Making Our Dream A Reality

Facilities Leadership Seminar
September 14, 2012

We Dreamed A Big Dream…

- **We wanted:**
  - To be able to graduate students from our facilities,
  - A data system to be able to do our reporting electronically,
  - To be able to spend less of our time on assessment.

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We Are Well On Our Way!

- **First: the State Facilities Board adopted Graduation Requirements in March, 2012.**

- **Now we need to implement curriculum that will meet those requirements.**

- **When that's in place, the need for academic placement assessments will be minimal.**

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So Now We Are To The Heart Of Our Work…

Our Goal:

"To increase the achievement of students in facility schools by increasing the rigor and effectiveness of instruction while delivering a comprehensive curriculum. "

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Facilities Comprehensive Curriculum = Colorado Common Core Standards

- **Colorado Common Core Standards are being translated into curriculum calendars.**
- **The curriculum calendars become facilities' "scope and sequence" in each of the four curricular areas:**
  - **Math**   **-Social Studies**
  - **Language Arts**   **-Science**

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Consistent Use Of Calendars Across All Facilities Will…

- **Allow us to give students a consistent educational experience regardless of their length of stay or multiple placements.**
- **Save us assessment time because calendars will help us know:**
  - **Where/what instruction the student last got.**
  - **What content students have/have not covered.**
- **Give us the ability to multi-age group in a manner that ensures grade appropriate curriculum for each one.**

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"But we're already doing standards-based instruction, aren't we?"

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What's Different Now?

- **We are teaching "TO" the standards and using a linear approach:**
  - We develop the IEP.
  - Then, we develop an educational goal (or several)
    - Typically these educational goals focus on skills or remedial skill development.
  - Then we review the standards and identify one that our goal would be consistent with….

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In The Future…

- We will teach FROM the standard which allows our instruction to be more multi-dimensional and robust.
  - We will start with the STANDARD.
  - Then we have to make choices:
    - Concepts
      - Content
      - "Concrete to Abstract" and "Complexity of Concept"
      - After those decisions; identify the student's grade level

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In The Future…, Cont'd.

- And/Or Skills
  - We will determine if the student has age and grade appropriate skills.
  - If a student has deficits or higher-than-grade-level skills, we will
    - Review the scope and sequence in that area,
    - Identify the appropriate skill for the student to be learning.

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The BIG Change

From Deficit Model

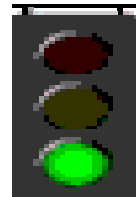"What skills doesn't the student know? We'll teach them"

To

Comprehensive Grade Level Expectations

"What concepts and does this student who is at a given grade level, need to be learning now?"

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No Question…

This is a BIG change!

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But Remember:

- **Change is not simply change!**
- **Change may be first-order or second-order.**

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- **Let's Review what we know about First and Second-order change…..**

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First-order Change

- Is incremental.
- Thought of as "the next most obvious step for a school.
- Fine tunes the system through a series of small steps that do not depart radically from the past.

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Second-order Change

- Is definitely NOT incremental.
- A dramatic departure from the expected, both in terms of defining the problem and finding a solution.
- A deep change which alters the system in fundamental ways, offering a dramatic shift in direction and requiring new ways of thinking and acting.

Marzano, Waters, McNulty

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First Versus Second-order Change Is A Matter Of Perception

- "The phenomenon of first- versus second-order change is an internal event. It is defined by the way people react to a proposed innovation. Whether a change is perceived as first order or second order depends on the knowledge, experience, values and flexibility of the individual or group perceiving the change."

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Marzano, Waters & McNulty

Characteristics Of First And Second-order Change

First-order Change	Second-order Change
•Is perceived as an extension of the past.	•Is perceived as a break with the past.
•Fits within existing paradigms.	•Lies outside existing paradigms.
•Is consistent with prevailing values & norms.	•Conflicts with prevailing values & norms.
•Can be implemented with existing knowledge and skills.	•Requires resources currently not available to those responsible for implementing.
•Accepted due to common agreement the innovation is necessary.	•Resisted because only those with a broad view of school see as necessary.

Why Does Second-order Change Matter?

"….The leadership supporting an innovation must be consistent with the order of magnitude of the change required by an innovation. If leadership techniques do not match the order of the change required by an innovation, the innovation will probably fail regardless of its merits."
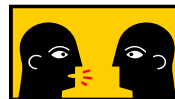
Marzano, Waters, McNulty

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Think-Pair-Share

Turn to the person next to you.
Share:
– **Examples of innovations that have "come and gone" during your career in education.**

Discuss:
– **Why you think they "broke down".**

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Is "Increasing student achievement by increasing the rigor and effectiveness of instruction while delivering a comprehensive curriculum"

A First Or Second-order Change?

To answer the question, ask:

- **Is increasing instructional rigor while delivering a comprehensive curriculum a logical and incremental extension of what facilities have done in the past?**
- **Does increasing instructional rigor while delivering a comprehensive curriculum fit into the existing paradigms of facility teachers & treatment staff?**

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Is "Increasing student achievement by increasing the rigor and effectiveness of instruction while delivering a comprehensive curriculum"
A First Or Second-order Change?, Cont.

- **Is "increasing instructional rigor while delivering a comprehensive curriculum" consistent with prevailing values and norms?**
- **Can everyone be involved in teaching reading with the knowledge and skills that currently exist among teachers & administrators?**

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Is
"Increasing student achievement by increasing the rigor and effectiveness of instruction while delivering a comprehensive curriculum"
A First Or Second-order Change?, Cont.

- **Can we increase instructional rigor while delivering a comprehensive curriculum with currently available resources?**
- **Is there common agreement that the rigor of instruction and delivery of a comprehensive curriculum needs to occur?**

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The Answer Becomes Clear…

Increasing student achievement by increasing the rigor and effectiveness of instruction while delivering a comprehensive curriculum

is

a second-order change.

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So Why Do So Many See This As First-order Change?

- **It is a common human response to address virtually all problems as though they were First-order change issues.**
    - **Argyris & Schon (1974) explain this tendency in terms of "mental maps".**
    - **Fritz (1984) "A common rule of thumb in life is to have a formula about how things should work so if you learn the formula, you will always know how to act."**
    - **Fullan (2001) "The big problems of the day are complex, rife with paradoxes & dilemmas. For these problems there are no once-and-for-all answers."**

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Our Task Is Clear

Leadership's challenge is not to change how people perceive the change (ie. First or Second-order).

Rather, the challenge is to match the magnitude of our leadership with the magnitude of the change.

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Leadership Challenges Of Second-order Change

- **Research by Marzano, Waters & McNulty identified 21 key responsibilities for successful school leaders.**

- **Seven of the 21 key responsibilities are critical to second-order change.**

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Critical Leadership Responsibilities for Second-order Change

- **Knowledge of Curriculum, Instruction & Assessment.**
- **Optimizer**
- **Intellectual Stimulation**
- **Change Agent**
- **Monitoring/Evaluating**
- **Flexibility**
- **Ideas/Beliefs**

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Shifting Definitions for Second-order Change

Say Something

- Locate the reading entitled, "Managing Second-order Change".
- Select a partner you have not worked with today.
- Each partner reads the first paragraph.
- Look at each other when you have finished.
- Each of you takes a turn to "say something" about what you have just read.
- Repeat the process for each paragraph until you have finished reading.

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Find A New Partner

- Look at the chart entitled, "Leadership Team Actions Supporting the Nine Responsibilities of a Principal".
- Discuss each responsibility together and determine:
  1. If you are doing any of the actions listed or something different. If different, write what you are doing on the chart.
  2. If the Leadership you are currently providing for each one is more appropriate for First or Second-order change.
- Tally the total number of responsibilities that you are approaching as First-order and the total number as Second-order change.
- Discuss at your table what the tally result suggest to you as next steps.

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Leadership Challenges Of Second-order Change, Cont.

- **Research by Marzano, Waters & McNulty identified 21 key responsibilities for successful school leaders, seven of which are critical to second-order change.**
- **<u>More</u> importantly: Four of the 21 key responsibilities are negatively affected by second-order change.**

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Key Responsibilities Negatively Impacted By Second-order Change

1. **<u>Culture:</u> Fosters shared belief and a sense of community and cooperation.**

2. **<u>Communication:</u> Establishes strong lines of communication with & among teachers and students.**

3. **<u>Order:</u> Establishes a set of standard operating procedures and routines.**

4. **<u>Input:</u> Involves teachers in the design & implementation of important decisions & policies.**

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How Can Leadership Respond?

- Look at the chart titled "Second-Order Change: Responsibilities That Suffer and Actions That Help".
- Are there activities under each heading that you are already doing to some degree and could expand? Change?
- Is there anyone else in your facility that you could enlist in helping you with these responsibilities? Who?

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Focusing On The Four Negatively Impacted Responsibilities

- **Working alone:**
  - Rate each of the four responsibilities on a scale of 1 to 5 with "1" being low and "5" being high.
    - On the left side of the chart next to each responsibility, rate how important it is to address it for your facility's teachers.
    - On the right side of the chart next to each responsibility, rate how well you think you are currently doing at addressing it.
- **Action plan:**
  - At the bottom of the page write one thing you are going to begin doing next week.
  - Share it with others at your table.

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If you think you're too small to make a difference, try sleeping in a room with a mosquito.

-African Proverb

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