



Building Leadership Teams

Academy 3 v.1: Aligning School Goals and School Work

Facilitator Manual



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Module 1: Building Leadership Teams

National Institute for Urban School Improvement

The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities. NIUSI works to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within this approach is a commitment to evidence-based practice in early intervention, universal design, literacy and positive behavior supports.

Part of NIUSI's work is to link existing general education reform networks with special education networks and synthesize existing research into products that are made accessible in both print and electronic versions. These offerings support professionals, families, researchers, advocacy organizations, and others involved in the work to create culturally responsive, inclusive school communities.

NIUSI Goals

One of the main goals of NIUSI is to work collaboratively with educators in its partner districts in the area of professional development. This work is grounded in the beliefs that professional development must:

- Address specific needs of states, districts, schools and communities with a focus on helping students achieve learning and performance goals.
- Be a collaborative endeavor with teachers, administrators, families and students involved in the design, planning and/or implementations.
- Rely upon content and processes that are research-based and proven in practice.
- Be school-based, job-embedded, and continuously evaluated and adjusted to ensure effectiveness in meeting school and student learning goals.

Leadership Academy Model

A strategy through which NIUSI helps educators develop leadership skills for school change is through the Leadership Academy model of professional development. In collaboration with schools and local universities, NIUSI creates these Leadership Academies for pre-service and in-service activities. The approach includes careful consideration of the content for professional development, application of adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose, and extend the creativity and skill of practitioners. Specifically, NIUSI works with urban school districts to build information systems that assist leadership teams to focus on goals for instructional, curricular, and cultural improvement and for empowering action research agendas among school professionals.

All academies are based on the National Institute's assumptions that great schools:

- Use the valuable knowledge and experience that children and their families bring to school learning.
- Expand students' life opportunities, available choices, and community contributions.
- Construct education for social justice, access, and equity.
- Build on the extraordinary resources that urban communities provide for life-long learning.
- Need individuals, family, organizations, and communities to work together to create future generations of possibility.
- Practice scholarship by creating partnerships for action-based research and inquiry.
- Shape their practice based on evidence of what results in successful learning of each student.
- Foster relationships based on care, respect, and responsibility.
- Produce high achieving students.
- Understand that people learn in different ways throughout their lives; great schools respond with learning opportunities that work.

Professional Development Modules

Systemic school change is a complex and difficult task. The challenge is great, but educators throughout our nation and other nations are actively engaging the opportunity to transform education and how we go about the work of teaching and learning in our schools. This module is

one of many developed by NIUSI for the networks of schools engaging their faculty, staff, families, students, and community members in ongoing renewal and systemic change.

Every module is designed around a particular aspect of school-wide improvement with academies that build knowledge, skills, and practices. The intent is simple: Build a common vision, vocabulary, and skill set around essential elements of school improvement. The best way to implement this module is to bring together building leadership teams from a cluster of schools so that teams can learn from one another, and create a practice community that can support innovation. The academies should be offered in sequence. Space the academies about four weeks apart, so that some application can occur between sessions. Make sure that there is a plan for coaching on site between modules.

Tips for Facilitating Leadership Academies

Before delving into the activities and flow of the academies, please read through the following tips that can help your participants get comfortable and maintain their focus on learning and growing. We hope that you enjoy facilitating these learning opportunities as much as we have.

TIPS FOR GETTING STARTED.

Introduce the academy facilitators, and provide an overview of the National Institute for Urban School Improvement and the school or district that is sponsoring the academy. Talk a bit about what a Leadership Academy is, its structure and how it is designed and what the topic and objectives of this academy are. Explain the roles the facilitators will play and go over the agenda. Have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice. This should take no longer than 15 minutes. You are provided with a PowerPoint to lead this introduction.

TIPS FOR MOVING THINGS ALONG.

Included in the academy is a time schedule in the agenda – stick to it! Try to begin and end on time, and keep the activities timed as closely as possible to the schedule. Encourage quick transitions between activities and instead of scheduling a break, invite people to get up to stretch, get a drink or use the bathroom as they need to. Remind participants how much time they'll have to work on each activity and use the provided time cards to warn participants of the time remaining during the activity.

During discussions, try not to let one person dominate the conversation or go off on tangents that are narrowly focused on their own experiences. To “cut people off” politely, ask others what they think or ask a different question to get the discussion moving in a different direction.

TIPS FOR MANAGING ACTIVITIES.

Before you have participants begin an activity, briefly review the activity with the group and discuss its purpose. Read through the tasks and have participants look over supporting materials. Ask if there are any questions. Have each group select a person who will take notes and report to the larger group the outcomes of their discussion or work.

While the participants are working in their small groups, circulate from group to group to make sure they are on task and to answer any questions. Be available to help if a group gets stuck, but don't interfere in the group process unless they really need assistance.

TIPS FOR LECTURETTES.

Practice timing yourself so you don't run over the allotted lecturette period. Plan on providing a variety of examples around preschool, elementary, middle, and high school settings.

TIPS FOR DEBRIEFING ACTIVITIES EFFICIENTLY.

Decide how to get the information from the groups. There are a number of strategies you might use. For example, you might have each group write their list of ideas and results during their activities on chart paper to display on the wall or a stand. A second strategy might be to have groups report one item from their list, rotating around the room until no one has anything new to offer. Whatever strategy you decide to use, you should set a time limit on the reporting and encourage people to try not to be redundant.

TIPS FOR PARTICIPANT QUESTIONS.

Provide participants with paper for note-taking. Urge them to save their questions for the Q and A period at the end of each lecturette so the academy does not run over the allotted time.

TIPS FOR LEAVE-TAKING.

To wrap things up, ask people to take a minute to think about what they learned during the academy. Ask the participants to complete the self-assessment and academy evaluation. Then ask them to share their thoughts and any last words. Use the overhead or chart paper to record what they say as a way to highlight new learning, and congratulate the group on their hard work. If this is the first academy in a module, with more academies scheduled to follow, provide homework, either for reinforcement of their learning or as preparation for future learning.

Leadership Academies

The goal of all Leadership Academies is to create a network of skilled and knowledgeable teacher leaders, administrators, and family members who will serve as effective agents of change. The participants are predominantly teams of educational professionals from schools and districts who are organized to advance the knowledge and practice related to systems change and school improvement. The Leadership Academy creates a forum for open discussion and learning to help school and community members think more broadly and systemically about school improvement.

The following are the Leadership Academies in this module.

Academy 1: BLTs Leading Change

Leadership Academy focuses on two essential elements of change: 1) the process of change and its impact on students, faculty, staff, and families, and 2) the function and purpose of building leadership teams in leading change processes. The academy also investigates the personal aspects of change. Change agents and those affected by the change play roles in the process. Knowing those involved in the change provides information leading to smooth implementation.

As a result of the activities and information shared at this Leadership Academy, participants will:

- Define Building Leadership Team roles
- Identify Building Leadership Team responsibilities
- Acquire strategies to run productive meetings
- Recognize change tensions
- Develop strategies for easing the change process for individuals and groups

Academy 2: Gauging your Systemic Change Efforts

Using a validated needs assessment, the Building Leadership Team learns to gather, analyze, and develop plans for systemic change within a school. Participants gain skills in change management: discovering the value of identifying systemic levels and key stakeholders, using tools for implementing change, and identifying their roles in the change process.

As a result of the activities and information shared at this Leadership Academy, participants will:

- Identify levels of systemic change

- Explore and edit a survey tool for gathering evidence for current status at their site
- Identify targets within the levels of systemic change
- Develop strategies for leveraging change
- Analyze the structural and human side of leading change efforts

Academy 3: Aligning School Goals and School Work

Using district and individual school goals and outcomes, this Leadership Academy provides a process for accomplishing action plans by targeting change efforts by month. Participants will discover various ways of collecting data, analyzing change based on that data, and developing a continuous improvement plan.

As a result of the activities and information shared at this Leadership Academy, participants will:

- Develop a continuous improvement cycle for tracking their change process
- Synthesize anecdotal, observational and frequency evidence for making adjustments to support positive climate for change in their building

Building Leadership Teams

Inclusive systems and schools unify teachers, staff, students, families, and communities, and promote the practice of collaborative and shared leadership. Informed, competent, and distributed leadership is a critical requirement for successful, inclusive reform efforts and the central role of distributed leadership is to support and sustain implementation of reform that improves teaching and learning for everyone in the school. Leaders at all levels require knowledge of professional development design, the change process, research findings, standards-based instruction and assessment, data-supported decision making, and an array of leadership and communication skills and processes. Effective leadership development supports participants in accessing and applying these knowledge bases. Finally, equity is a central concern of leadership. Leadership development initiatives should increase participants' understanding of equity issues and make special efforts to recruit diverse participants.

What is a Building Leadership Team?

A Building Leadership Team (BLT) is a school-based group of individuals who work to provide a strong organizational process for school renewal and improvement. BLTs orchestrate the work of school professionals, administrators, families, and students through the school improvement process. This process includes the examination of current, successful practices and also those areas that are of concern to the school community. In addition, BLTs plan for progress, achievement, and risk.

Team leadership helps to facilitate rapid and sustained change. Often, circumstances such as high turnover, classroom isolation, and limited executive authority make it difficult for schools to make the decisions needed for improvement.

Leadership teams can provide a context for decision making. The use of BLTs emphasizes the need for clear sanction and participation from other school staff, reasonable delegation of responsibility and authority from the district office and board, and resources for the team's work.

The BLT meets regularly throughout the school year to ensure that both planning for school improvement and the implementation of those plans is on course. When necessary, the BLT works to develop or change building policies so that policies, procedures, and activities work together to support the work of educators and students. BLTs are responsible for collecting data to identify topics and processes for professional development. They help keep the focus on a few specific targets and work with the building principal to assure that administrative structures support the instructional program.

Do BLTs replace principals?

Principals are like conductors. They can't make music without their musicians but they lead the process of performing. Principals are responsible to the central administration and ultimately to the school board to ensure that the policies and processes established for the district as a whole are implemented in their buildings. They must ensure that the safety and security of students and staff is maintained.

Principals are accountable for the overall academic achievement of all learners in their building. Evaluation and mentoring of school professionals in the building is a vital and time-consuming part of each principal's role. Because of these responsibilities, the principal plays a critical role in shaping the agendas for each Building Leadership Team.

Who should be a member of a BLT?

Membership on the team should be diverse. You'll want to consider students, practitioners, family and community members, and administrative staff. Because a leadership team must be sustainable over time, consider staggering the terms for members, thus ensuring a smoother transition for new members and less disruption to the team's work. Make certain that as many people as possible engage in the process of selecting members for the team.

Decide on a process for how members are selected or nominated for the team. These questions should be considered:

- At the elementary level, is each grade level represented?
- How are specials included?
- At the secondary level, should members represent teams? Content area? Grade level?
- Do parents represent the diversity present in the school community (i.e., second language learners)?
- Will students directly participate or will there be a process to include their voices in decision making?

Who does what on a BLT?

Part of "building the team" is sharing the responsibility that accompanies the running of any meeting. The following are process roles that the team might find helpful to the overall efficiency of a meeting (these jobs are often rotated):

- **Facilitator:** Guides the meeting process and remains objective.

- Timekeeper: Keeps track of how much time has been spent on an issue. Advises the group when time allotted for an agenda item is up. Helps to ensure equitable floor time for speakers.
- Scribe: Takes notes.
- Doorkeeper: Sits near the door and fills in latecomers with the current status of the meeting and what has been discussed so far.
- Temperature taker: Monitors how the group is responding to each other.

What is the purpose of a BLT?

Part of building the team is helping people focus on outcomes. Revisiting these purposes and outcomes periodically provides the opportunity to reassess team processes. Each team establishes its purpose. Some possibilities are listed below.

- Provides leadership for setting school targets and accomplishments, and presents evidence to central administration of the plan for school improvement each year.
- Organizes workgroups that will accomplish tasks related to school improvement.
- Ensures that the building engages in a variety of evaluation tasks such as those that help determine the goals, those that help to inform progress and change, and those that benchmark success (i.e., student achievement and school climate).
- Based on data, determines the areas of need and provides leadership for professional development within the building, and takes leadership for ensuring that the entire building (staff, parents, community members, and students) become a learning community.
- Understands and works within the policies and guidelines of the district.

Building Leadership Teams

Academy 3: Aligning School Goals and School Work

Academy 3: Aligning School Goals and School Work

Using district and individual school goals and outcomes, this academy provides a process to accomplish action plans by targeting change efforts by month. Participants will discover various ways of collecting data, analyzing change based on that data, and developing a continuous improvement plan.

Module Outcomes

As a result of the activities and information shared in this Leadership Academy, module participants will

- Develop a continuous improvement cycle for tracking their change process
- Synthesize anecdotal, observational and frequency evidence for making adjustments to support positive climate for change in their building

Activities and Lecturettes

These activities and lecturettes support the Leadership Academy's purpose and outcomes:

ACTIVITY #1: EVALUATING CHANGE

In this activity, participants learn techniques to evaluate change efforts.

LECTURETTE #1: EVIDENCE OF CHANGE

Use this presentation to teach participants how evidence can be used to develop a goals progress checklist.

ACTIVITY #2: MAKING PROGRESS

In this activity, participants create action plans for making change in their schools.

LECTURETTE #2: CONTINUOUS IMPROVEMENT

After learning how to implement change, BLTs must have the skills and knowledge to continue the improvement process.

ACTIVITY #3: DEVELOP A CONTINUOUS IMPROVEMENT PLAN

In this activity, participants gain experience in order to implement continuous improvement in their own schools.

Agenda

We constructed this Leadership Academy to occur within a 3-hour timeframe with 15 minutes or so for breaks and other time adjustments. The times listed below are approximate but reflect the time these activities and lecturettes have previously taken. Facilitators should be flexible, read their audience, and work to achieve the overall purpose and outcomes.

TIME	EVENT
15 min	Introductions and Greetings
30 min	Activity 1: Evaluating Change
20 min	Lecturette 1: Evidence of Change
25 min	Activity 2: Making Progress
10 min	Break
20 min	Lecturette 2: Continuous Improvement
20 min	Activity 3: Develop a Continuous Improvement Plan
30 min	Leave-taking and Feedback

Academy Materials

You should have these materials prior to conducting the Academy:

- Facilitator Manual
- Academy PowerPoint Supplements (Academy Overview, Lecturette 1, and Lecturette 2), and access to a PowerPoint presentation system
- PowerPoint timecards (These timecards can be displayed on your data projector and have times built into each slide so that you can keep your groups on the timeline specified for activities. The timecards rotate automatically based on the time needed for each component of an activity.)
- Name tags (Make sure you have broad tipped felt pens for name tags so that people write their names in large print that can read from a distance.)
- Chart paper, overhead, or presentation slides
- Markers
- Tape

- Participant handouts. Handouts are provided as Appendix A and contain the Leadership Academy overview and agenda, paper for note-taking, activity handouts, copies of lecturettes, self-assessment and academy evaluation, and resources. (Handouts can be copied double sided and in black and white.)

Introductions and Greetings

Spend some time introducing yourself, the module sponsors, and the Leadership Academy to the participants.

To facilitate this introduction, use the Academy Overview PowerPoint. The overview provides you with Leadership Academy background information, this academy's purpose and objectives, and the agenda. If time allows, ask participants to introduce themselves by letting others know where they are from and their roles and responsibilities within their buildings.



FACILITATOR MATERIALS

Academy Overview PowerPoint

TIME LIMIT

15 minutes

Activity 1: Evaluating Change - Background

In this activity, participants learn techniques to evaluate change efforts.

OUTCOMES MET IN ACTIVITY

- Synthesize anecdotal, observational and frequency evidence for making adjustments to support positive climate for change in their building

ACTIVITY SECTIONS

- Part 1: Evidence of Change
- Part 2: Proving Change
- Part 3: Debrief

COMPLETE ACTIVITY TAKES 30 MINUTES

Activity 1: Evaluating Change

Activity 1, Part 1: Evidence of Change

FACILITATOR MATERIALS

Chart paper, overhead, or presentation slide

PARTICIPANT MATERIALS

None

ACTIVITY PURPOSE

In this activity, participants collect background knowledge on change evidence. It is also meant to refresh knowledge and skills gained in Academy 2, Gauging Your Systemic Change Framework.

ACTIVITY TIME LIMIT

5 minutes

ACTIVITY

Begin with a brief group discussion. Ask participants what they may use as evidence that change is occurring. List the evidence on chart paper, an overhead, or presentation slide. You should find some of the following ideas (you may need to prompt for some of these concepts):

- stories they hear from others
- observations such as playground and lunchroom behavior, and classroom activity
- frequency of an occurrence

Leave these ideas in view for Part 2 of this activity.

FACILITATOR NOTE

None

Activity 1, Part 2: Proving Change

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

Change Checklist; Hot Topic

(The provided *Hot Topic* is on Dropouts. You may provide your own – Education Week has many to choose from - <http://www.edweek.org/context/topics/>)

ACTIVITY PURPOSE

This activity allows participants to apply their knowledge of gathering evidence.

ACTIVITY TIME LIMIT

15 minutes

ACTIVITY

First, allow participants time to read the *Hot Topic* – 5 to 10 minutes. Next, organize participants into small groups. Refer groups to *Hot Topic* and *Change Checklist* handouts. Ask groups to specify what they would look for to prove change is or isn't happening in this case. Remind them of the discussion they just had and that they may use some of the ideas they've already generated.



FACILITATOR NOTE

Breaking up into groups can be a time consuming event. Be prepared for how you will handle this so your time isn't wasted on this part of the activity. Will the name tags have codes on them to facilitate this process? Will they be grouped by proximity?

Activity 1, Part 3: Debrief

FACILITATOR MATERIALS

Chart paper, overhead, or presentation slide

PARTICIPANT MATERIALS

None

ACTIVITY PURPOSE

This activity is allows groups to share their findings.

ACTIVITY TIME LIMIT

10 minutes

ACTIVITY

Debrief. Return to whole group. Ask the participants to share a couple of their ideas from Part 2.

FACILITATOR NOTE

Although groups have the same hot topic, their ideas for proving that change is or isn't happening can be varied. This exercise allows participants to learn from each other, and expand their views of data collection and proof of change.

Lecturette 1: Evidence of Change

Use this presentation to teach participants how evidence can be used to develop a goals progress checklist.

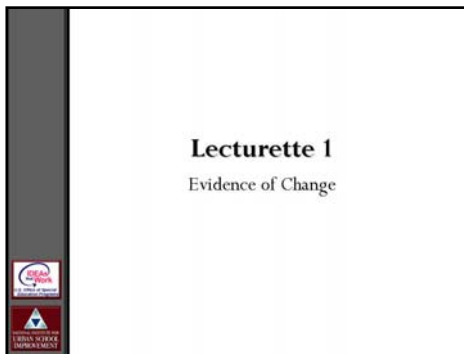
FACILITATOR MATERIALS

Lecturette 1 PowerPoint

LECTURETTE TIME LIMIT

20 minutes

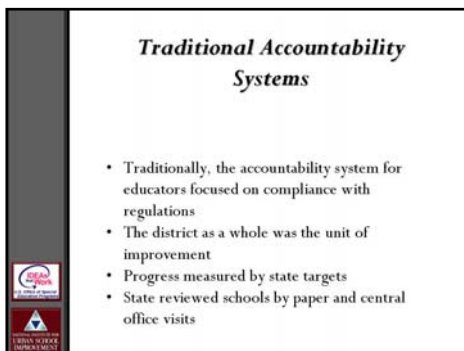
SLIDE 1



Lecturette 1:

This lecturette bridges activity 1 to activity 2. It firms up the idea that evidence is needed to show that a goal is or isn't being met and takes it one step further by combining it with developing a goal and creating steps toward obtaining that goal.

SLIDE 2



Traditional Accountability Systems:

Accountability systems define a common set of indicators of the performance of students, schools, and/or districts.

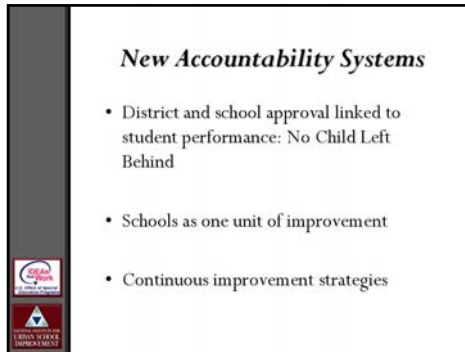
Traditionally, the accountability system for educators focused on compliance with regulations. The educational system was not measured beyond the compliance of regulations.

The district as a whole was the unit of improvement. Traditional accountability systems analyzed the district, not individual schools. Even if most of the schools were performing well, if the district as a whole did not successfully meet the accountability measures, it was penalized, not the schools that performed inadequately.

Traditionally, progress was measured by state targets, not federal student achievement guidelines.

State reviewed schools by paper and central office visits. The traditional accountability system did not include classroom visits.

SLIDE 3



New Accountability Systems

- District and school approval linked to student performance: No Child Left Behind
- Schools as one unit of improvement
- Continuous improvement strategies

NO CHILD LEFT BEHIND

New Accountability Systems:

Traditional accountability systems were removed from student learning and achievement. Instead of holding districts accountable, the new systems hold schools responsible for student achievement.

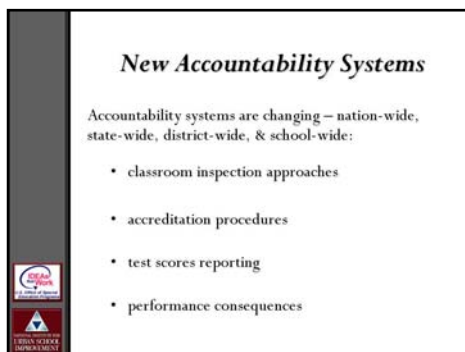
District and school approval is being linked to student-performance rather than compliance to regulations. Districts may review standardized test scores and student retention to determine how well a school is doing. With federal education accountability requirements defined under the No Child Left Behind (NCLB) Act of 2001, all states are now moving toward statewide systems to meet the goal of all students achieving proficiency by the 2012-13 school year.

(http://www.ccsso.org/projects/Accountability_Systems/)

Accountability is focusing more on schools as one unit of improvement instead of districts as a whole.

Schools and districts must be involved in continuous improvement planning around specific performance targets such as assessments, data collection, federal requirements, plans for assistance for schools in need, and rewards and sanctions. (http://www.ccsso.org/projects/Accountability_Systems/)

SLIDE 4



New Accountability Systems

Accountability systems are changing – nation-wide, state-wide, district-wide, & school-wide:

- classroom inspection approaches
- accreditation procedures
- test scores reporting
- performance consequences

NO CHILD LEFT BEHIND

New Accountability Systems:

Accountability systems are changing – nation-wide, state-wide, district-wide, & school-wide:

- Development of new approaches to classroom inspection
- Additional categories or levels of accreditation
- Public reporting of school-level test scores
- Consequences attached to performance

levels.

SLIDE 5

Traditional Accountability	New Accountability
Focus on compliance with regulations	Focus on performance
District as unit of improvement	School as unit of improvement
Progress measured by state targets	Progress measured by locally set targets
State reviewed schools by paper and central office visits	School and district visits focused on teaching and learning

Facilitator Instructions:

Traditional Accountability vs. New Accountability. How are the accountabilities different and are they better? Solicit two answers in each category. As you go through the next slides, each level will highlight.

SLIDE 6

Traditional Accountability	New Accountability
Focus on compliance with regulations	Focus on performance
District as unit of improvement	School as unit of improvement
Progress measured by state targets	Progress measured by locally set targets
State reviewed schools by paper and central office visits	School and district visits focused on teaching and learning

Facilitator Instructions:

Traditional Accountability vs. New Accountability. Focus on compliance with regulations vs. Focus on performance. How are the accountabilities different and are they better? Solicit two answers in each category.

SLIDE 7

Traditional Accountability	New Accountability
Focus on compliance with regulations	Focus on performance
District as unit of improvement	School as unit of improvement
Progress measured by state targets	Progress measured by locally set targets
State reviewed schools by paper and central office visits	School and district visits focused on teaching and learning

Facilitator Instructions:

Traditional Accountability vs. New Accountability. District as unit of improvement vs. School as unit of improvement. How are the accountabilities different and are they better? Solicit two answers in each category.

SLIDE 8

Traditional Accountability	New Accountability
Focus on compliance with regulations	Focus on performance
District as unit of improvement	School as unit of improvement
Progress measured by state targets	Progress measured by locally set targets
State reviewed schools by paper and central office visits	School and district visits focused on teaching and learning

Facilitator Instructions:

Traditional Accountability vs. New Accountability. Progress measured by state targets vs. Progress measured by locally set targets. How are the accountabilities different and are they better? Solicit two answers in each category.

SLIDE 9

**Facilitator Instructions:**

Traditional Accountability vs. New Accountability.


State reviewed schools by paper and central office visits vs. School and district visits focused on teaching and learning. How are the accountabilities different and are they better? Solicit two answers in each category.

SLIDE 10

What are Data?

Data aren't just test scores. Look around – data are everywhere!

- Data are work that students and teachers do every day.
- Data are tasks that are done at different times during the school year.
- Data are collected to serve specific purposes.
- Data are collected to serve potential uses.
- Data are collected to answer different questions.


What are Data:

Data aren't just test scores. If this is the case, then What is data?

Data are work that students and teachers do every day: student-selected books; pop-quizzes; homework; behavior; attendance; mad minutes; peer-relationships.

Data are tasks at specific times during the school year: standardized tests; parent-teacher conferences; midterms.

Data are collected to serve specific purposes: identify need for special services; pay-for-performance

Data are collected to serve potential uses: attendance log; detention log

Data are collected to answer different questions: reading level; disability;

Facilitator Instructions:

“Data” is plural, “datum” is singular.

SLIDE 11

Data vs. Evidence

- Facts
- Proof

Data vs. Evidence



Difference between data and evidence.

Data are facts. Evidence is proof.

SLIDE
12

Evidence of change

- Anecdotal evidence
- Observational evidence
- Frequency evidence



Evidence of Change:

Change can be measured in these ways: anecdotal, observational and frequency. No one way is firm enough to stand on its own. You must have evidence from all three to have sufficient data that a change is working.

SLIDE
13

Anecdotal Evidence

- Stories
 - Participants
 - Witnesses
- Interviews

Anecdotal Evidence:

Anecdotal evidence provides personal data about how a change is being received and perceived by the public.



Facilitator Instructions:

Provide an example of how you used anecdotal evidence as data to improve your instruction, or ask one participant to do so.

SLIDE
14

Observational Evidence

- First hand observations
 - Objective
 - Subjective

Observational Evidence:

Observational evidence may be more reliable than anecdotal evidence if it is done objectively. If you are personally affected by the change and have strong feelings one way or the other, you may be too subjective to provide accurate observational evidence.

Observational evidence is a good way to back up anecdotal evidence.



Facilitator Instructions:

Provide an example of how you used observational evidence as data to improve your instruction, or ask one participant to do so.

SLIDE
15

Frequency Evidence

- Amount
- Number
- Percentage
- Frequency
- Duration

Frequency Evidence:

Frequency is the amount of change happening. You may weight this change by: number of occurrences, amount of change, percentage of change, frequency, etc.

Facilitator Instructions:


Provide an example of how you used frequency evidence as data to improve your instruction, or

ask one participant to do so.

SLIDE
16

Goal Progress

- Create goal
- Identify strategies and activities to meet goal
- Establish goal checkpoints




Goal Progress:

Progress can be seen by including 3 points: the main goal, the parts of the goal, and checkpoints along the way. The next slides cover these in depth.

SLIDE
17

Goal

The big picture.




Goal:

What is the big picture? Where are we aiming?

SLIDE
18

Strategies and Activities

Breakdown the goal into reasonable pieces.





Strategies and Activities:

Goals should be broken down into reasonable, attainable pieces. These pieces should be celebrated as they are met. Each piece of the goal is a step in the right direction!

SLIDE
19

Checkpoints

Revisit goal and
modify as needed.





Checkpoints:

Include checkpoints where the team can check in and see how the goal is progressing. Establishing checkpoints is a way to use your evidence to identify if you are meeting your goal.

SLIDE
20

Questions



Questions:

This is a question and answer period. Limit it to 3 – 5 minutes.

Activity 2: Making Progress - Background

In this activity, participants create action plans for making change in their schools.

OUTCOMES MET IN ACTIVITY

- Synthesize anecdotal, observational and frequency evidence for making adjustments to support positive climate for change in their building

ACTIVITY SECTIONS

- Part 1: Checking Progress
- Part 2: Setting Goals

COMPLETE ACTIVITY TAKES 25 MINUTES

Activity 2: Making Progress

Activity 2, Part 1: Checking Progress

FACILITATOR MATERIALS

Chart paper, an overhead, or presentation slide

PARTICIPANT MATERIALS

Progress Check

ACTIVITY PURPOSE

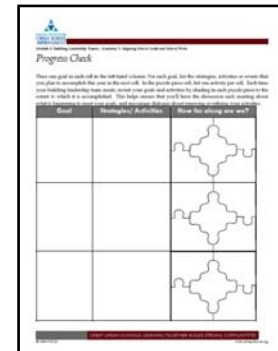
This activity is meant for module participants to practice skills and knowledge gained in module.

ACTIVITY TIME LIMIT

15 minutes

ACTIVITY

Organize group into teams. Using the *Progress Check*, ask teams to set three goals for their *Hot Topic* and then fill out the rest of the handout. For example, if the BLT wanted to increase parent involvement, one goal may be to have more parent-school activities. Strategies may be to have sponsored family pizza nights, advertising for parent volunteers for extracurricular events, etc.



FACILITATOR NOTE

The goals, strategies, and puzzle pieces may overlap for one *Hot Topic*; this is fine. Remind participants that goals often overlap and strategies may fulfill more than one goal. This is a good use of resources and time.

Activity 2, Part 2: Setting Goals

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

BLT Planning Calendar

ACTIVITY PURPOSE

This activity uses school goals to target change efforts by month.

ACTIVITY TIME LIMIT

10 minutes

ACTIVITY

Using the *BLT Planning Calendar*, have groups fill in the BLT Goals from the *Progress Check*, and then establish their year-long plan using the strategies and activities from the *Progress Check*.

FACILITATOR NOTE

Remind groups that this is an abbreviated calendar – planned only for one set of goals. Ideally, the calendar would contain all the goals for the year, along with dates for meetings, etc.



Lecturette 2: Continuous Improvement

After learning how to implement change, BLTs must have the skills and knowledge to continue the improvement process.

FACILITATOR MATERIALS

Lecturette 2 PowerPoint

LECTURETTE TIME LIMIT

20 minutes

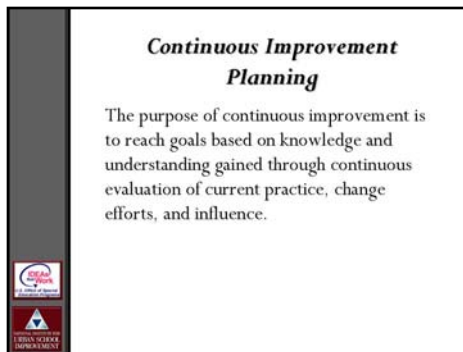
SLIDE 1



Lecturette 2:

This lecturette captures the necessary components of continuous improvement, including checking back in, adjusting strategy, modifying goals and targets, and adapting behaviors.

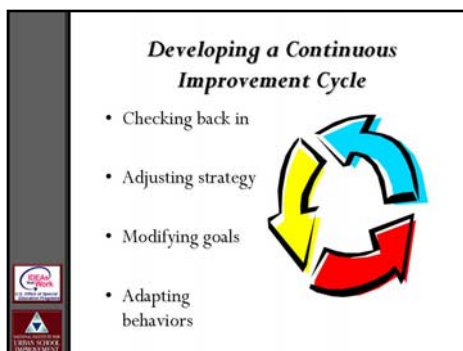
SLIDE 2



Continuous Improvement Planning:

The purpose of continuous improvement planning is to reach goals based on knowledge and understanding gained through continuous evaluation of current practice, change efforts, and influence. The rest of this lecturette covers the mechanism (continuous improvement cycle) for achieving positive change.

SLIDE 3



Developing a Continuous Improvement Cycle:

The four steps listed on this slide are important components in the ongoing continuous-improvement-cycle. A team should meet regularly to accomplish these four steps:



1. To check in on the goals set
2. To adjust strategy for meeting those goals

3. To modify the goals as needed
4. To adapt change actions as needed to meet any revision of the goals

SLIDE 4

Checking Back In

- Re-visit goals
- Use evidences of change to determine progress towards goals, or barriers to progress



Checking Back In:

As a change progresses, teams should continually check-in to see if the change is still on track for meeting its original goals. In Activity 1, teams identified data to be used for tracking progress and should use these data to guide the check-in process to highlight areas that are successful or areas where barriers to change have occurred. Does the team need to modify its

current activities? Have circumstances changed so that the team needs to modify its original goals?

SLIDE 5

Adjusting Strategy

After looking at evidence of success or challenges, target necessary changes and adjust your strategy



Adjusting Strategy:



What are the reasons that a goal is not being met? Is more time needed to see change? Is there resistance from stake holder groups? Do all areas of the system see the need for change? Do the goals of the change process meet the needs of the district, the school, the teachers, the students, and the families and community? Where is resistance coming from?

Teams must adjust their strategy when what they are doing is unlikely to succeed. This could mean changing the way they are attempting to implement change, or it could mean giving up on the change altogether.

SLIDE 6

Modifying Goals


- Change is a complex task - not all outcomes can be anticipated
- Goals may need to be modified as new information is uncovered



Modifying Goals:

After discussion of goals, successes, and challenges in the check-in stage, the team should be able to identify areas that are working and what activities led to those successes. Positive change may create the need for modification of goals because some goals may be met by the changes, or new goals may be developed based on the effect of the positive change.

They should also identify areas where challenges have occurred, and discuss ways of working around those challenges. If there is no avenue for moving past the challenges presented, goals may need to be modified.

SLIDE 7



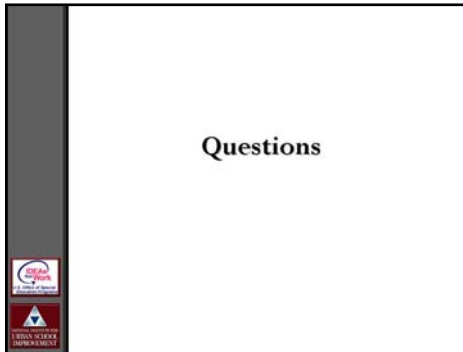
Adapting Behaviors

- Identify what activities have been successful
- Identify those activities that have met with resistance
- Revise action steps to build on successes

Adapting Behaviors:

If new goals are established, teams should return to the activities planning and revise the action steps needed to accomplish the goals.

SLIDE 8



Questions

Questions:

This is a question and answer period. Limit it to 3 – 5 minutes.

Activity 3: Develop a Continuous Improvement Plan - Background

In this activity, participants gain experience in order to implement continuous improvement in their own schools.

OUTCOMES MET IN ACTIVITY

- Develop a continuous improvement cycle for tracking their change process

ACTIVITY SECTIONS

- Part 1: Continuously Positive Improvement
- Part 2: Current Changes
- Part 3: Continuous Improvement Planning

COMPLETE ACTIVITY TAKES 20 MINUTES

Activity 3: Develop a Continuous Improvement Plan

Activity 3, Part 1: Continuously Positive Improvement

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

None

ACTIVITY PURPOSE

This activity acknowledges the benefit of continuous improvement.

ACTIVITY TIME LIMIT

5 minutes

ACTIVITY

Brainstorm ways that using continuous improvement helps change efforts. For example: adjusting your strategy by approaching teachers with a change instead of the administrators with whom you've made little progress, you may suddenly find that you are meeting your goals and that the teachers have even better ideas for implementing the change.

FACILITATOR NOTE

You don't need to write down this list, just brainstorm to get the ideas flowing.

Activity 3, Part 2: Current Changes

FACILITATOR MATERIALS

Chart paper, overhead, or presentation slide

PARTICIPANT MATERIALS

None

ACTIVITY PURPOSE

This activity generates ideas for Part 2.

ACTIVITY TIME LIMIT

5 minutes

ACTIVITY

Brainstorm change efforts currently underway in the participants' schools, e.g., increased parent involvement; higher literacy skills; lower dropout rate; etc. If you don't get many ideas, ask for potential changes – have participants "think big."

FACILITATOR NOTE

Introduce this activity as the pre-activity for Part 3. This list prepares the participants to create a continuous improvement plan in their own school and for changes currently underway. Leave the list up for Part 3.

Activity 3, Part 3: Continuous Improvement Planning

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

Continuous Improvement Planning

ACTIVITY PURPOSE

Participants practice skills and knowledge gained in the academy.

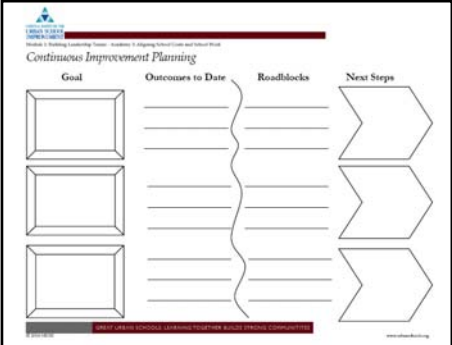
ACTIVITY TIME LIMIT

10 minutes

ACTIVITY

Organize groups by school teams, small groups will work better than larger groups. Ask groups to fill out the *Continuous Improvement Planning* tool:

1. Ask groups to identify several goals currently underway in their own school. Use the list from the first part of this activity.
2. Have groups list several outcomes that have already occurred related to those goals.
3. Request groups to identify roadblocks that keep them from fully accomplishing their goals.
4. Invite them to list some next steps so they can go back to their schools and work on these changes.



The form is titled "Continuous Improvement Planning" and is divided into four columns: "Goal", "Outcomes to Date", "Roadblocks", and "Next Steps". Each column has three rows of input fields. The "Goal" column has three rectangular boxes. The "Outcomes to Date" column has three horizontal lines. The "Roadblocks" column has three horizontal lines. The "Next Steps" column has three chevron-shaped boxes pointing to the right.

FACILITATOR NOTE

None

Leave Taking

Leave Taking, Part 1: Self Assessment

PARTICIPANT MATERIALS

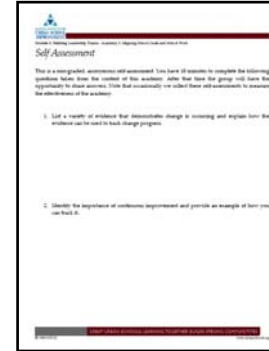
Self Assessment

ACTIVITY PURPOSE

The self assessment provides the participant with an objective means of evaluating the knowledge and skills gained in this academy.

ACTIVITY TIME LIMIT

10 minutes



ACTIVITY

Have participants complete the *Self Assessment*. Remind groups that their assessments will be collected for module assessment purposes and they do not need to put their names on the assessments.

Leave Taking, Part 2: Debrief

PARTICIPANT MATERIALS

Chart paper, overhead, or presentation slide

PARTICIPANT MATERIALS

Self Assessment

ACTIVITY PURPOSE

This activity gives participants a chance to compare their evaluation answers.

ACTIVITY TIME LIMIT

10 minutes

ACTIVITY

Return to whole group and ask participants to share their responses. Use an overhead or chart paper to record what they say as a way to highlight new learning, and congratulate the group on their hard work.

Leave Taking, Part 3: Academy Evaluation

PARTICIPANT MATERIALS

Academy Evaluation

ACTIVITY PURPOSE

This activity provides feedback for module developers from module participants.

ACTIVITY TIME LIMIT

10 minutes (This can be done as an exit activity. Participants turn the self-assessment and academy evaluation in as they leave.)

ACTIVITY

Have participants complete the *Academy Evaluation*. This evaluation gives the module developers a chance to see how the academy is being received and allows them to improve it as needed.



The image shows a sample of the 'Academy Evaluation' form. It includes a title 'Academy Evaluation', a section for 'I am a...' with radio button options: 'General Ed teacher', 'Instructional', 'Special Ed teacher', 'Parent', 'Programmer', and 'Other'. Below this is a section for 'I am currently attending...' with radio button options: 'Elementary School', 'Middle School', and 'Secondary School'. There are several text boxes for providing feedback, including one for 'I am on the next academy planning team I would...' and another for 'As a result of my participation in this academy, I am going to...'. A small logo for the National Institute for Urban School Improvement is visible in the bottom left corner of the form.

FACILITATOR NOTE

Collect the *Academy Evaluations* and return them to the National Institute for Urban School Improvement along with the *Self Assessments*.

Resources

Anderson, B. T., Brown, C., & Lopez-Ferrao, J. (2003). Systemic reform: Good educational practice with positive impacts and unresolved problems and issues. *Review of Policy Research*, 20(4), 617-628.

This article describes the National Science Foundation's systemic reform programming, including major accomplishments and barriers to systemic reform. The challenges of systemic reform and new directions for education reform are discussed. The focus is on the results and challenges of policies implemented by the systemic initiatives, namely the mandate for the alignment of standards, curriculum, instruction, and assessment with the implementation of a standards-based K-12 mathematics and science education program; increased science and mathematics requirements for high school graduation; the delivery of intensive, high-quality professional development; and improvement in student achievement after three years of funding. A broader view of education reform in the future will require policymakers and educators to pay more attention to formulating mutually supportive policies across education, health, and social services; establishing fiscal policies that provide sufficient funding to ensure equitable outcomes; and revising accountability policies to facilitate rather than impede the reform efforts.

Bernhardt, V. L. (1998). *Data analysis for comprehensive schoolwide improvement*. Larchmont, NY: Eye on Education.

With clear and concrete examples from elementary and high schools, this book helps you effectively gather, analyze, and use data to improve student learning. It demonstrates how to make better decisions, identify root causes of problems, and communicate and report results.

Bernhardt, V. L. (2000). *Designing and using databases for school improvement*. Larchmont, NY: Eye on Education.

Written in a conversational style, *Designing and Using Databases* provides an easy-to-follow guide to help school personnel work through the processes of using data to improve student learning. This book shows you how to design a database that fits your school or district. The advice in this book applies to a wide range of approaches -- from the simple and inexpensive to the high-end.

Bernhardt, V. L. (1999). *The school portfolio*. Larchmont, NY: Eye on Education.

A school portfolio is the most effective way to ensure your school's success at systemic reform. Extensively tested, it is a non-threatening self-assessment tool which exhibits a school's goals, achievements, and vision for improvement. This book will show you how to develop a school portfolio tailored to your particular school and vision.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Business, nonprofit, and public sector leaders are facing new and daunting challenges--rapid-paced developments in technology, sudden shifts in the marketplace, and crisis and contention in the public arena. If they are to survive in this chaotic environment, leaders must develop the skills they need to lead effectively no matter how fast the world around them is changing. *Leading in a Culture of Change* offers new and seasoned leaders' insights into the dynamics of change and presents a unique and imaginative approach for navigating the intricacies of the change process.

Fullan, M. (2003). *Change forces with a vengeance*. New York: RoutledgeFalmer.

Educators have already taken on board the idea that educational change and school reform are not as easy to accomplish as first expected. In this book, Michael Fullan, arguably one of the world's leading authors on the issue of educational change, explores why this continues to be the case, and builds on the lessons that he set out so clearly in the first two volumes of his trilogy on the subject. This book is concise, accessible and the message contained is clearly written with a broad audience mind both for academics in education and general reader.

McLagan, P. A. (2002). Success with change. *T + D*, 56(12), 44-53.

Summarizes research on how organizations implement change successfully. Focuses on five lessons for implementing and sustaining change: (1) be sure it will add value; (2) match the change process to the challenge; (3) provide management support; (4) prepare the system for change; and (5) help people align.

Senge, P. (2000). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Doubleday.

One of the great strengths of *Schools That Learn* is its description of practices that are meeting success across the country and around the world, as schools attempt to learn, grow, and reinvent themselves using the principles of organizational learning. Featuring articles, case studies, and anecdotes from prominent educators such as Howard Gardner, Jay Forrester, and 1999 U.S. Superintendent of the Year Gerry House, as well as from impassioned teachers, administrators, parents, and students, the book offers a wealth of practical tools, anecdotes, and advice that people can use to help schools (and the classrooms in them and communities around them) learn to learn.

Squire, K. D. & Reigeluth, C. M. (2000). The many faces of systemic change. *Educational Horizons*, 78(3), 143-152.

The writers discuss the systems approach to educational reform. They examine the various meanings of the term "systems" and outline the resulting approaches for the improvement of education. Suggestions for avoiding the confusion that surrounds much of the current debate on the topic of systemic change in education are provided.

Tosti, D. T. (2000). Systemic change. *Performance Improvement*, 39(3), 53-59.

Examines three factors contributing to organizational success: use of a systemic model to design and guide the change effort; analysis of interdependencies within the system and of the change potential; and use of communication methods to help ensure that the change will be supported. Presents characteristics of successful change efforts with related questions that are typically asked about a change.

Glossary

BUILDING LEADERSHIP TEAM

A Building Leadership Team is a school-based group of individuals who work to provide a strong organizational process for school renewal and improvement.

NATIONAL INSTITUTE FOR URBAN SCHOOL IMPROVEMENT

The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities.