



**Leadership Oregon 2011:
Advanced
Leadership Training**

Leadership Oregon



OREGON SCHOOL BOARDS ASSOCIATION

Dori Brattain
Deputy Executive Director/General Counsel



Agenda

- History
- OSBA Governance
- OSBA Programs & Services
- Contact Information



History

- Founded in 1946
- Mission
 - *“To improve student achievement through advocacy, leadership and services to Oregon public school boards.”*



OSBA Governance

- Constitution
- OSBA Board
 - Leadership
 - Elections
 - Committees
 - Legislative Policy Committee
 - Finance Committee



OSBA Programs & Services

- **Legislative & Public Affairs**
 - Legislative Advocacy
 - Federal Advocacy
- **Policy & Board Development**
 - School District Policy Services
 - Board/District Leadership Services



OSBA Programs & Services

- **Labor, Legal & Employment**
 - Collective Bargaining Consulting
 - Human Resource Assistance
 - Legal Representation
 - Contract Analysis
 - Superintendent Searches
- **Communications**
 - OSBA Member Relations
 - Communications Consulting
 - Advocacy Communications



OSBA Programs & Services

- **Other District Services**
 - Property and Casualty Trust
 - Financial Services
- **OSBA Administration**
 - Association Operations
 - Local Government Center
 - Legal Assistance Trust



For More Information...

www.osba.org
1-800-578-OSBA

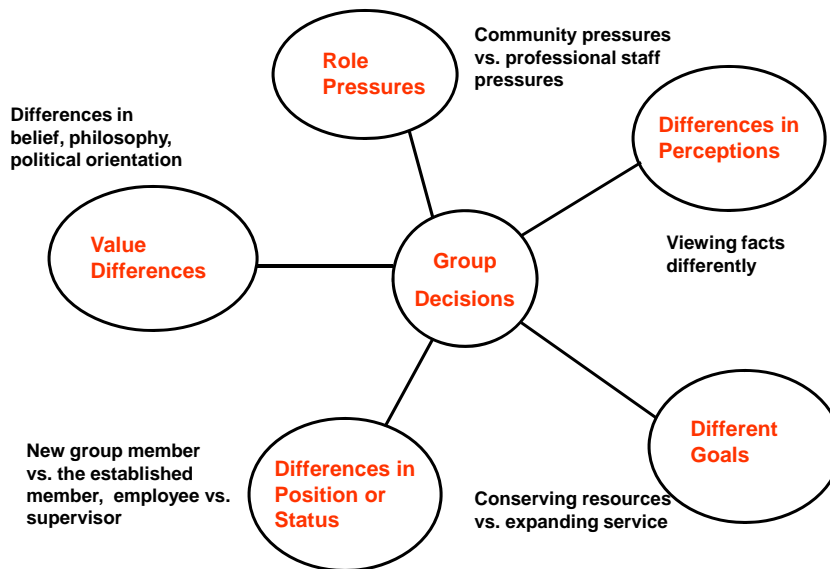
**Dori Brattain, Deputy Executive
Director/General Counsel
dbrattain@osba.org**

Meeting the People Challenge

Presented by:

Joe Wehrli, Oregon School Boards Association

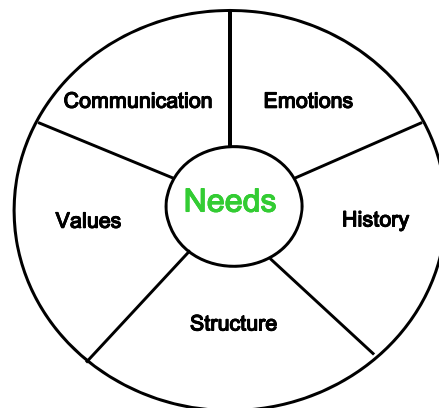
Group Decisions Lead to Conflict



Cause of Conflict

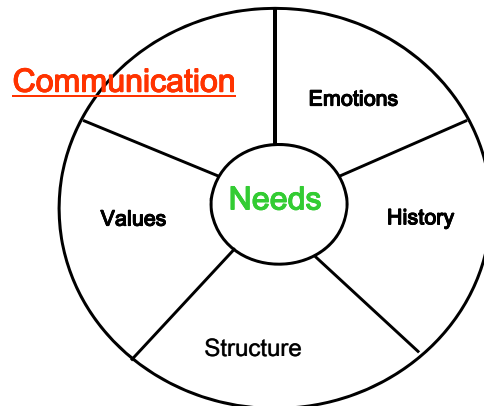
People engage in conflict either because they have needs that are met by the conflict process itself or because they have (or believe they have) needs that are inconsistent with those of others.

The Causes of Conflict



Bernard Mayer, *The Dynamics of Conflict Resolution*

Tools to Reduce Conflict



Bernard Mayer, *The Dynamics of Conflict Resolution*



10 Most Unwanted List

1. **"Tank"**
 - Confrontational, pointed & angry
 - The ultimate in pushy behavior
2. **"Sniper"**
 - Rude comments, biting sarcasm
 - Attempts to make you look foolish

10 Most Unwanted List

3. **“Grenade”**
 - After initial calm, explodes into uncontrolled ranting & raving
4. **“Know-it-All”**
 - Has a low tolerance for correction and contradiction

10 Most Unwanted List

5. **“Think-They-Know-It-All”**
 - Attempt to fool some or all of the people most of the time
 - Really an attempt to get attention
6. **“Yes Person”**
 - Say “yes” without thinking things through
 - An attempt to please people and avoid confrontation

10 Most Unwanted List

7. “**Maybe Person**”

- Procrastinates in hope that a better choice will present itself

8. “**Nothing Person**”

- No verbal feedback
- No non-verbal feedback
- Nothing

10 Most Unwanted List

9. “**NO Person**”

- Able to defeat big ideas with a single syllable
- Deadly to morale

10. “**Whiner**”

- Feel overwhelmed by an unfair world
- Misery loves company and they bring their problems to you



Four Choices

These are the difficult people that most people cannot stand working with, talking to or dealing with.

You have four options:

1st Choice

1. Stay and do nothing

- Leads to suffering about it and complaining to someone who can do nothing about it
- Can be dangerous because frustration builds and gets worse over time
- Complaining to people who can do nothing tends to lower morale

2nd Choice

2. Vote with your feet

- Not all situations are resolvable and some are just not worth resolving
- If everything you say makes matters worse, remember, discretion is the better part of valor
- Eleanor Roosevelt said, "You're nobody's victim without your permission."

3rd Choice

3. Change your attitude about your fellow team members

- Learn to: see them differently, listen to them differently and feel differently around them
- Change your attitude to set you free from your reaction to problem you see in their behavior

4th Choice

4. Change “your” behavior

- Change the way you deal with people and they will need to learn new ways to deal with you
- Once you know what needs to be done and how to do, you will be able to take charge of an unpleasant situation and redirect its result

Observations

- People are creatures of habit
- People behave in ways to meet their needs
- How we communicate is a habit
- When our needs are not met, we react
- Stronger the need, stronger the reaction
- I expect everybody else to change their behavior



Predictable Behavior

Everybody responds to different situations **predictably** during times of challenge, difficulty or stress. People tend to move outside their behavior comfort zone and become either more passive or more aggressive than normal.



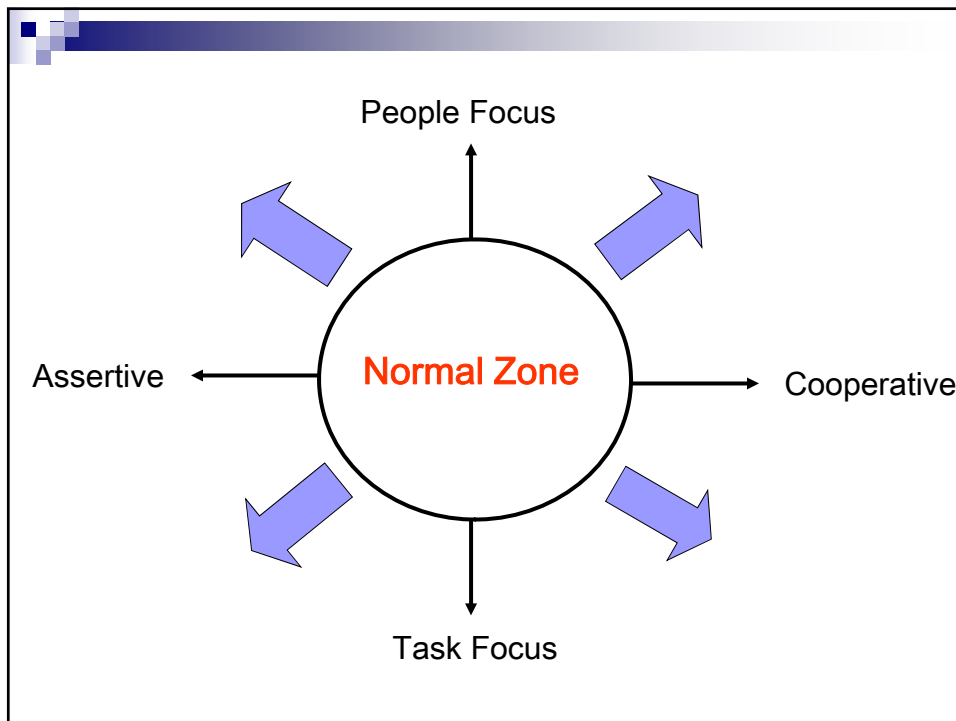
Table Work

- Complete Communications Style Questionnaire
- Wait for further instructions

Patterns

For a better understanding of a person's predictable behavior during times of duress, look for patterns of behavior to determine what people usually focus their attention on in a given situation.

- People vs. Task
- Assertive vs. Cooperative

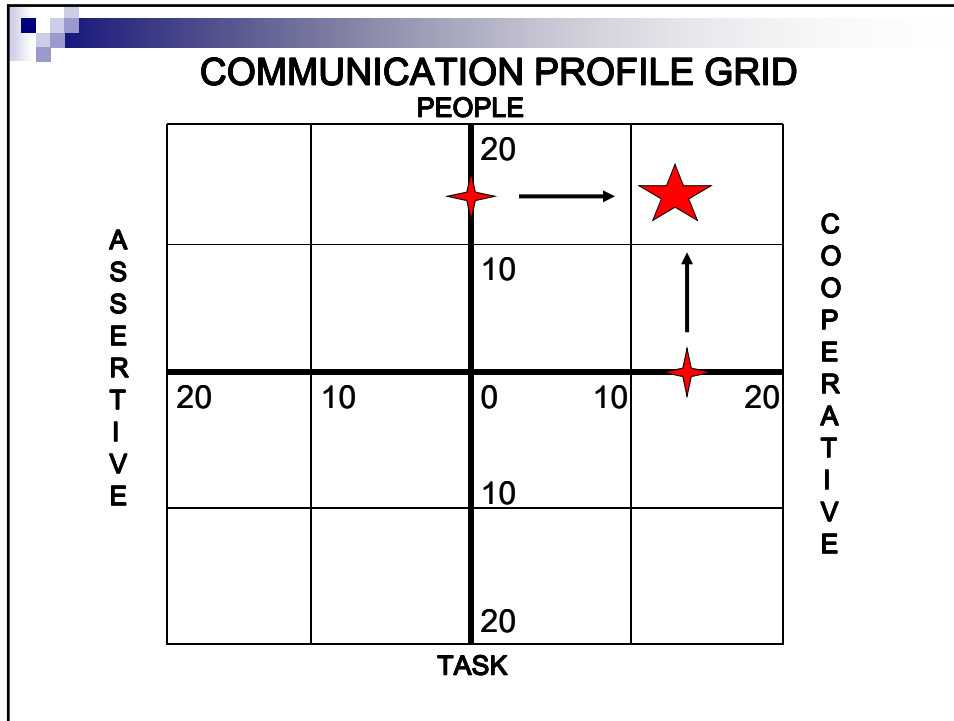


Find Your Quadrant

- Locate communication quadrant
- Separate into groups
- Pose question to groups

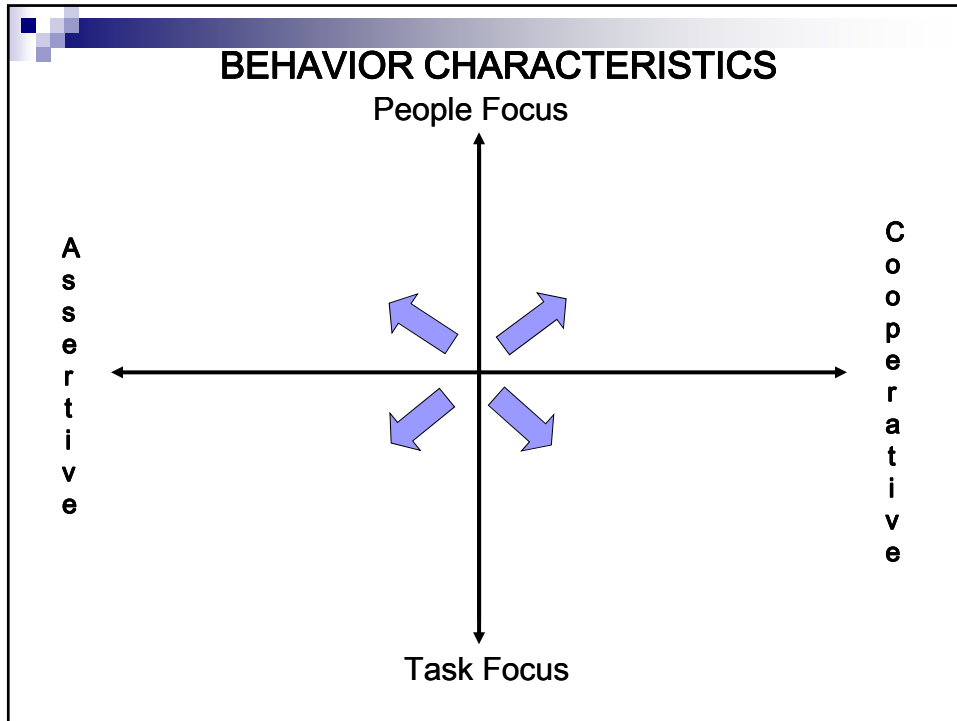
COMMUNICATION PROFILE GRID

		PEOPLE				
				20		
				10		
A S S E R T I V E		20	10	0	10	20
				10		
				20		
		TASK				



Question

List 5-8 words that describe your group's behavior style.

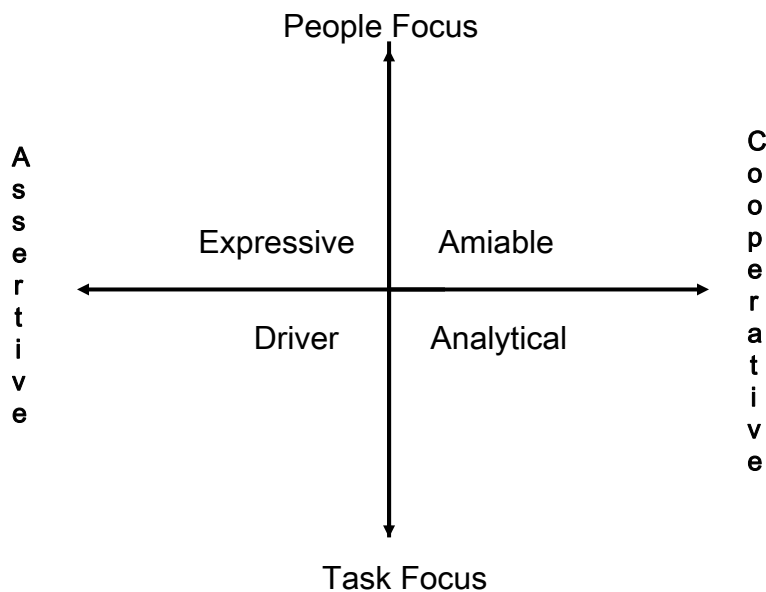


- ## Behavior Has a Purpose
- Every behavior has an intent or purpose and that intent is to fulfill.
 - People do what they do based on what seems to be most important for any given moment.
 - Four “general intents” determine how people will behave in any given situation.

Four General Intents

1. Get the job done.
2. Get the job done right.
3. Get along with people.
4. Get appreciation from people.

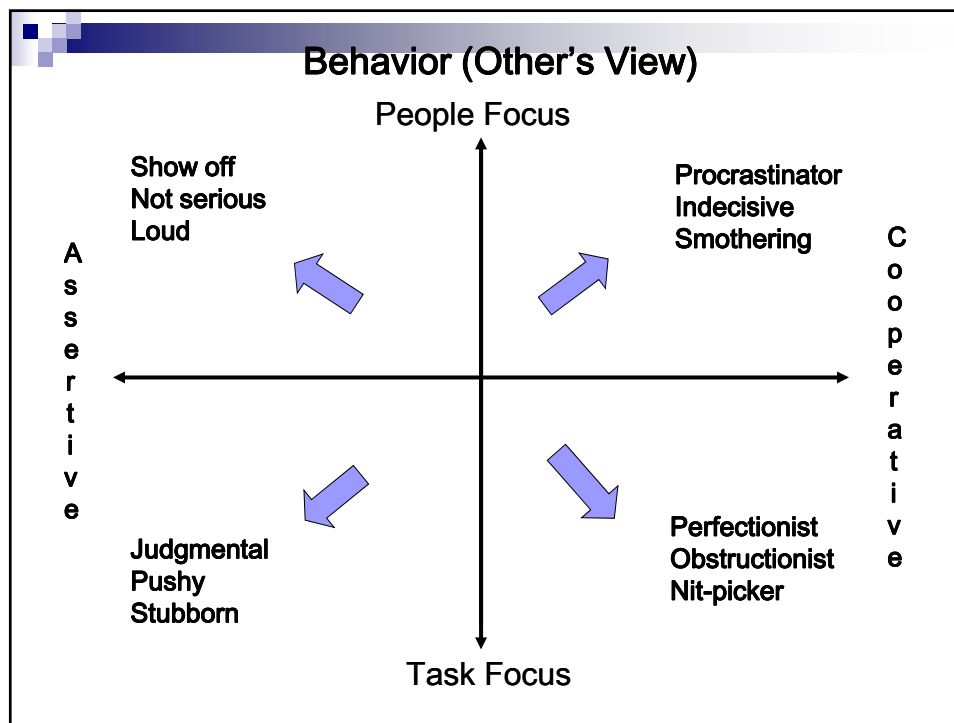
THE FOUR COMMUNICATION STYLES

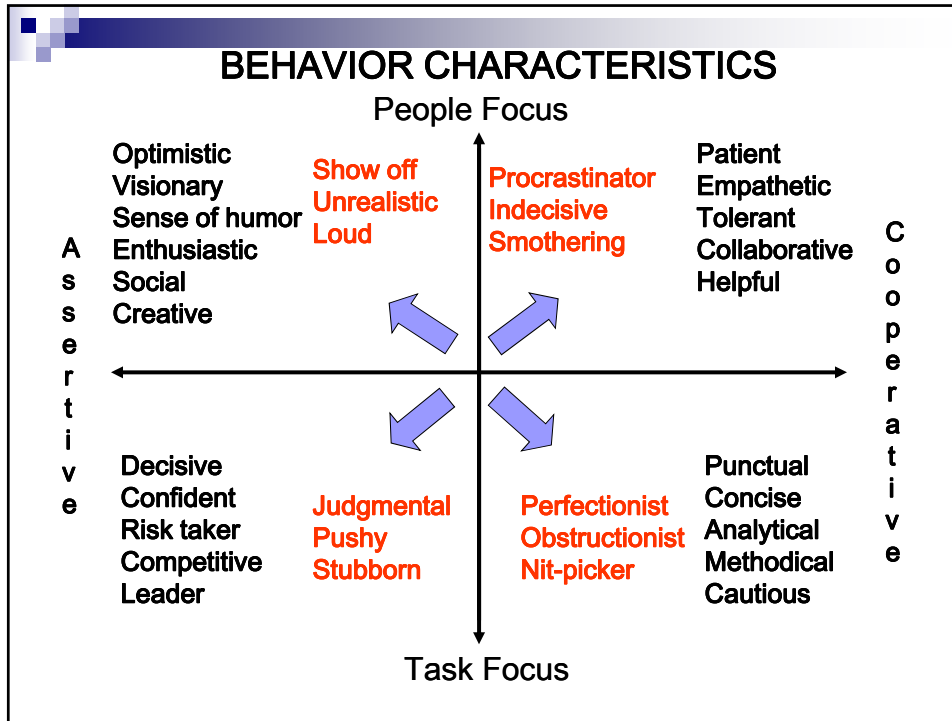


How Others See Us

These behavioral styles are how we see ourselves and how we function in a group setting.

How do others see us when we behave with a particular style?





- ## Analyticals
- Adept at building effective processes
 - Degenerate into bureaucracy easily
 - “Rather safe than sorry”
 - Likes to be alone or with just a few people
 - Rather stay home and read a book
 - Indirect when stating an opinion
 - Emotionally detached
 - Punctual for appointments; tardy for deadlines
 - Quest for quality
 - Set exceedingly high standards

Amiables

- Prefers working in teams
- Generous with time
- Quiet friendliness
- Especially sensitive with others feelings
- Side-tracked by desire to relate to people
- Perform best in stable, structured situation
- Tends to be indecisive
- Looks for guarantees to lower risk
- Reveals personal things in conversation
- Dislikes conflict

Expressives

- Tend toward the dramatic
- Spirited style bristling with energy
- Like bright colors and bold statements
- Continually on the go
- Hate to be confined to a desk all day
- Always moving and gesturing
- Frequently engages in side conversation
- Large circle of acquaintances
- Often behind schedule
- Tell jokes; thinks up pranks

Drivers

- Strong goal orientation
- Sets high yet realistic objectives
- Does not agonize over decisions
- More likely to change their mind
- Excel at time management
- Walks fast; uses forceful gestures
- Factual but not detailed
- Rational but not theoretical
- Feelings often channeled into language of action
- Triggers resentment in other people

Remember . . .

- Changing your dominant style is difficult
- Your style is only a part of who you are
- People of the same style are different from each other
- Acceptance of another's style is a foundation for good leadership

Response to Stress

Expressives: usually engaging – attack

Drivers: normally directive – become autocratic

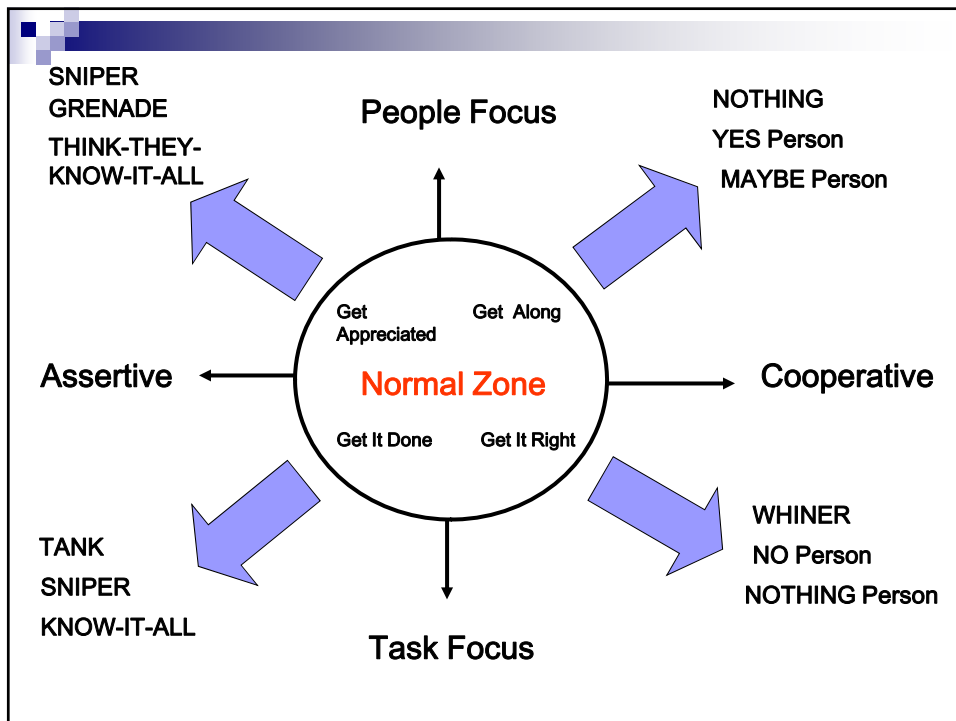
Amiables: typically supportive – acquiesce

Analyticals: usually quiet – avoid participation

Styles

<u>Style</u>	<u>Intent</u>	<u>Fear</u>
Driver	Get it done	Loss of control
Analytical	Get it right	Making mistakes
Amiable	Get along	Loss of security
Expressive	Appreciation	Loss of approval

The Nail Game





Test -- Which Style?

“That’s done. What’s next on the agenda?”

“I think I’ll double check your figures.”

“Hey, let’s talk about it. I have some neat ideas”

“Let’s throw that idea to the team for discussion.”



Notes

1. All of these intents have a time and place in our lives.
2. One quick indicator of a person’s intent is their communication style.
3. When people have shared intent or priorities, conflict is less likely.
4. As intent changes so does behavior.

Qualities of Effective Leader

- Visionary
- Good Communicator
- Trustworthy
- Respected and Respectful
- Courageous
- Loyal
- Supportive to subordinates

Careful About Praise

Amiable – “It’s all about the team”

Analytical -- “Pleeease don’t single me out”

Expressive – “Alright, it’s about time”

Driver – “A waste of time, let’s move on”



“Feelings”



PEOPLE MAY NOT REMEMBER
EXACTLY WHAT YOU DID, OR WHAT
YOU SAID

BUT,

THEY WILL ALWAYS REMEMBER HOW
YOU MADE THEM FEEL.

Which Style Works?

How do we identify the “needs” of
individuals or groups to maximize
leadership and minimize conflict?

- Survey – Personality & behavior profiles
- Observe – Watch body language & gestures
- Listen – Hear attentively

Listening Skills Exercise

- Divide the group into pairs
- Select one person as the speaker
- Select one person as the listener
- Brief each group separately
- One minute speaking exercise
- Switch Speaker/Listener



Listening Exercise Debrief

- We communicate our interest while listening by:

Verbal responses

Body language

Listening Skills

For

- Eye contact
- Focus on points of agreement
- Not judgmental
- Attentive body language
- No interruptions
- Repeat some words of speaker

Listening Skills

Against

- Inattentive body language
- Verbal fillers
- No eye contact
- Distractions
- Kidnap their story
- Constant interruptions

Listening in 3 Channels

VERBAL – Actual words used
(7%)

VOCAL -- Tone, inflection, volume,
speed, tempo, pitch
(38%)

NON-VERBAL -- Body language
(55%)

Tips

- We get along better with people when the emphasis is on our similarities
- Success in communication depends on finding common ground
- Reducing differences is vital in dealing with people who cause you difficulty
- When we communicate better – groups function better

Steps to Effective Leadership

- Start with quality personal characteristics
- Focus on the “needs” of the followers
- Understand different communication styles
- Become a better listener
- Know your audience
- Always follow-up with promised interaction

Why we lead.....

“The future of leadership must be embedded in the hearts and minds of many – and not rest on the shoulders of a heroic few.”

Blankenstein, Failure Is Not An Option

Contact Information

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References

- Bolton & Bolton, *People Styles at Work* (1996)
- Brinkman & Kirschner, *Dealing with People You Can't Stand* (2002)
- Buckingham & Coffman, *First, Break All the Rules* (1999)
- Mayer, *The Dynamics of Conflict Resolution*, (2000)

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Leadership Oregon 2011

Advanced Leadership (It's about the students!)
by Renee Sessler

January 14, 2011

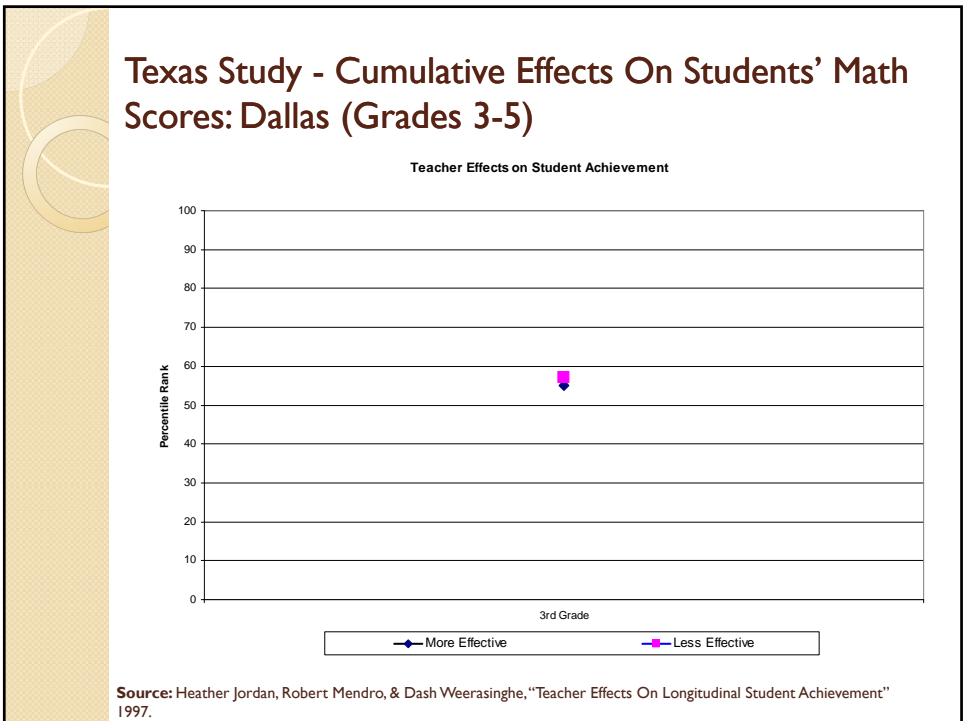



A story of two sisters...

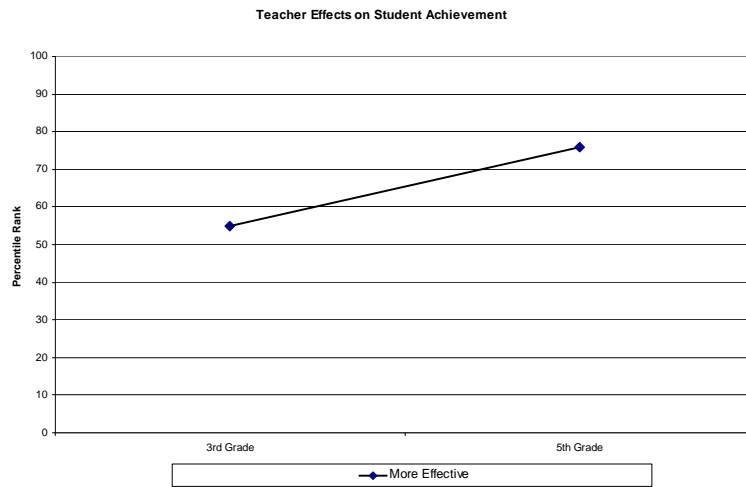


The Face of a Third Grader

Think of a third grader, someone about 8 years old, that is near and dear to you. . .

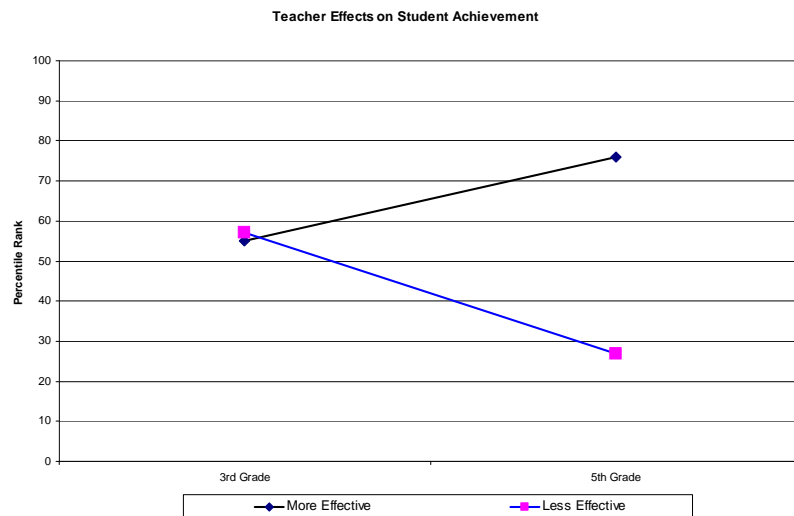


Cumulative Effects On Students' Math Scores: Dallas (Grades 3-5)



Source: Heather Jordan, Robert Mendro, & Dash Weerasinghe, "Teacher Effects On Longitudinal Student Achievement" 1997.

Cumulative Effects On Students' Math Scores: Dallas (Grades 3-5)



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Effects of High & Low Support on Reading Comprehension

Home Support & Classroom Support

	High Home Support	Low Home Support
High Classroom Support		
Mixed Classroom Support		
Low Classroom Support		

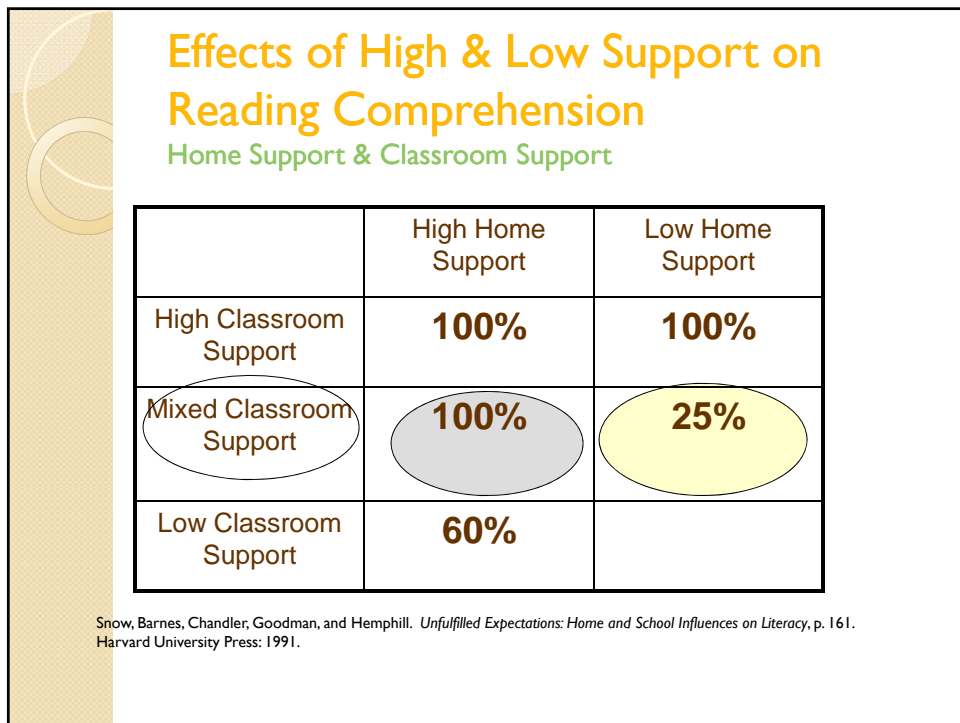
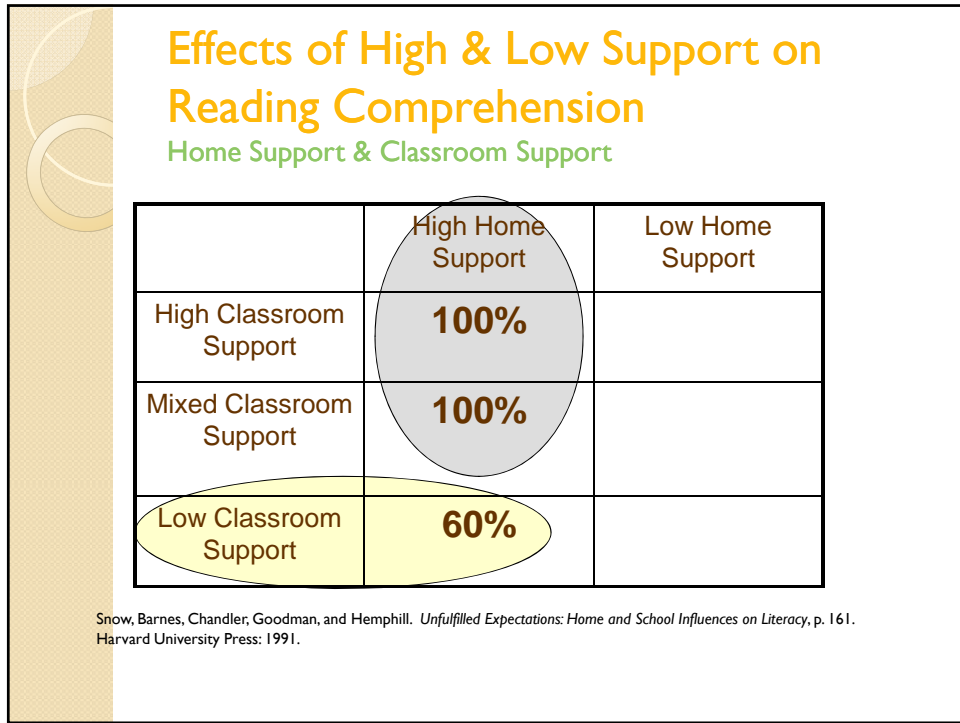
Snow, Barnes, Chandler, Goodman, and Hemphill. *Unfulfilled Expectations: Home and School Influences on Literacy*, p. 161. Harvard University Press: 1991.

Effects of High & Low Support on Reading Comprehension

Home Support & Classroom Support

	High Home Support	Low Home Support
High Classroom Support	100%	100%
Mixed Classroom Support		
Low Classroom Support		

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Effects of High & Low Support on Reading Comprehension

Home Support & Classroom Support

	High Home Support	Low Home Support
High Classroom Support	100%	100%
Mixed Classroom Support	100%	25%
Low Classroom Support	60%	0%

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Student Achievement – What’s Possible?

As you read the packet. . .

- Mark anything that is especially interesting to you with an “!”
- Mark anything that challenges current beliefs (yours or others) with a “#”



Student Achievement – What’s Possible?

Discussion:

- What got your attention?
- Was there information in the packet that “tugged” at your beliefs? Explain
- What information contradicts what you hear from others?
- How might information like this be useful?
- What do you think the boards were doing in these successful district?



Your board meetings...

Is student learning a topic on your agenda?

If so, how much time is it discussed?

If not, how about considering adding it?



"So, how are the children?"



Leadership vs. Management

- Review the Management and Leadership handout from Kotter
- Where do you place yourself on the continuum based on the percentage of your time spent on leadership or management?
- Discussion

What Leadership Looks Like

- Divide into small groups by district size
 - ESD members join together as one group
- Each group reads and analyzes a case study
- Use response sheet to record what leadership looks like in the system



Leadership Example

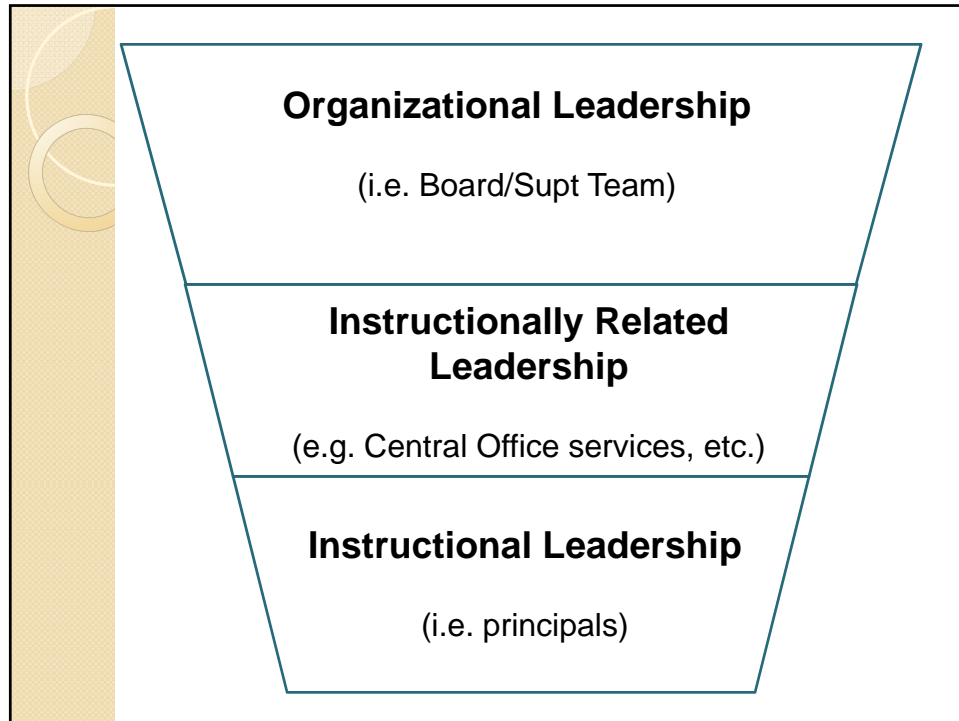
- Watch and listen to the video interview with Eleanor Joasitis
- Listen for and note:
 - Where do you see evidence of leadership vs. management?
 - Is her leadership more defined by personal character traits or actions?

Leadership is for something...

...for improving student learning.

Leadership provides guidance and direction (action) for the systematic improvement of instruction and student learning.





Primary Leadership Functions

- Learning, Ever Learning, Never Stop Learning!
- Know and analyze your data!
- Have a vision with enough appeal for the majority to accept.
- Challenge the status quo (ask questions).



Leadership is about the kids' success!

- Any questions?
- Watch this video then spend the rest of the evening with your new friends discussing what your leadership is for.



Name	Size	District	Case Study
Anna Tavera-Weller	6,029	Forest Grove	Cedar Rapids 17,755
Laurie Adams	11,000	Springfield	Cedar Rapids 17,755
Janeen Sollman	20,384	Hillsboro	Cedar Rapids 17,755
Nancy MacMorris-Adix	40,000	Salem Keizer	Cedar Rapids 17,755
Wylida Caferata	883	Pleasant Hill	Muscatine 5,560
Twinkle Morton	1,614	Fern Ridge	Muscatine 5,560
Bill O'Bryan	9167	Greater Albany	Muscatine 5,560
Barbara Orre	883	Pleasant Hill	Romulus 4,300
Howard Wand	950	Rogue River	Romulus 4,300
Linda Dugan	1,700	Warrenton-Hammond	Romulus 4,300
Dick Morley	2,500	North Santiam	Romulus 4,300
William Dooley	286	Port Orford-Langlois	Sioux Center 960
Henry Perry	435	Glendale/Douglas ESD	Sioux Center 960
Vince Ceriello	950	Rogue River	Sioux Center 960
Charlene Moore	3,400	Coos Bay	Sioux City 14,140
Alissa Hampton	6,029	Forest Grove	Sioux City 14,140
Valerie Tewksbury	10,700	Reynolds	Sioux City 14,140
Adrienne Black,	220	Ridgeline Montessori Public Charter School	Wall Lake 545
Leah Harris	233	North Lake	Wall Lake 545
Bruce Stannard	286	Port Orford-Langlois	Wall Lake 545
Rich Pardy	950	Rogue River	Wall Lake 545

Cedar Rapids Community School Board, Iowa Enrollment: 17,755

For several years, the Cedar Rapids school district has been building its use of data-driven improvement. “There’s no question that the core business of schools is learning,” explains Superintendent Dave Markward. Four years ago, data was an important part of the use of action research teams composed of instructional staff. “But to be most effective, our continuous improvement efforts needed to include our whole organization.”

“Test scores were flat and some groups were losing ground; we knew we had to do something that involved the board to a greater extent,” say Mary Meisterling, Cedar Rapids school board member. “The board was introduced to [improvement] concepts right along with the staff. We developed our mission and value statements as a group and set out to establish our benchmarks through surveys and data collection. We are now in year four and are beginning to see fruits of this initiative.”

Today, the entire education organization, from the board to the instructional staff, is involved in the improvement process which is showing slow but consistent growth. Data is also woven throughout the district’s strategic plan. As Markward often reminds his staff, “It’s a marathon, not a sprint.”

Between 2002 and 2006, Iowa Test of Basic Skills (ITBS) results have shown the percent of students proficient in reading increasing in grade 4 from 69 to 74 percent; grade 8 from 70 to 71 percent; and grade 11 from 80 to 81 percent. The percent of students proficient in mathematics increased in grade 4 from 69 to 77 percent; grade 8 71 to 74 percent; and grade 11 from 79 to 80 percent.

How It Happened

How does the Cedar Rapids school board accomplish improvement using data? Markward recalls that the board made the importance of accountability and data clear during his interview. After he was hired, Markward and the board teamed up to use concepts of the Baldrige quality program, which emphasizes self-study as a way to build momentum for improvement. They incorporated the “plan, do study, act” cycle previously introduced in the district and also worked to apply the roles of the board set forth in IASB Lighthouse Research.

“Our use of Baldrige gave us the over-arching organizational framework to move forward on all cylinders,” explains Markward. A few of the Baldrige categories are explained below, along with examples of how the Cedar Rapids school district uses data to measure progress for accountability:

1. **Shared leadership requires leaders to set and communicate direction consistent with stakeholder requirements.** The board/superintendent team knew that unless senior leaders believed in, understood and got significantly involved with the improvement effort, no one else would take it seriously. District administration modeled significant understanding of the use of action research – referred to as the plan, do, study, act cycle – and the involvement of data teams in decision making. Data from internal surveys shows success under this criterion: 99 percent asked if they support the district’s continuous improvement efforts. One percent said

37 they needed clarification. And 94 percent agreed that the pace of continuous improvement
38 efforts is “just right.”

39 2. **Strategic planning translates stakeholder needs into goals, measures and action plans.** The
40 district gathered information from its community to make sure the updated strategic plan would
41 meet community needs.

42 3. **Student and stakeholder focus defines the aim of the district, school or classroom.** District
43 leaders worked with buildings to get work in line with the strategic plan and turned “random
44 acts of improvement” into “aligned acts of improvement.” Regardless of position or rank, the
45 district knew that all employees must understand how their work directly contributes to the
46 vision, mission, core values and goals of the district to ensure optimal, system-wide
47 improvements. Data from internal surveys has provided encouraging staff feedback on progress
48 toward this criterion. When asked if they believed the district has identified the right vision,
49 mission, goals, core values and guiding behavior which I support,” 98 percent of the staff
50 responding agreed. Also, 97 percent said that they understand how their actions directly
51 contribute to the accomplishment of school improvement plans and the district’s strategic plan.

52 4. **Information and analysis provides the foundation for aligned decision-making in all areas of**
53 **the system.** Examples of tools used to organize data for analysis include:

- 54 • Continuous improvement SMART goals require a description of data sources consulted,
55 as well as a summary analysis of the data, that indicate the need for the goal.
- 56 • Individual student data folders connect every student to classroom goals. Each student
57 maintains a data folder for tracking and measuring his or her progress toward those
58 goals.
- 59 • Dashboard data center presents frequent measures through in-process results to
60 monitor student progress. It also provides data to measure the effectiveness of
61 strategies employed by staff members. In-process measures include student results in
62 writing, reading, math and other subjects. The dashboard also charts the percent of
63 students with an A grade, perfect attendance, and who agree that they enjoy the class –
64 but it doesn’t stop there. Along with each piece of data is the question, “What is our
65 plan to increase the number?”
- 66 • Performance Results examines how the district, school or classroom performs in key
67 areas. Examples of tools used to organize data for analysis include:
 - 68 – District balanced scorecard measures all aspects of the district including ITBS
69 scores, ITED scores, Advanced Placement (AP) participation, student
70 attendance, financial information, food service student participation, bus
71 accidents and more. Each department across the district has measures at each
72 school that are tracked in the scorecard.
 - 73 – Data-based superintendent performance goals are developed by the Cedar
74 Rapid school board and superintendent and used as one tool for evaluation.

75 The board has seen that both employees and stakeholders benefit from data-based improvement. “We
76 have introduced several early intervention programs throughout the district, pre-tested and post-tested
77 to demonstrate results, and have seen a dramatic improvement,” says Meisterling. “Our district is
78 seeing progress in many areas. I believe that over time, through consistent, successful results, that
79 more and more teachers will find value in collaboration and data collection.”

80

81 Taken from, *Leadership for Student Learning The School Board’s Role in Creating School Districts Where*
82 *All Students Succeed*. 2007. Iowa Association of School Boards.

1 **Muscatine Community School Board, Iowa Enrollment: 5,560**

2

3 Since 2001, the Muscatine Community School district has been charting a new course for student
4 achievement, garnering state and national attention along the way. The district has been featured by
5 *Time* magazine and *Good Morning, America* as a poster child for positive effect of “No Child Left
6 Behind.” Iowa’s largest newspaper, the *Des Moines Register*, had this to say about the district’s efforts
7 in July 2006:

8 “When you think of Iowa school districts consider among the elite academically,
9 Muscatine may not come to mind. But it should...[T]he deliberate steps Muscatine has
10 taken to improve achievement warrant a close look by schools across the state.
11 Muscatine deserves to be highlighted as a district that has pushed itself and achieved
12 results”

13 The year 2001 marked the passage of the No Child Left Behind Act, and soon thereafter the school
14 district received notice that several of its schools had received a “School in Need of Assistance”
15 designation for failing to make adequate yearly progress.

16 Muscatine superintendent, Tom Williams said, “This was like a wake-up call to our community and staff.
17 Our staff realized that we had to take some drastic measures and thus they were more willing to accept
18 some of the top-down decisions the board needed to make to implement new programs and to take
19 some of the autonomy away from the buildings and individual teachers.”

20 The Muscatine school board, at the urging of the superintendent, strategically, unwaveringly adopted a
21 vision for the district: to “ensure excellence in education for every student.” With the daunting vision in
22 hand, the district began the search for a program or process that would indeed guarantee excellence in
23 education for every student.

24 District leaders knew it would be a challenge to turn a vision of excellence for every student into a
25 reality, given the diverse needs of students. Of the district’s 5,500 students, more than 40 percent
26 received free and reduced lunch; 20 percent were Hispanic – including many English language-learners;
27 and 25 percent received special education services.

28 “We set our goals that would incorporate all we hoped to accomplish to help students achieve: we
29 wanted to raise test scores, address minority and poverty issues manifested in the achievement gap and
30 increase our graduation rate,” said Muscatine school board member Ann Hart. Williams also noted that
31 the board focused efforts on setting high goals, not making excuses, using research-based approaches,
32 and using data to drive instruction and decisions.

33 Hart explained, “It started with strong leadership from our superintendent. He works well with the
34 whole district and the community. The, we met with the district principals to discuss how they might

35 see these problems. We got their input and collaboration, as they are the backbones. If they want to
36 accomplish these goals, they have to want to do it.”

37 From there, the principals carried the vision to each building. “Our building goal came from our board
38 goal which came from our Iowa Test data,” said Diane Campbell, assistant principal at Muscatine High
39 School. “Student achievement has always been important at Muscatine High, but everyone had their
40 own strategies, their own approach. There was no clear, agreed-to-approach. Our building team’s
41 purpose was to create a clear, laser-like focus on improving instruction in alignment with our district
42 goal.”

43 As the anchor for advancing student achievement, the Muscatine district adopted the 8-Step Process, a
44 comprehensive approach to increasing academic performance for all students by improving instruction
45 in essential content areas, especially for students who are traditionally low-performing. District staff
46 and faculty learned to:

- 47 • Regularly analyze, study and review disaggregated student data (Step 1) from the state
48 achievement tests, ITBS (Iowa Tests of Basic Skills) and ITED (Iowa Tests of Educational
49 Development).
- 50 • Modify their instruction to address the student learning needs by developing (Step 2) and
51 teaching focus lessons (Step 3) that meet students where they are relative to their knowledge
52 and understanding of essential skills.
- 53 • Further assess student progress on the essential knowledge and skills (Step 4).
- 54 • Modify or enhance instruction by providing tutorial time, re-teaching, providing enrichment and
55 ensuring retention (Steps 5-7).
- 56 • Monitor progress and engage in professional development so that all teachers have the skills to
57 be successful (Step 8).

58 The process demanded that student achievement data drive the decisions made in the classrooms,
59 buildings, the central office and at the school board table. As a result, the five-year (2001-2006)
60 reading proficiency trends (using the ITBS and ITED state assessments) demonstrate the
61 advancement of the students and the district:

- 62 • 4th grade students have advanced consistently from 74.1 percent of the students proficient to
63 88.3 percent in 2006.
- 64 • 8th grade students: 68.3 percent to 75.7 percent.
- 65 • 11th grade: 70.7 percent to 77.3 percent.

66 The five year math proficiency trends demonstrate similar achievement advances:

- 67 • 4th grade: 78.2 percent to 89.2 percent.
- 68 • 8th grade: 68.4 percent to 81.6 percent.
- 69 • 11th grade: 75.6 percent to 82.8 percent.

70 **How It Happened**

71 How did the Muscatine school board turn a vision of excellence for every student into a reality, given the
72 diverse needs of students? This success came because the Muscatine school board – working hand-in-
73 hand with the dedicated teachers and administrators in the district – committed to the following:

- 74 1. **A common vision that ensured excellence in education for every student.** The board and
75 superintendent forged a common vision that built agreement throughout the district that the
76 core purpose of the district is ensuring excellence in education for every student.
- 77 2. **Provided a framework for organized continuous improvement.** The board and superintendent
78 adopted the “8-Step Process” that organized continuous improvement through clear and
79 focused student learning standards, ongoing assessment of student progress, collaborative
80 climate focused on effective teaching and learning, and professional development for staff.
- 81 3. **The alignment of resources to include time for teachers to work together to successfully**
82 **implement improvement processes throughout the district.** The Muscatine school board
83 discussed and then adopted a Monday professional development model that weekly dismisses
84 students two hours earlier than any other school day so that teachers have continuous quality
85 time to review student learning needs.
- 86 4. **Continued to raise the bar fro student achievement.** Most importantly, the Muscatine school
87 board continues to set improvement goals that raise the bar higher each year. The boar
88 consistently reminds staff and community that upward trends in achievement are cause for
89 great celebration – but that the vision is excellence for every child.

90 Because the Muscatine school board set a vision of high expectations, provided supports for expert
91 training in a well-researched program, provided time for teacher professional development and
92 collaboration, the board / superintendent team established a culture within the district that supports
93 the work of school improvement.

94

95 Taken from, *Leadership for Student Learning The School Board’s Role in Creating School Districts Where*
96 *All Students Succeed.* 2007. Iowa Association of School Boards.

Romulus School Board, Michigan Enrollment: 4,300

In late 1995, the Romulus school board began a districtwide restructuring process intended to increase student achievement. School leaders say they were inspired by Horace Mann, the first great American advocate of public education, whose words are quoted in a school district publication: “Education, then, beyond all other devices of human origin, is a great equalizer of the conditions of men – the balance wheel of the social machinery.”

Although the school board had attempted isolated interventions, it realized that these attempts had had no significant impact on student achievement. Through a focused, strategic plan, this school district’s consistent efforts to raise achievement, supported by the community, have clearly paid off: ***Within four years, state assessments show continued and often dramatic improvement. In fourth grade, 48.8 percent passed the state’s reading assessment in 1998, compared with only 17.4 percent in 1994. Similarly, the percentage of 4th graders passing the math assessment shot up from 43.8 percent in 1994 to 72.5 percent in 1998. Similar gains were seen in other grade levels.***

How It Happened

How did the Romulus school board accomplish this? Certainly, their improvement efforts had many facets. Key among them were:

- 1. Engaging the community in strategic planning.** Knowing that a plan to create system change was needed, the board directed administrators to design and implement a strategic plan to increase student achievement and to graduate students who are successfully prepared to enter the fast-changing workforce. This process entailed extensive community involvement, including a two-day retreat with teachers and community leaders; a public hearing at the high school; individual meetings with all members of the faculty; and meetings with parents at each school. After much discussion with the community, the board endorsed a strategic plan. To develop strategies and timelines around the plan, the district formed action committees and empowered them to provide the content, process and assessment tools around the district direction to improve student achievement. Each committee has representation by administrators, board members, teachers, parents, police, city officials and business members. Committees meet monthly and report to the school board at least three times a year. All committee chairs meet with the board twice a year.
- 2. Setting expectations for parents and students.** To make sure everyone stayed focused on achievement, the school board endorsed a districtwide Parent Compact, which specifies the roles and responsibilities of parents, teachers, student and school. The compact, which reflects feedback from many different community and school groups, outlines key area – study time, nutrition, homework, and parental responsibility, for example – that affects student achievement. District leaders say the compact keeps everyone working together to ensure a

37 quality education for all students. Parents and students must sign the compact, demonstrating
38 their commitment to quality teaching and learning.

39 3. **Providing supports for engagement.** Each school has a paid parent coordinator who is
40 responsible for involving parents in the districtwide initiative. The seven parent coordinators
41 are members of the Parent Compact Committee, which meets monthly. The parent coordinator
42 is a parent from the school, not a professional staff member. With this and other efforts in
43 place, parent volunteerism increased by 50 percent districtwide.

44 4. **Being realistic and practical in the approach to engagement.** The school district is realistic
45 about the demands on staff members' and citizens' time. Given those demands, district leaders
46 say, it was not easy to find time to engage all the community in the restructuring process.
47 Meetings were scheduled on Saturdays, during the summer, and after school, and principals
48 brought staff members back to school a week early to revisit the mission and work
49 collaboratively on the goals.

50 5. **Align with the focus on teaching and learning.** Community and parent engagement did not
51 happen in a vacuum. The school district worked hard to improve curriculum and raise
52 standards. A Teaching and Learning Manual clearly identifies goals, philosophies and strategies
53 all teachers are expected to implement. Common assessments for all core K-12 classes
54 determine whether a student is learning the curriculum and can demonstrate proficiency in the
55 material. Teachers receive a good deal of support to improve their abilities, including
56 professional development, release time to work as a team and grade-level meetings across the
57 district to keep a continuing emphasis on collaboration. In alignment with that focus, school
58 improvement teams design and implement programs and monitor their progress. While a
59 faculty member facilitates the meetings, team membership reflects the various components of
60 the community.

61 Board president Betty Lenossi noted that five factors are particularly important to sustaining public
62 engagement:

- 63 • Developing a timeline for implementing initiatives.
- 64 • Specifying the responsibilities of key staff members.
- 65 • Developing a Parent Compact that spells out specific responsibilities
- 66 • Scheduling meetings and assessments.
- 67 • Celebrating success.

68

69 Adapted from *The Community Connection Case Studies in Public Engagement*, National School Boards
70 Association, 2000.

71 Taken from, *Leadership for Student Learning The School Board's Role in Creating School Districts Where*
72 *All Students Succeed*. 2007. Iowa Association of School Boards.

37 That shift in thinking – along with additional board learning and discussion about what it takes to
38 improve instruction – led the board and superintendent Pat O’Donnell to implement several changes
39 districtwide.

40 • Creating a districtwide focus on improving reading comprehension. “Right now we’re focusing
41 on the reading because in reviewing the data we realized that reading and comprehension skills
42 of our students were less than desirable. It’s the basis of all learning, so we’ve set the
43 expectation that all students – every single student – will read at or above grade level,” said
44 Roetman.

45 • Identifying several strategies that all teachers are expected to incorporate into their teaching.
46 These strategies were selected by a teacher / administrator leadership team based on research
47 on effective practices for improving reading comprehension. Professional development time is
48 focused on learning and mastering those strategies. For example, during one half-day set aside
49 for professional development, teachers reviewed videotapes of teachers modeling those
50 strategies and examined student test data to determine next steps. Superintendent Pat
51 O’Donnell describes professional development today as a far cry from what teachers used to
52 experience. “Our PD is not someone standing up presenting to teachers. It’s time for teachers
53 to get down to the nuts and bolts,” he said. That commitment to professional development also
54 required board support for changes to the school calendar and other supports.

55 Initially there was “pushback” from some teachers about a districtwide focus and instructional
56 strategies. “There were a few staff members who didn’t want to change, who thought we were
57 doing fine the way it was. As we progressed through the initiative, I think that the staff and the
58 administration who really believed in it and who were just so excited about it overcame that. A lot
59 of people came on board because of that. That barrier has been overcome through the enthusiasm
60 of those who really care,” said Roetman. He noted three keys he felt were crucial to building that
61 commitment:

62 • **Policy:** The board put its expectations in writing. “The way the board can have an impact is
63 to set policy or prepare something close to policy that says this is what we expect for the
64 students in this district, this is what this district is about. It sends a consistent message
65 throughout the district,” said Roetman. “It wasn’t until we took that leap – a tough meeting
66 when we sat down and said now we are actually going to write policies for professional
67 development, which scared us half to death because we didn’t know what kind of backlash
68 there was going to be. Once we did that, it was like another level in the whole process.
69 “The teachers knew what was expected of them and then they could go for it.”

70 • **Consistency of support:** “I think the key is that we constantly communicate to the staff that
71 we care as much about what they’re doing as they do. We want to do everything possible
72 to support them. We try to put as many dollars and resources as we can to help them do

73 the work and frequently tell them how important their work is to the students and
74 community,” he said.

75 • **Engagement:** While the board was firm about a districtwide focus on reading
76 comprehension and selected instructional strategies in professional development, teachers
77 were charged with deciding the specifics in alignment with that focus. “It wasn’t until our
78 principals gave their teachers the charge to come up with their own plan that things really
79 started to happen. It’s amazing what they came up with....they found ways to include
80 (reading) and show kids how important it is, that we want them to become excellent
81 readers.”

82 **A Teacher’s Perspective** – For teachers, a districtwide professional development effort around a specific
83 academic area such as reading comprehension was a 180 degree change. “This initiative is completely
84 different than anything we’ve experienced in the past,” said Melanie Cleveringa, who teaches language
85 arts. “The professional development we’ve experienced in the past we called ‘fly-bys.’ Someone comes
86 in for a day, teaches us something great, and you can take it or leave it. The expectations aren’t
87 followed through on; there’s no diagnostic check-up; there’s nobody helping you; there’s no coaching.”

88 “We’ve been at this for three years and in that time we have seen commitment from the school board,
89 administration, and teachers. There’s accountability because we have to show what we’re doing. It
90 makes sense to be thinking about it constantly. We can help each other, we can support each other.
91 We can talk about it in the lounge, the hallway, and share ideas. We can say what worked, what didn’t
92 work and know that everybody is on the same page. We have the time to practice the strategies in front
93 of our peers and get feedback so you can go into the classroom more confident, where the rubber hits
94 the road in front of students.”

95 **Persistence Pays** – Sioux Center leaders acknowledge that real progress took years, not months: High,
96 challenging expectations, with the supports of professional development, over several years.

97 But the “Yes!” moments are worth the effort.

98

99 Taken from, *Leadership for Student Learning The School Board’s Role in Creating School Districts Where*
100 *All Students Succeed*. 2007. Iowa Association of School Boards.

2
3 Sioux City offers a plethora of challenges when it comes to the achievement gaps that can exist for
4 minorities or poor students. Creating the commitment and action to take on that issue in one of Iowa’s
5 most diverse urban districts took a strong and trusting relationship between the school board and
6 superintendent. “We had a good team to start with. This work challenged us – and made us stronger in
7 the process,” reflects Board President Doug Batcheller.

8 While they’re far from done with the challenge, they are seeing some promising results from that
9 leadership, including:

- 10 • Significant gains in proficiency for Hispanic students in reading and math. For example, at fourth
11 grade, 34.4 percent of Hispanic students were proficient in math in 2001-2002, improving to
12 58.6 percent of students proficient in 2005-2006.
- 13 • Gains in proficiency for Native American students, such as a jump from 32.8 percent of student
14 proficient in reading at eighth grade in 2001-2002 to 52.7 percent proficiency in 2005-2006.
- 15 • Improved graduation rates. For example, the graduation rate for the class of 2005 was 84.49
16 percent, up from a graduation rate of 72.81 percent for the class of 2004.

17 **How It Happened**

18 In 2003, Department of education leaders asked the district to consider being a partner in an initiative of
19 Governor Tom Vilsack to focus on closing achievement gaps. The goal: to create intense focus from a
20 community-based committee, with direct support from the Governor’s Office, to make a difference in
21 closing certain achievement gaps.

22 In early discussions, the focus was to be on an achievement gap that exists for Latino students. “I told
23 (them) we just couldn’t approach our achievement gap with just the stereotypical ‘our largest minority
24 is Latino’ in mind,” said superintendent Larry Williams. “Our Black population faces a challenging
25 achievement gap. Our Native American population has a persistent gap. Both of those populations
26 substantially predate our Latino influx. And in fact, we have a Southeast Asian group of students and
27 there’s a different kind of achievement gap – exceeding the Caucasian majority in performance – and we
28 thought we might want to examine why.” While the achievement gap for subgroups framed the basis
29 for conversation and looking at data, the leadership of the district has to ensure that that focus is in
30 quest of the broader goal: success for every child, emphasized Williams.

31 The superintendent and board engaged a community-based committee representing a large number of
32 backgrounds, including students, teachers, principals, parents, business people, and of course, a
33 diversity of ethnicities. The committee worked very hard over a period of about nine months before
34 issuing its report, “A Matter of Expectations.” The report was a challenge to the whole community and
35 formed a basis for even broader discussion and action planning through community forums.

36 The focus expanded through the formation of a specific board-level student achievement committee.
37 “We’ve always had a strong sense of mission, but the student achievement committee brought about a
38 very significant focus on where we stood with respect to graduation credits, achievement gaps, and high
39 expectations as well as rigor. It meshed very well with our administration’s efforts, but also gave those
40 efforts guidance and a huge boost to study and discuss issues, conduct meetings with students and
41 faculty, and get the story out through the media and to the community – a real opportunity for
42 communication and leadership.

43 “The committee and in fact the whole board kept their ‘eye on the ball.’ They made measurable
44 progress in narrowing the issues and educating the public on those issues,” said Batcheller. “When the
45 time came a year later to adopt some of the most sweeping change our district has made in probably
46 the last 25 years, the widespread understanding and support was there.”

47 Among the changes put in place:

- 48 • Increasing high school graduation requirements and providing supports to help students reach
49 the higher requirements.
- 50 • Launching an innovative program to increase attendance and lower dropout rates.
- 51 • Creating additional professional development time outside the classroom for teachers to work
52 together on review student needs, learning new skills and improving instruction.
- 53 • Modified curriculum to make it possible for more middle school students to take more rigorous
54 mathematics courses.
- 55 • Required writing to be part of the standards, benchmarks and core indicators in all secondary
56 curricula.

57 **Strengthening the Board/Superintendent Team**

58 Progress hasn’t always been fast – or easy. “It’s sobering to realize that we’re trying to change a
59 large, complex organization, full of people who were tremendously successful in previous settings,
60 to produce a new result that few schools in the country have ever produced. The paradigm of
61 change is pretty rapid these days – more rapid than some people like. It takes persistence, support
62 and clear direction from the board and the board’s relationship with its superintendent,” said
63 Williams. “It takes a lot of understanding of our data and commitment to change throughout the
64 system.”

65 Several practical steps have helped to maintain cohesiveness and trust on the board and with the
66 superintendent:

- 67 • **Communication, communication, communication.** “Focus for the board/superintendent
68 team doesn’t occur in isolation of communication. We’ve asked a lot of questions along the
69 way. We’ve taken a lot of ideas into account. We know we have to spend time talking with
70 each other and pay attention to listening to each other, understanding the perspective that
71 each person brings to the table,” said Williams.

- 72 • **Work sessions and retreats, especially with staff leaders.** Holding work sessions directly
73 with staff has been very effective, says Batcheller. “We’ve found this to be a great way to
74 get board members off the ‘diadem’ and on a level playing field with each other and with
75 administration, teachers and even the public.” That level playing field allows a degree of
76 honesty and frankness that’s important to real progress.
- 77 • **Celebrating progress while being honest about further need.** Staying motivated as a team
78 is easier when you can celebrate success but then get back to the problem. “We try not to
79 miss opportunities to highlight improvement and to pay credit where credit is due. But we
80 also believe that’s why we look at data often, not just once a year,” said Batcheller.
81 Williams adds: “We use the 4-H model of making the best better, taking advantage of a
82 proven track record but not resting on our laurels.”
- 83 • **Respect for appropriate roles.** Each member of the board and of the senior administrative
84 leadership knows the role of the board in policy and overall goal setting. “As administrators,
85 we must radiate that respect for the board’s role in determining the direction. To be sure,
86 as a superintendent, I weigh in on that direction. But the respect of our administrative team
87 for the board’s role is every bit as important as the board’s understanding and respect for
88 my role – for our role – as professional educators. An effective governance structure is born
89 of respect on both ends,” said Williams.
- 90 • **Learning.** “The board is able to spend its time on things that matter in improving student
91 achievement and to ask probing questions because it’s up to speed in those areas,” said
92 Batcheller. “One of the reasons our board is up to speed is that we attend IASB conferences
93 and training seminars at the regional, state and national level. Our focus isn’t
94 happenstance; I think it’s clearly a result of the training our board has received, as well as
95 the discipline and persistence they exert in communication and decision making.

96

97 Taken from, *Leadership for Student Learning The School Board’s Role in Creating School Districts Where*
98 *All Students Succeed.* 2007. Iowa Association of School Boards.

2 A “rude awakening” served as the catalyst that sparked the school board, staff and superintendent in
3 Wall Lake View Auburn to make tremendous strides in student achievement, but it was shared
4 leadership and a common mission that continue to make marked differences in student achievement in
5 the district.

6 In 2002, the district received a letter from the state saying that due to their low student achievement
7 and high poverty rates for K-3 students, they were eligible to participate in the state’s “Reading First”
8 program. With that eligibility came the opportunity for grant money that would funnel resources into
9 the highest areas of need and provide support for quality professional development to strengthen the
10 effectiveness of instruction.

11 Wall Lake View Auburn superintendent Barb Kruthoff explained, “It was certainly a rude awakening to
12 get that letter, but it was a wake-up to the board and to the staff that things aren’t going so well here.
13 Once we came up for air regarding our pride, we looked at what we’d have the opportunity to do.”

14 Kruthoff took the letter and accompanying data to her board in one hand, and a strategy to improve the
15 low achievement results in the other, a strategy that included more than 100 hours of professional
16 development time each year for staff to improving reading instruction. Her broad-based approach
17 centered around a shared leadership strategy that focused on improving teaching and learning in the
18 district at all levels. That approach, Kruthoff believes, is why the board embraced the plan.

19 “They were anxious to know what to do to raise student achievement. Board members serve because
20 they want good things to happen for students and they need that information to make decisions. That is
21 my role,” Kruthoff said.

22 Wall View Lake Auburn board president Chuck Brotherton agrees. “[Kruthoff] is one of the hardest
23 working people I’ve known. She brought all the data and materials to use, presented us with facts and
24 didn’t soft-pedal any of this for us. She said, ‘We can correct this.’ She took hold of it and offered us a
25 solution.

26 **How It Happened** – How did the Wall Lake View Auburn school district accomplish this? In this case, it
27 started with strong relationships between the board and superintendent, focused on improving student
28 learning. Other characteristics included:

- 29 1. **Shared leadership focused on their mission.** The board’s commitment and confidence in
30 making significant gains in student reading abilities came about because their superintendent
31 engaged them in leadership and in the study of their data. The superintendent presented data
32 that indicated a strong need for change, as well as possible strategies and solutions for bringing
33 about that change. The board’s full understanding of the problems within the district brought
34 about a clear picture of what must happen to improve student learning, a strong focus that
35 permeated the board’s work and soon caught on throughout the district.

36 2. **Communication of a clear expectation within the district and community.** The Wall Lake View
37 Auburn school board admitted that there was some initial reluctance in accepting there was low
38 achievement within the district. Staff members were leery of changing instructional practices
39 and community members were not aware of the low achievement levels the state had
40 identified. However, the board members were determined to project the commitment with a
41 positive attitude to their staff and to the community. That gave them a credible voice with
42 which they communicated the clear expectations to guide their district toward improvement.
43 They identified what they expected of the staff, and how they would measure their results.
44 Those expectations put in place the framework that would slowly convince the community and
45 the staff alike that board members were committed to working on district goals together. Later,
46 once the board had data showing that these efforts were indeed working, staff and public
47 support grew.

48 3. **Establishment of conditional that support teachers and facilitate student success.** As the
49 board made a firm and public commitment to improve student achievement, they knew they
50 also needed to support the strategies needed to do so. The superintendent's credibility and
51 reputation helped the staff to embrace the strategies, while the board's investment of time,
52 effort and funding further reinforced those measures. Also at this time, the administration
53 established leadership teams that would focus on how professional development would be used
54 to improve student achievement and work interactively with the staff to share the instructional
55 leadership capacity.

56 4. **Continuous learning at all levels, from teachers to board members, aligned the focus about**
57 **what it takes to strengthen student achievement.** Wall Lake View Auburn's large-scale
58 improvement plan began with the administration learning about the professional development
59 efforts and gradually moved toward implementing those same strategies with staff members.
60 Teachers would learn to alter their instructional practices based on 300 hours of paid
61 professional development over a three-year span. As a result of their dedication to increase
62 student achievement, teachers made a commitment to use the different teaching strategies.
63 Similarly, a tenet in successful shared leadership relies upon the theory leaders must model the
64 learning they expect of others. So, it was equally important for principals, administrators, the
65 superintendent and the school board to engage in learning what it takes to help more students
66 succeed at higher levels. The board was simultaneously equipping itself with the knowledge and
67 skills needed to lead and connect their work to district goals. The result was a community of
68 professional learners who had opportunities to collaborate and share ideas and strategies, and
69 to ensure all levels of leadership understood and supported the initiatives to improve these
70 strategies.

71 5. **Monitored progress of improvement goals.** The board, superintendent and administration
72 consistently reviewed both implementation and achievement data to monitor the district's
73 progress on their goals. As the results started showing signs of improvement based on the
74 Reading First and expanded efforts, support on all levels became self-staining; the teachers saw

75 their efforts were worthwhile, the community began to realize the importance for the
76 professional development days, and the board and administration had hard evidence to prove
77 the district’s efforts were improving student reading.

78 As a result of their efforts, and eventual expansion of their original strategy to encompass student
79 achievement for grades K-8, their accomplishments led the Department of Education to identify them as
80 one of the 14 “Successful Schools” for increasing student proficiency on reading assessments, and as
81 one of the top five “Reading First” district making “Greatest Gains” in the 2005-2006 year.

82 Note: Wall Lake View Auburn reorganized in July 2007 and is now the East Sac Community School
83 District.

84

85 Taken from, *Leadership for Student Learning The School Board’s Role in Creating School Districts Where*
86 *All Students Succeed*. 2007. Iowa Association of School Boards.

37 unrealistic and concerns that high achieving student would be shortchanged. A backlash from affluent
38 parents of students who were already successful in school was a real possibility and there were fears
39 that the community would not provide the time and resources that were going to be need to boost
40 student achievement.

41 ***But even amidst those concerns, by 2003 WCPSS had raised the percentage of students in grades 3-8***
42 ***scoring at or above grade level to 91.3 percent, even while large numbers of special education***
43 ***students were added to the results for the first time. Racial gaps were narrowing.***

44 **How It Happened**

45 How did WCPSS accomplish this? Obviously, it took a great deal of hard work, beginning with the
46 teachers, students and principals. But there were many other factors, as well.

47 1. **The 95 percent goal, was a stretch goal but not impossible.** The distinction turned out to be
48 important. Why not choose 100 percent? District testing staff pointed out that a target of 100
49 percent is never realistic when you are working with large groups of students. Had WCPSS
50 chosen a goal of 100 percent instead of 95 percent, most people would have shrugged it off.
51 “Oh, yeah, there are hundreds of districts with that goal.” Folks in the trenches know that
52 sometimes students have a bad day when taking a test, or that special education students may
53 take a few years longer to master skills and content than other students, and that 100 percent
54 passing rate would have been impossible for those reasons alone. The 95 percent goal took
55 those concerns into account.

56 2. **WCPSS had a single goal.** Having a single goal made it clear to everyone and eventually
57 galvanized the school system, as well as much of the community. Virtually every decision at the
58 administrative level and many decisions at the individual school and board of education level
59 were filtered through the goal. “How should we approach this decision if we want to ensure
60 support of the 95 percent goal?” “Band uniforms can wait, we need after-school tutors.”

61 3. **Resources were realigned and reallocated.** This reallocation took time and could not be
62 accomplished in the first year, so a corollary was that WCPSS took a long-term view. A five-year
63 timeline gave enough lead-time for things to really change. For example, although central
64 staffing in science and social studies was weak, when the state provided another central office
65 position or a vacancy occurred in another area, these “found” positions were assigned to areas
66 such as middle school mathematics or literacy at grades K-2.

67 4. **Schools were allowed to adapt programs to fit the needs of their particular schools.** For
68 example, some of the schools found that “Saturday school” worked well for providing additional
69 instruction, but others found this to be infeasible in their communities.

70 5. **Any funding increases that did occur went straight to the school level, with a requirement that**
71 **they be spent on direct service to students.** As a consequence, five years later, the roofs in

72 WCPSS still leaked, the grass often need mowing, and schools still had thousands of students in
73 classroom trailers. The difference was that thousands more students could read on grade level.

74 6. **WCPSS enlisted support from the community.** Asking people to help not only led to increased
75 volunteerism, it helped avoid conflicts between constituencies over resources, because almost
76 everyone was “on the team.” (Seeking community support may not seem like a big issue in
77 other districts, but WCPSS did not have a good track record in this area.)

78 The district implemented several initiatives in striving toward the goal. Among them:

- 79 • Aligning lessons tightly with curriculum and assessments, while providing teachers with common
80 planning time.
- 81 • Intensive, long-term staff development on topics aligned to the goal.
- 82 • Leadership development for principals and other district leaders.
- 83 • An approach to school assignment that limited the concentration of low-income students at
84 each school.

85 As “quick wins” or even slight improvements were noted in student achievement, the resulting increase
86 in esprit de corps throughout the school district was almost tangible. Some schools made rapid progress
87 that inspired and challenged other schools.

88 When the results for Goal 2003 were announced, two grade levels had exceeded the 95 percent level in
89 math, but the overall results fell slightly short of the 95 percent goal. (Remember, when the goal was
90 first announced in 1998, achievement levels were running 71-78 percent at various grades.) This fact –
91 that only 91.3 percent of students were achieving at or above grade level (rather than 95 percent)
92 resulted in two actions by the superintendent.

93 First, he made sure to recognize how far the districts had come and how much hard work on the part of
94 teachers, students and the community had contributed to the large gains.

95 Second, he made sure the 95 percent goal became incorporated into the next goal: Goal 2008. In
96 addition to the remaining 3.7 percent needed to reach the 95 percent target, data on WCPSS
97 performance showed two other areas of concern: with the exception of SAT scores and dropout rates,
98 high school had not made the same achievement progress as the elementary and middle schools that
99 were the focus of the previous goal. In addition, students in grades 3-8 who were already scoring at the
100 highest level were not showing the high achievement growth the community expected.

101 After much discussion and input, the board of education adopted Goal 2008, which included high
102 schools, where progress was needed, and also focused on challenging all students.

103 Adapted with permission from:

104 “From Complacency to Excellence Through School District Reform: A Case Study of the Wake County
105 Public School System,” by Karen E. Banks. A paper presented to the American Educational Research
106 Association, San Diego, California, April 2004.

107

108 Taken from, *Leadership for Student Learning The School Board’s Role in Creating School Districts Where*
109 *All Students Succeed*. 2007. Iowa Association of School Boards.

Case Study Response Sheet - Leadership Supporting Improvement

Name of case study:

List the evidence of leadership related to the improvement effort you noticed from the case study. (Include line numbers.)

Actions

Characteristic Traits

Actions	Characteristic Traits


Leadership Concept Paper

EDUCATIONAL CORE (source: Richard Elmore, Harvard):

- Instruction
- Content
- Student engagement with the content

DEFINITIONS:

Management:	Leadership:
<ul style="list-style-type: none"> • Produces predictability and order • Produces short and long term results around operations <p>For Example:</p> <ul style="list-style-type: none"> • Planning and budgeting • Organizing and staffing • Monitoring to ensure stability • Maintaining order (discipline, scheduling, supervision, providing support to staff to “do” their job vs. “improving” their job performance, etc.) 	<ul style="list-style-type: none"> • Produces change – often dramatic change • Produces short & long-term results around the core work (mission) <p>For example:</p> <ul style="list-style-type: none"> • Setting direction and clarifying results & indicators of the desired change • Intentionally organizing the system to enable change • Aligning people with the change needs • Defining and implementing strategies that result in desired change • Motivating and inspiring • Monitoring progress and taking corrective action

MANAGEMENT	<p>LEADERSHIP</p> <p>(Narrowing the focus for leadership from a very broad focus – <i>leading organizational change in general</i> – to a very specific focus – <i>leading change in instructional practices.</i>)</p> 						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; padding: 5px;">Organizational Leadership</th> <th style="width: 33%; padding: 5px;">Instructionally Related Leadership</th> <th style="width: 33%; padding: 5px;">Instructional Leadership</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Leading Change Efforts to Improve Some Aspect of the School/ District</td> <td style="padding: 5px;">Leading Change Efforts that will Impact Instruction (Instructionally Related)</td> <td style="padding: 5px;">Leading Change Efforts Directly Intending to Improve Instruction</td> </tr> </tbody> </table>	Organizational Leadership	Instructionally Related Leadership	Instructional Leadership	Leading Change Efforts to Improve Some Aspect of the School/ District	Leading Change Efforts that will Impact Instruction (Instructionally Related)	Leading Change Efforts Directly Intending to Improve Instruction
Organizational Leadership	Instructionally Related Leadership	Instructional Leadership					
Leading Change Efforts to Improve Some Aspect of the School/ District	Leading Change Efforts that will Impact Instruction (Instructionally Related)	Leading Change Efforts Directly Intending to Improve Instruction					

MANAGEMENT:

- Produces predictability and order
- Keeps the system afloat

Examples:

- Lunchroom supervision
- Meeting with a student about a behavior issue
- Scheduling
- Covering a class for a teacher who had to leave suddenly due to illness
- Ordering textbooks
- Preparing budget documents
- Meeting with a group of teachers to review data related to school-wide discipline
- Working on the schedule for an early release day
- Meeting with a parent about an upcoming PTA fund raising activity
- Returning phone calls
- Meeting with a group of teachers to schedule special needs students' accommodations on the state tests
- Walking through classrooms and circulating in the halls, etc., in order to be more visible

ORGANIZATIONAL LEADERSHIP:

- Providing guidance and direction related to improvement of some aspect of the organization (examples of guidance and direction around improvements specifically related to teaching and learning will be included under instructional leadership)

For example:

- Clarifying the vision for individuals or groups
- Communicating direction to individuals or groups
- Energizing people to overcome barriers
- Protecting the initiative(s) from fragmentation – Maintaining the focus
- Facilitating a meeting with a group of teachers about building consistency with implementation of the new discipline plan
- Doing a presentation for all staff to create energy around the improvement goals
- Explaining the improvement goals and initiatives to the PTA
- Meeting with study teams to discuss at-risk students
- Leading a book study related to *Failure is Not an Option*

INSTRUCTIONALLY RELATED LEADERSHIP:

- Interactions (or preparation for interactions) that could have an impact on instructional improvement but not directly focused on improving instruction

For example:

- Meeting with teachers about assessment tools,
- Reviewing data,
- Staffing (if the focus is on improving student learning)

- Covering a class for a teacher so they can observe a lesson in another classroom and debrief the lesson
- Planning a meeting with teachers to review parts of the curriculum
- Developing a comprehensive assessment plan/system
- Identifying formative and summative assessments related to the curriculum
- Studying the expectations for student learning defined by the curriculum
- Evaluating the rigor and comprehensiveness of the curriculum as compared to content experts in the field
- Facilitating parent workshops related to the instructional improvement efforts
- Building community understanding and support for the instructional improvement efforts
- Facilitating curriculum development work sessions with teachers or leadership teams
- Monitoring the alignment of curriculum and assessments

INSTRUCTIONAL LEADERSHIP:

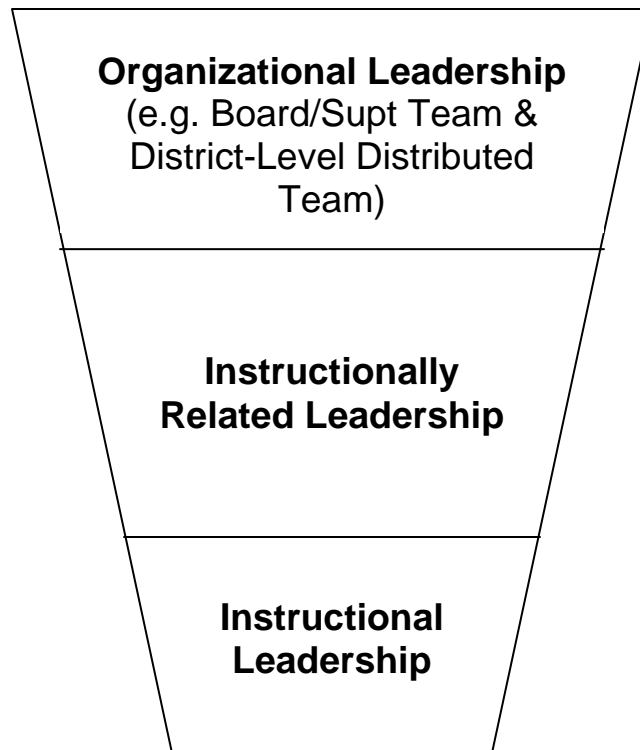
- Interacting with teachers about instruction, the impact of instruction, or preparing for these interactions

For example:

- Modeling strategies
- Co-teaching lessons using the strategies
- Co-Planning Lessons
- Facilitating Professional Development
- Debriefing Lessons
- Formal observations of teaching
- Classroom walkthroughs to specifically observe teaching behaviors and learning behaviors
- Co-teaching and debriefing a lesson using the new instructional strategy
- Facilitating professional development session focused on the instructional strategy teachers are learning
- Studying student data with a teacher following a lesson using a new strategy to determine impact of the strategy on student understanding
- Observing instruction in classrooms to increase understanding of what's happening in the building instructionally and use the information to plan PD or team meetings
- Classroom walkthroughs with another principal/central office administrator/teacher leader and discussing elements of the instruction observed
- Video-taping yourself practicing a new strategy for use in a professional development meeting
- Meeting with study teams to plan lessons and/or debrief lessons
- Planning professional development to support academic improvement goal
- Contracting with expert technical assistance to deliver training in instructional strategy related to focus area for improvement
- Participating in training related to research based strategies in the focus area

- Working with the building/district leadership team to plan next steps in professional development
- Studying implementation data with the leadership team, whole staff, individuals, and/or teaching teams
- Monitoring the level of student engagement as a result of instruction
- Monitoring the alignment of curriculum and assessment with instruction

Understanding how instructional leadership is a subset of organizational leadership is important for helping district leaders monitor and assess their use of time. School board members do not directly lead the improvement of instruction as it is defined here, but it is important that they understand these concepts to ensure that district staff have the opportunity and support to increase their time spent in leadership activities that directly impact the improvement of teaching and learning.



Management and Leadership

Management	Leadership
<p><i>Planning and budgeting:</i> establishing detailed steps and timetables for achieving needed results, then allocating the resources necessary to make it happen.</p> <p><i>Organizing and staffing:</i> establishing structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people, creating methods or systems to monitor implementation.</p> <p><i>Controlling and problem solving:</i> monitoring results, identifying deviations from the plan, then planning and organizing to solve these problems.</p>	<p><i>Establishing direction:</i> developing a vision of the future—often the distant future—and strategies for producing the changes needed to achieve that vision.</p> <p><i>Aligning people:</i> communicating direction in words and deeds to all those whose cooperation may be needed so as to influence the creation of teams and coalitions that understand the vision and strategies and that accept their validity.</p> <p><i>Motivating and inspiring:</i> energizing people to overcome major political, bureaucratic, and resource barriers to change by satisfying basic, but often unfulfilled, human needs.</p>
 v	 v
<p><i>Produces a degree of predictability</i> and order and has the potential to consistently produce the short-term results expected by various stakeholders (being on time, being on budget).</p>	<p><i>Produces change,</i> often to a dramatic degree, and has the potential to produce extremely useful change (new approaches, new products).</p>

Source: A Force for Change: How Leadership Differs from Management, by John Kotter (used by permission)

What's possible to expect?

Brazosport, Texas:

In all 18 of its schools (K-12). . .

- 90% or more of every subgroup (black, white, Hispanic, economically disadvantaged) is achieving at or above standard in math, writing, and reading on the Texas state assessment.
- 41% of their students are economically disadvantaged.
- There are virtually no differences between the achievement of students in the poorest and most affluent schools in the district, which range from 7% - 85% of the students living in poverty.

Bessemer Elementary School, Pueblo, Colorado

- 85% of the students live in poverty
- In one year the percentage of students who tested proficient in writing went from 2% to 47% and is still rising.
- In two years the number of students who tested proficient in reading went from 12% to 75% and is still rising.

Four years ago, when a series of high-stakes tests called the Colorado Student Assessment Program was unveiled, Bessemer was the lowest-scoring elementary school in the state. Now it's one of the highest, and state officials repeatedly point out the change has come despite the fact that Bessemer, like Denver's lowest-performing schools, has many children who live in poverty and don't speak English as their first language.

Bessemer Elementary — a Title I school and one of the schools in District Pueblo 60 in Pueblo, Colorado — has benefited dramatically from the leadership of District Superintendent, Dr. Joyce Bales. In the past four years, Dr. Bales totally restructured the focus of Title I to use student assessment data for professional development and to place qualified certified teachers in every classroom. Second, Dr. Bales implemented a district longitudinal assessment model that measures student academic growth and teacher effectiveness.

Her district also spent \$5 million of its own money over the past two years on professional development. There was a big payoff — huge gains in standardized test scores at Bessemer Elementary and other district schools have made the district a poster child for the school reform plan being pushed by Governor Bill Owens and state Commissioner of Education William Moloney.

Milwaukee Public Schools, Milwaukee, Wisconsin

Boast about their 90/90/90 schools. . .

- 90% or more of their students are from racial or ethnic minorities
- 90% or more of their students are from economically disadvantaged homes
- 90% or more read at or above standard on the state reading assessment

Northern Lights School District #69, Alberta, Canada

Paragraphs from a study being done to intervene on behalf of older age beginning readers (students at the 4th-6th grade level who are reading significantly below grade level).

The study described here involves 12 sections involving 300 students in the Northern Lights School District #69. The teachers received 10-15 days of staff development, studied their implementation and the growth of their students by a variety of measures including a standard test (the Canadian Tests of Basic Skills or the Gates-McGinitie) battery administered when they enrolled and at the end of the academic year 1999-2000. The 20 schools of the district include populations of considerable variance in socio-economic background and ethnicity. . . .

Summary of data from one class:

All of these fourth and fifth grade students made substantial gains on the Vocabulary subtest, the Comprehension subtest, or both subtests of the Canada Tests of Basic Skills. . . . During this year, or half-year in eight cases, the student gains were twice the gain of average students for a year, and eight times their own previous average annual gain. For most of these students, another year of this magnitude of gain would bring them to where they "look like" average students, at least from a test-score perspective. As it is, they have experienced a year of considerable growth and have reached a level in reading where, with effort, they can manage typical upper elementary grade academic tasks. As an aside, all these students were coded as having serious learning disabilities or communication disorders.

Teaching Reading to Young Students: A Summary of our Research-Based Knowledge. By P. David Pearson and Kailonnie Dunsmore, Michigan State University

“The latest research on children with reading difficulties suggests that only a few students (perhaps 2-4%) have difficulties that stem from intractable neurological or intellectual malfunctions. Most are simply children who are not responding well to instruction. When those students are provided a rich and intensive diet of instructional support through some sort of special intervention, they can learn to function within the normal range of performance for their age mates. The interventions documented thus far include

- greater instructional support within the classroom
- special grouping practices that result in more reading and writing for every student
- tutoring or small group instruction in which highly trained professionals ensure mastery of fundamental skills and dramatically expanded reading and writing opportunities

The nature of the curriculum (either the content, the opportunities, and the skills) in these interventions does not, indeed should not, differ from the curriculum offered to readers who are making normal progress. What differs is the intensity of the teaching, the consistency of the support, and the immediacy of the feedback that can be provided when teachers work in tutoring and small group settings.”

Kennewick, Washington School District

Between 1995 and 2004, the percentage of third grade students reading on grade level increased from 57% to 88%.

In 1995, the Kennewick School Board established the goal that 90% of their 3rd graders would be reading on grade level. By 1998, 71% of their 3rd graders had succeeded in reading on grade level. In a book* which describes their efforts to increase reading, members of the Kennewick School Board outline five steps the board had taken to improve reading achievement:

1. Established a clear measurable goal, which became the priority goal for the board and the district and the number one use of board meeting time;
2. Established a solid, accurate system for measuring reading ability;
3. Reported the percentage of students reading in or above the standard in grade-level equivalents to the public and staff, and to individual students on their own status in parent-teacher conferences;
4. Issued a district-wide position paper outlining ground rules for reaching the reading goal;
5. Involved parents and engaged the community in reading to children 20 minutes a day from birth through elementary school.

*L Fielding et. al. *The 95% Reading Goal*, The New Foundation Press. Kennewick, WA, 2004.

“Emergent Literacy Skills, Early Instruction, and Individual Differences as Determinants of Difficulties in Learning to Read: The Case for Early Intervention.” By Frank R. Vellutino and Donna M. Scanlon. In *Handbook of Early Literacy Research*, edited by Susan B. Neuman and David K. Dickinson.

“ . . . Several conclusions can be drawn from the present findings. First, our data are quite in keeping with results from other intervention studies which have shown that the majority of children who experience early reading difficulties can become functional readers if they are provided with early and intensive remediation tailored to their individual strengths and weaknesses.. They therefore provide confirmation of Clay’s (1987) contention that reading difficulties in most beginning readers are caused by experiential and instructional deficits rather than by neurodevelopmental deficits and lend support to the growing consensus that current estimates of the incidence of specific reading disability are greatly inflated. . . . Indeed, using exclusionary criteria such as those typically employed in public school settings, we found that approximately 9% of the population of available children could have been diagnosed as “disabled readers,” and some were already assigned this diagnosis. However, after one semester of daily one-to-one tutoring, only about one-third of the tutored children continued to perform below the average range (i.e., below the 30th percentile). This figure represents only 3% of the population from which these children were drawn. And if we applied the more stringent severity criterion we used to select our sample of impaired readers (at or below the 15th percentile), only 1.5% of this population would qualify as severely impaired readers.

. . . A second conclusion that can be drawn from the present findings, is that there are likely to be some impaired readers who will require protracted periods of intensive remediation, even with the most effective remediation.

. . . A third conclusion that can be drawn from our findings, is that many impaired readers can be successfully remediated with less intensive and less protracted remediation, provided that intervention is implemented at an early point in their reading development. . . .”

What makes the Difference?

Linda Darling-Hammond reported a study of high and low achieving schools in New York City which concluded that differences in teacher expertise accounted for 90% of the variation in student achievement in reading and mathematics at all grade levels tested.

A Tennessee study found that elementary school students who were assigned to less effective teachers for three years in a row scored fifty percentile points lower on achievement tests than those assigned to more effective teachers over the same period of time.

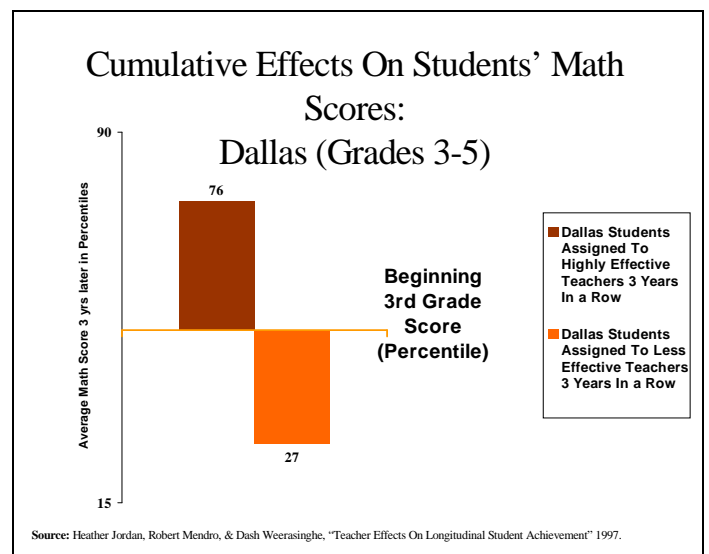
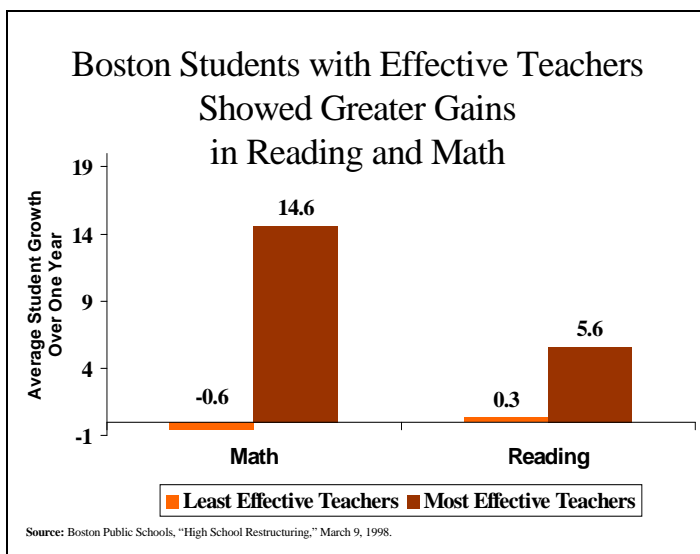
A comprehensive study by Ronald Ferguson found that teachers' expertise accounted for far more variation in students' achievement than any other factor studied.

Good teachers are unquestionably the thing that matters most. Studies indicate students with more effective teachers showed 6 times greater gains than those with less effective teachers, regardless of the students' background. - Kati Haycock, Iowa FINE Conference, Nov. 1, 2002

Many of us believe that achievement is a function of the neighborhood a kid comes from, but research shows us that most of what accounts for success has to do with the teacher and the classroom. - Mike Schmoker, Restructuring Brief, California Professional Development Consortia, Nov. 1998

The single most important factor affecting student learning is the effectiveness of the teacher. Differences in teacher effectiveness are a more significant factor than class size, poverty, etc. (15-16 times more).

The impact of a teacher on achievement can still be measured for at least 4 years after a child leaves the classroom - regardless of the effectiveness of the subsequent teachers. -Dr. William Sanders and Dr. June Rivers



Playing the Game: **PLAYER INSTRUCTIONS**

Object of the Game

Your team represents the Equity Committee of the Verifine School District. You've formed this committee to plan and implement efforts to insure educational equity for all students. The team is made up of teachers, parents of students, and other staff. You have two years to accomplish these two goals:

- To win over other educators and parents to support and implement equity in their work.
- To make changes that will benefit students.

Your challenge is twofold:

- To move the key people in the district toward Routine Use of equity in their work.
- To accumulate *StuBens*, indicating student benefits.

Because this is a simulation based on real life, there is no final point or end to the game.

The District

The Verifine School District includes a central administration and school board, a K-8 school, and a 9-12 high school. It is a district that is average in terms of its test scores, socio-economic status, and number of students receiving special services.

The staff and parents of the school district are the people described on the set of *People Cards*. Central administration is represented by two school board members, a superintendent, and an assistant superintendent. The K-8 school includes a principal, teachers, and a parent. The high school is represented by a principal, an assistant principal, teachers, other staff, and a parent. You are given background information on each of these people to help you select individuals for various activities. Your selections will often influence the success of your activities.

The Gameboard

The people described on the *People Cards* are listed on the gameboard as administration, K-8 school, and high school. Each person is represented by a *Player Piece*, which you move through the stages on the board labeled: Information, Interest, Preparation, Early Use, and Routine Use. Skip over the shaded spaces on the board.

The Play

You have been given an *Activities Sheet* that represents all the possible moves in this game. Some of the activities are gathering information, talking to staff, making presentations, conducting workshops, revising curriculum. Working as a committee, you must choose one activity for each move; you may only conduct one activity at a time. You may conduct the activities in any order you wish, although five designated activities may only be done in Year Two.

As you discuss your possible activity choices, you should read the description carefully to make sure you understand what it entails. Then decide, as you would in real life, what your best tactic would

be. You will notice that each move, or activity, costs *Bits* which represent the resources available to you. You have 42 *Bits* to spend each year.

When your team has decided on an activity, the activity, the persons designated for the activity (if needed), and their stages on the board must be recorded on the *Strategy Record Sheet*. For example, if your team chooses Talk To as your first activity, you will choose three persons to Talk To by checking their names and stages on the *Strategy Record Sheet*. Then you will bring the *Strategy Record Sheet* with two *Bits* to the monitor. The monitor will give you feedback describing the results of your activity. Share the results with the rest of your team, and record them on the *Strategy Record Sheet*. The *Feedback Cards* you get from the monitor will tell you how far to move the pieces on the board. Then, decide on your next move.

The *Feedback Cards* you get from the monitor tell you how successful you have been with the activity, and may contain information that will help you to be more effective. All of the results you experience are based on the findings from 15 years of research and practice in helping schools to improve; we have also built in an element of chance. Sometimes, if you have chosen activities wisely, you will be told to move a designated individual on the board a certain number of spaces, and/or you will win *StuBens* (student benefits). When you get *StuBens*, record them in the column on the *Strategy Record Sheet* so you can tally them at the end of the game.

To Begin

- Read about the people in the Verifine School District on the *People Cards*.
- Decide on an activity as your first move, and choose the designated persons, if appropriate.
- Write down your move on the *Strategy Record Sheet*.
- Count out the number of *Bits* required.
- Take both your *Strategy Record Sheet* and the *Bits* to the monitor.
- Bring the *Feedback Card* from the monitor back to your team.
- Discuss and record the information you get.
- Choose your next activity/move.
- Return the *Feedback Card* to the monitor.

Time

The time will be divided into two segments to represent two school years. The monitor will signal when the first year ends.

Playing the Game: ACTIVITIES SHEET

As a team, decide which activities will best promote equity in your school district. Each activity below is a separate move; you can only make one activity move each time. You can repeat any activity, except Diagnosis of District and Social Information.

YEAR 1 AND YEAR 2

DIAGNOSIS OF DISTRICT — assessment information from district files.
Cost: 2 Bits

SOCIAL INFORMATION — the informal relationship patterns of people in the district.
Cost: 1 Bit

TALK TO — your first conversation with individual people to introduce equity issues. Choose 3 people.
Cost: 2 Bits

TALK TO AGAIN — a follow-up conversation to further discuss their concerns. Choose 3 people.
Cost: 2 Bits

WRITTEN INFORMATION — a short handout or brochure about equity and the Equity Committee, distributed to all district staff.
Cost: 2 Bits

PRESENTATION — a short presentation to the district about the equity project.
Cost: 2 Bits

WORKSHOP: EQUITY ACTIVITIES FOR YOUR CLASSROOM — training that provides “hands-on” activities to increase equity in the classroom. Choose 5 people in one school (can include parent) to attend.
Cost: 5 Bits

SEMINAR: EQUITY ISSUES AND HUMAN DEVELOPMENT — training to encourage group discussion of equity in relation to students’ stages of development. Designate 5 people in one school (can include parent) to attend.
Cost: 6 Bits

MATERIALS DISPLAY — an activity to share new resource materials for classroom use. Designate whether Materials Display is in the elementary or secondary building.
Cost: 2 Bits

CLASSROOM LESSON — teachers conduct equity lessons in their classrooms. Choose 3 people in Early or Routine Use stages on the gameboard.
Cost: 2 Bits

FOLLOW-UP HELP — a conversation to help teachers solve problems with a Classroom Lesson. Choose 3 people.
Cost: 1 Bit

YEAR 2 ONLY

FILM FAIR — a student-sponsored event involving students from several classes. Designate whether Film Fair is for elementary or secondary school.
Cost: 6 Bits

THEME CELEBRATION — district-wide event involving activities in all classes, guest speakers, and assemblies.
Cost: 8 Bits

SUPPORT GROUP — a group of supporters who meet regularly to help one another. Choose 5 people.
Cost: 4 Bits

CURRICULUM REVISION — revision of district curriculum to integrate new material into it. Form a committee of 5.
Cost: 8 Bits

POLICY IMPLEMENTATION — mechanisms to implement district equity policy so that the district becomes equitable in all aspects. Form a committee of 5.
Cost: 8 Bits

Playing the Game: **ADOPTER TYPES**

The people described in *Making Change* conform to a set of adopter types developed by Everett Rogers and others who have studied how an innovation diffuses through a group of people. The research on diffusion, conducted first among agricultural extension agents and farmers, later among educators in schools, found that people differ in their readiness to accept a change. Some people will adopt the change quickly; others will take a long time.

Making Change includes people of all adopter types, in percentages close to those found in the population at large. Of course, a particular school may not be representative of the population at large. It may include more people of one category or another. This game gives you a sample.

- **INNOVATOR:** eager to try new ideas, open to change, and willing to take risks; usually perceived as naive or a little crazy and, therefore, not well integrated into the social structure (8% — Gary, Mia)
- **LEADER:** open to change, but more thoughtful about getting involved; trusted by other staff and sought for advice and opinions (17% — Eve, Jan, Nora, Upton)
- **EARLY MAJORITY:** cautious and deliberate about deciding to adopt an innovation; tends to be a follower, not a leader (29% — Beth, David, Lora, Owen, Thelma, Velma, Xavier)
- **LATE MAJORITY:** skeptical of adopting new ideas and “set in their ways;” can be won over by a combination of peer pressure and administrative expectations (29% — Al, Fern, Hazel, Ken, Q.T., Ray, Simone)
- **RESISTER:** suspicious and generally opposed to new ideas; usually low in influence and often isolated from the mainstream (17% — Carol, Irene, Pat, Will)

Learning from the Game:

STAGES OF CONCERN

Typical Expressions of Concern About an Innovation

STAGES OF CONCERN	EXPRESSIONS OF CONCERN
6. REFOCUSING	I have some ideas about something that would work even better.
5. COLLABORATION	How can I relate what I am doing to what others are doing?
4. CONSEQUENCE	How is my use affecting kids? How can I refine it to have more impact?
3. MANAGEMENT	I seem to be spending all my time getting materials ready.
2. PERSONAL	How will using it affect me?
1. INFORMATIONAL	I would like to know more about it.
0. AWARENESS	I am not concerned about it.

Learning from the Game:
LEARNINGS BUILT INTO MAKING CHANGE

1. *Change takes time and persistence.*
2. *Individuals go through stages in the change process and have different needs at different stages.*
3. *Change strategies are most effective when they are chosen to meet people's needs.*
4. *Administrative support and approval is needed for change to occur.*
5. *Developing a critical mass of support is just as important as developing administrative support.*
6. *An individual or committee must take responsibility for organizing and managing the change.*
7. *The objective is to benefit students, not just "convert" staff.*
8. *Successful change is PLANNED and MANAGED.*

Learning from the Game:
**ASSUMPTIONS OF THE
CONCERNS BASED ADOPTION MODEL
(CBAM)**

CHANGE:

- *is a PROCESS, not an event*
- *is made by INDIVIDUALS first, then institutions*
- *is a highly PERSONAL experience*
- *entails DEVELOPMENTAL growth in feelings and skills*

INTERVENTIONS MUST BE RELATED TO:

- *the PEOPLE first*
- *the INNOVATION second*

Learning from the Game:

LEVELS OF USE OF THE INNOVATION

Typical Behaviors

LEVELS OF USE	BEHAVIORAL INDICES OF LEVEL
VI. RENEWAL	The user is seeking more effective alternatives to the established use of the innovation.
V. INTEGRATION	The user is making deliberate efforts to coordinate with others in using the innovation.
IVB. REFINEMENT	The user is making changes to increase outcomes.
IVA. ROUTINE	The user is making few or no changes and has an established pattern of use.
III. MECHANICAL	The user is using the innovation in a poorly coordinated manner and is making user-oriented change.
II. PREPARATION	The user is preparing to use the innovation.
I. ORIENTATION	The user is seeking out information about the innovation.
0. NONUSE	No action is being taken with respect to the innovation.