. ___	We use the results of our common assessments to identify students who need additional time and support to master essential learnings, and we work within the systems and processes of the school to ensure they receive that support.			
9. ___	We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those area.								
10. ___	We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.								

Tri-Level Reform



— Fullan, 2005

Managing Change

The performance of the top school systems in the world suggest three things that matter most:

- Getting the right people to become teachers
- Developing them into effective instructors
- Ensuring that the system is able to deliver the best possible instruction for every child (intervene early to address gaps)

— Barber & Mourshed, 2007

Managing Change

In viewing the video clip on managing change, use the P-M-I to identify:

- What is a Plus
- What is a Minus
- What is Interesting

P-M-I		
Plus	Minus	Interesting