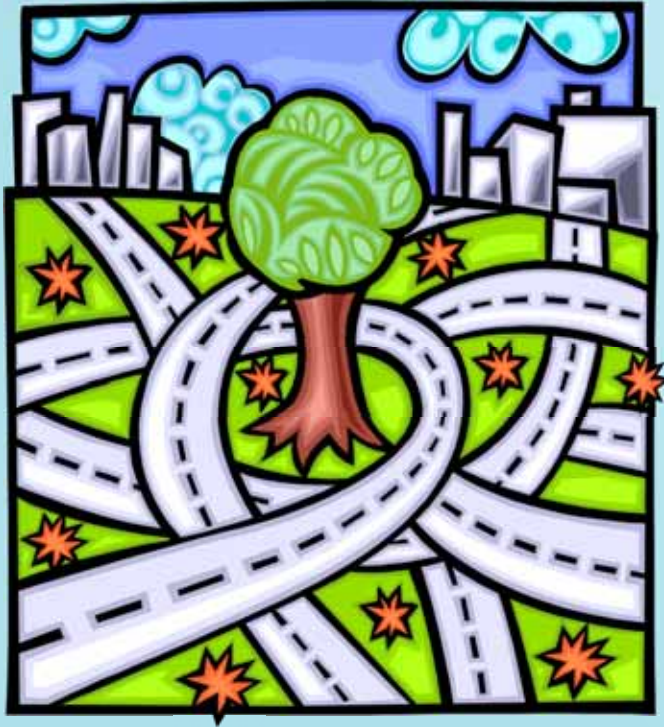




Running All the **Red** Lights

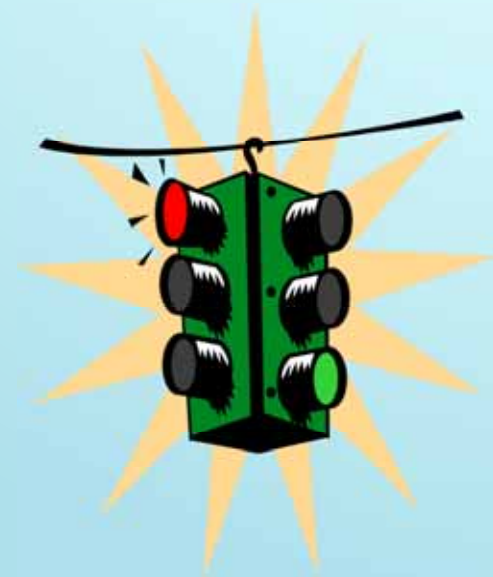
**Swedish Institute
for Quality
Conference
January 19, 2011**





**Two journeys
at two
different
times...**

Similar RED lights



Azalea Elementary – St. Petersburg, FL

- ▶ **Approximately 750 students**
- ▶ **65% Free/Reduced lunch status**
- ▶ **30% minority – African American under Federal Court order busing from inter-city St. Petersburg.**
- ▶ **18 self-contained Special Education classrooms for behavior based issues (250 students).**
- ▶ **Academic performance – Average of 35th percentile in reading and math**

Azalea Elementary Background

- ▶ **Removed principal**
- ▶ **Budget problems**
- ▶ **Low student achievement – average 35th percentile in math and reading over 18 years**
- ▶ **Low community expectations**
- ▶ **Low trust – community and staff**
- ▶ **Low morale**
- ▶ **Excellent staff**

Iredell-Statesville Schools

Statesville, NC

- ▶ **Approximately 21,300 students**
- ▶ **20th largest district in the state out of 115**
- ▶ **Urban – suburban – rural settings**
- ▶ **Birthplace of NASCAR!**
- ▶ **37% Economically Disadvantaged**
- ▶ **35 schools -16 El., 7 MS, 5 HS, 5 other**
- ▶ **72% White, 17% Black, 9% Hispanic, 3% Asian**
- ▶ **\$7,125 per pupil spending - \$7,954 state average**

ISS Background

- ▶ **Removed superintendent (skolchef)**
- ▶ **Budget problems**
- ▶ **Low student achievement – 55th in state out of 115 districts**
- ▶ **Low community expectations**
- ▶ **Low trust – community and staff**
- ▶ **Low morale**
- ▶ **Excellent staff**

Leadership is KEY!

Sir Isaac Newton's first law of motion says that bodies tend to stay at rest unless acted upon by an outside force.

(Hord & Sommers, 2008)

District/Board Expectations

- **Systems approach**
- **Continuous improvement focus**
- **Learning centered focus**
- **Innovation focus**
- **Process management focus**
- **Top Ten vision/Make A+ Status!**

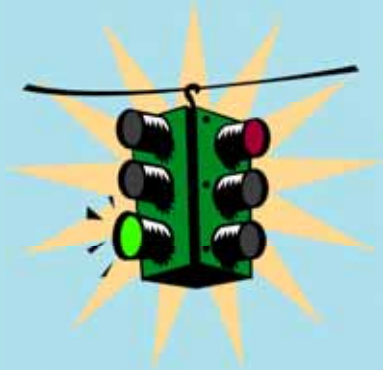
The Clash

Leadership Beliefs vs. Existing Culture

- Problems are system based vs. people based
- Learning system vs. teaching system
- Decisions data driven vs. tradition (way we've always done it)
- Innovation vs. status quo



With the people around you, discuss the current culture/ belief system in your educational setting. Can you identify any “clashes” that need to be addressed?



All Systems Go

“All systems go means that every vital part of the whole system – schools, community, district, and government contributes individually and in concert to forward movement and success.”

Michael Fullan, 2010

Big Ideas for Whole System Reform

- ▶ **All children can learn.**
- ▶ **A small number of key priorities.**
- ▶ **Resolute leadership/stay on message.**
- ▶ **Collective capacity (disciplined collaboration).**
- ▶ **Strategies with precision.**
- ▶ **Intelligent accountability.**
- ▶ **All means all.**

Michael Fullan, 2010

The Systems Improvement Journey

- **Foundation for Leadership**
 - Leadership passion for and commitment to learning
 - Leadership basic beliefs
 - Change management process
 - Systems Improvement as the blueprint, framework and measure

Leadership Beliefs

- **The vast majority of adults want the best for children and want children to be successful**
- **No one comes to work everyday and wants to fail**
- **A passion for learning exists in all of us**
- **The level above must enable the level below**

Leadership Beliefs – System vs. People

If children are not learning at high levels, the adults have not done their part.

- **Parents have not created a system of encouragement and support for learning**
- **Teachers have not created learning centered classrooms and teaching is still the central focus of each day.**
- **Principals support adult centered schools rather than learning centered schools**
- **Superintendents and school boards have created adult centered school systems rather than learning centered systems**

Modeling Expectations: Listening Process

Defining customer requirements/building relationships:

Questions the Superintendent asked of staff:

- What is getting in the way of student learning?
- What do you need to help all children learn to high levels?
- What do you expect from the superintendent?

Questions the Principal asked of students:

- What is working at Azalea to support your learning and why?
- What is not working and is it worth fixing?
- What new ideas do you have to make this a better place for learning?

Modeling by Leadership

- Use of Quality Tools
 - Issue Bin
 - Affinity Diagram
 - Plus/Delta
 - Root Cause Analysis
- Plan Do Study Act Cycle
 - Attendance
- Early Success

What Worked on the Journey for Azalea Elementary

Building a culture: team building, communication systems, common vision-mission-core values

Creating a common vision with students: Why are you here today?

Training...training...training... and more training

External coaching

“In your face” data

Empowerment of entire staff and student body

Completing an outside systems-based assessment of the school as a system and using the school improvement process to close the gaps identified by this assessment.

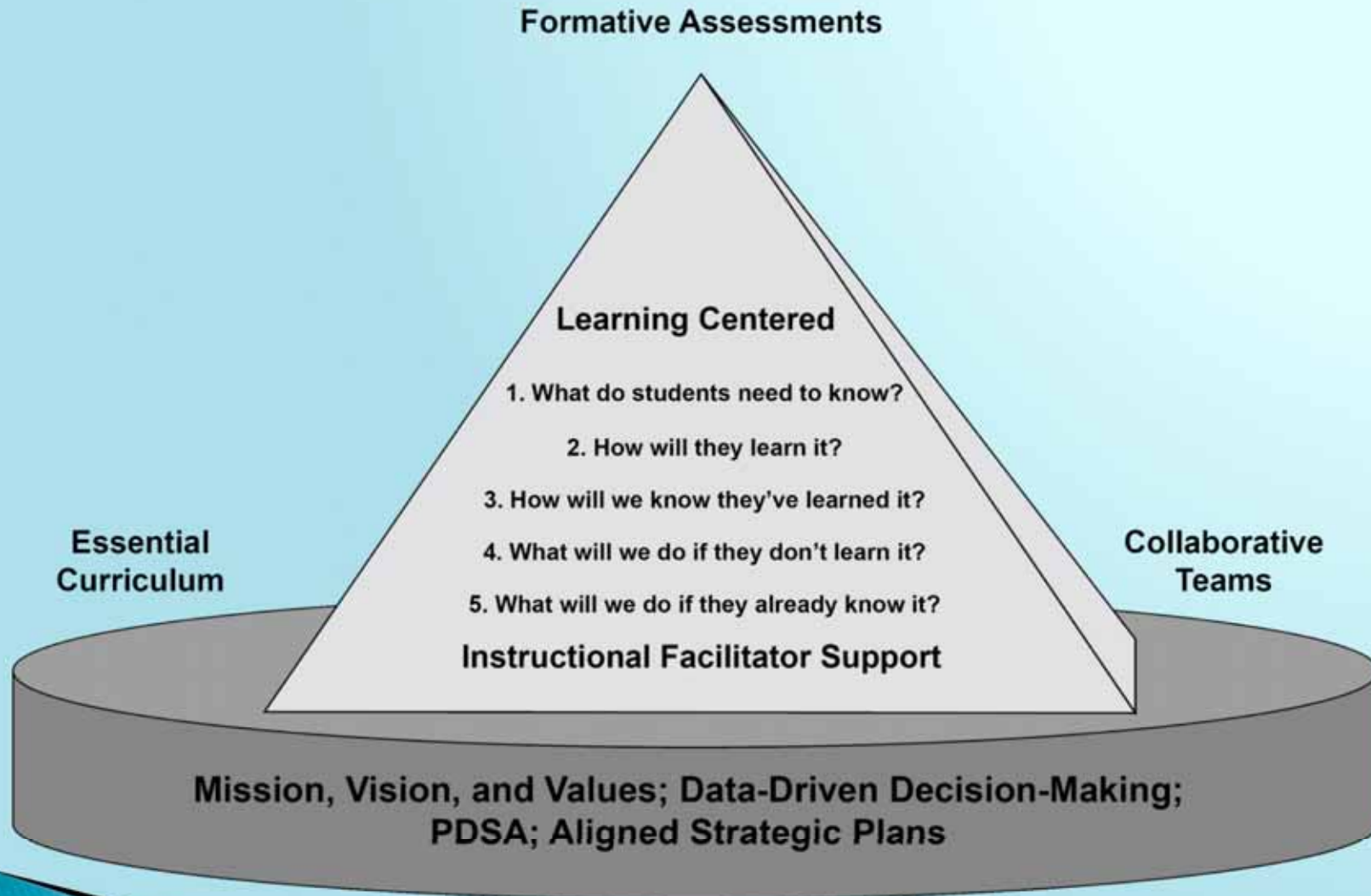
What Worked on the Journey for I-SS

- ▶ **Plan-Do-Study-Act approach to continual improvement**
- ▶ **Collaborative Teams or PLCs**
- ▶ **Essential Curriculum**
- ▶ **Formative Assessments**
- ▶ **Data-driven decision making**
- ▶ **Instructional Facilitators**
- ▶ **Classroom Walkthroughs**
- ▶ **Aligned strategic plans**

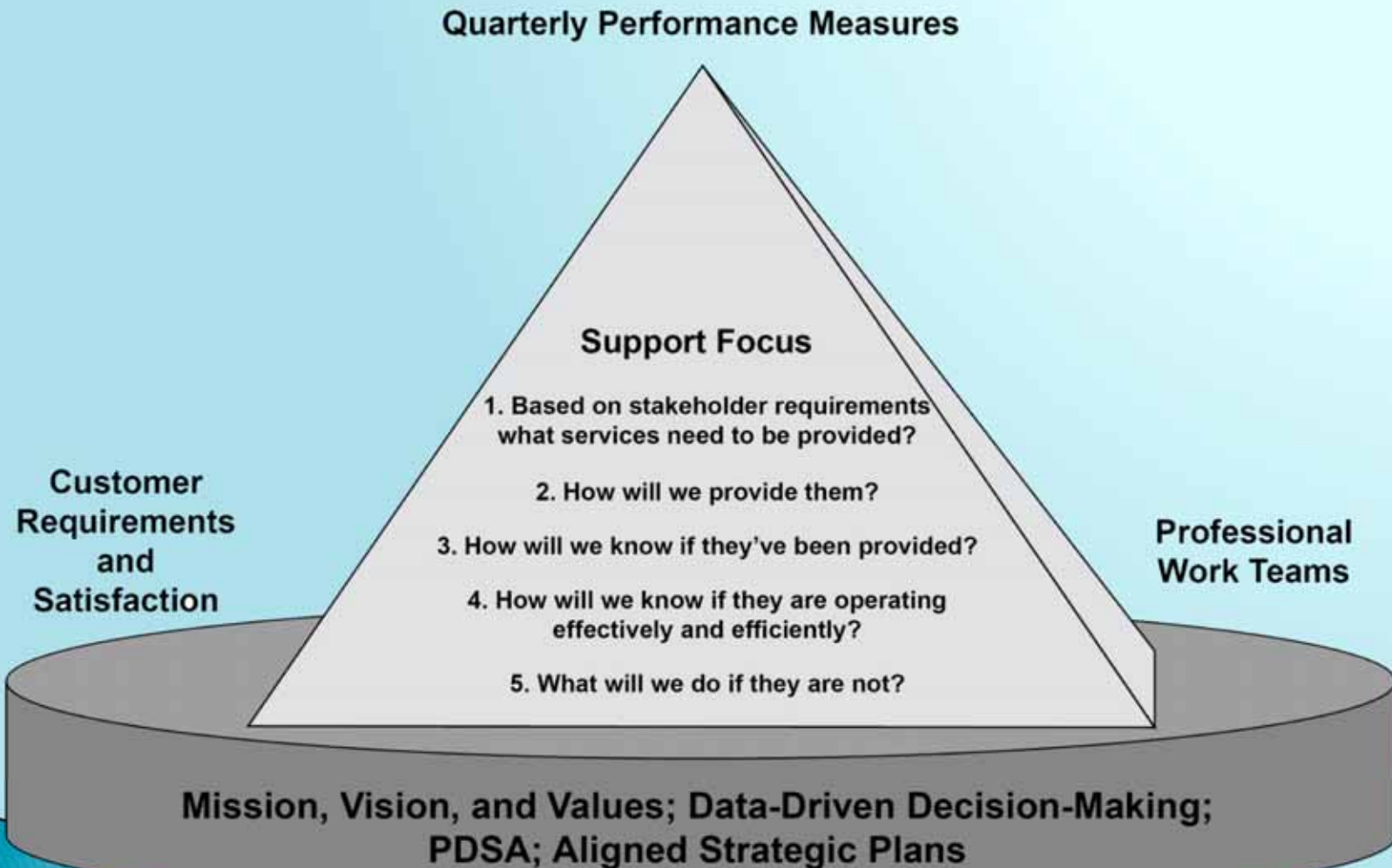
Key Strengths Defined in Outside Systems Assessment for ISS

- ▶ **Structures to communicate Model for Performance Excellence**
 - **Model to Raise Achievement and Close Gaps (Learning Triangle)**
 - **Model for Effective and Efficient Operations (Operations Triangle)**
- ▶ **Key work processes aligned to core competencies**
- ▶ **Plan – Do – Study – Act approach to continual improvement utilized at all levels in all sectors.**

I-SS Model to Raise Achievement and Close Gaps



I-SS Model for Aligned, Effective, and Efficient Operations



Continual Improvement

Plan – Define the need for improvement and determine what the goal is for closing the gap.

DO – Define the approach to close the gap and engage staff and students in implementation.

Study – Gather data on the implementation and analyze.

Act – Determine how to improve the approach and implement changes in the new plan.

Begin again!

Repeating Behavior Changes is Key to Cultural Change

- You are more likely to act your way into a new way of thinking than to think your way into a new way of acting
- Start with small behavior changes tied to systemic and systematic processes
- Early successes – tardies, class interruptions, attendance...

Michael Fullan, Turnaround Leadership, 2007

Professional Learning Communities Facilitated by Instructional Facilitators

- Define the work of PLCs and set expectations for implementation – Matrix and Rubric.
- Provide training and support for PLCs on how to work as high performing teams.
- Provide professional development on instructional best practices – HYIS, CASL, Differentiation, Data Assessment.
- Create data systems aligned to standards that will inform instruction – Predictive Assessments.
- Assess implementation levels – CWT.
- Direct training/coaching based on identified gaps in implementation data.

Professional Learning Community Implementation Matrix

Date/ Week	Action	Person Responsible	Product	Observed by or Report to
By Oct 23 Week 9	Administer district PA or develop and administer CFA. Analyze classroom performance of CFA or PA during the following week (by Oct. 30 st) (Std 1,4,5)	Teacher and PLC Team	Classroom CFA Results Reports	Leadership Team
By Nov 6 Week 11	PLC teams analyze PA or common formative assessment results and report to SIT. (Std 1, 4, 5)	PLC Chair	PLC report to SIT	School Improvement Team
	Implement PLC PDSA action steps based on gap analysis & document data driven best practices in the PLC Instruction Guide. (Std 1, 2, 3, 4, 5)	PLC Chair / Classroom Teacher	PLC PDSA updated	Leadership Team
	PLCs analyze grade level/subject CWT reports and develop action steps aligned to school wide action steps. (Std 4, 5)	PLC Chair	PLC Data Analysis	Leadership Team
	Implement Classroom PDSA cycle based on gap analysis. (Std 1, 2, 3, 4)	Classroom Teacher	Classroom PDSA Posted	Leadership Team

Prof. Learning Community Performance Rubric

	Developing	Proficient	Accomplished	Distinguished
<p>5. Focus on Results and Continuous Improvement NCPTS connections: IV.a, b</p>	<p>Sets SMART strategic learning goals aligned to the School Improvement Plan (SIP) to direct the work of the team Monitors SMART goals and reports results to SIT or goal team using the systematic data analysis process Uses PLC PDSA to identify and address gaps based on data</p>	<p>And... Uses results from classroom and grade/subject level assessments to conduct PLC PDSA cycles to determine effectiveness of instruction and learning strategies.</p>	<p>And... Uses comparison results to: -validate effectiveness of instructional strategies -identify strengths and weaknesses in individual practice -help each other address areas of concern -improve overall team performance results</p>	<p>And... The work of the collaborative team results in improved learning results. The team has a systematic process to celebrate the achievement of, and progress towards goals. Shares effective teaching and/or learning strategies with other PLCs within and outside the school.</p>

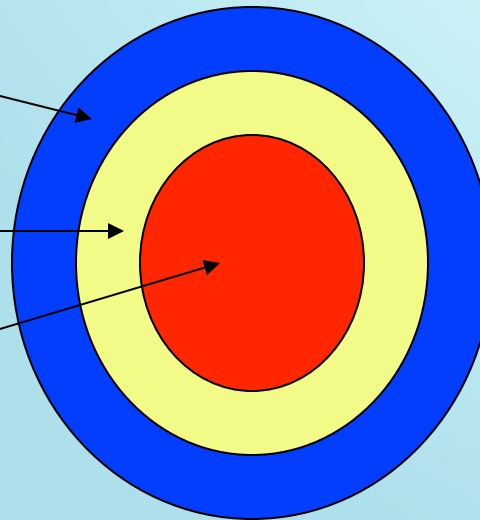
Defining and Assessing the Essential Curriculum is **ESSENTIAL!**

- ▶ Curriculum Review Week
- ▶ Unpacking the Standards
- ▶ Developing/revising Predictive Assessments
- ▶ Essentials written in “Kid Friendly” statements

Nice To Know

Important

Essential



Classroom Walkthroughs (CWTs)

- **Defined as a district approach**
- **Professional development and continuous coaching of all people doing CWTs**
- **Operational definitions of key observation areas**
- **Inter-rater reliability**

Standardized CWT Assessment Tool

CWT Standard Tool			
Date:	Time:		
Observer Name:	Title:		
School:	Subject	Grade	
1. FOCUS ON CURRICULUM			
1a. Current essential curriculum is visible by all in age appropriate language.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No		
1b. Strategic learning goal is posted in SMART goal format.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No		
1c. Strategic data (Baseline, PA and/or CFA) on strategic goal are posted and current.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No		
1d. Class mission statement is clearly posted in the classroom.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No		
1e. Classroom PDSA learning target and SMART goal are displayed and current (PLAN).			
<input type="checkbox"/> Yes	<input type="checkbox"/> No		
1f. Classroom PDSA trend data are current and clearly displayed in graph form.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No		
1g. Classroom PDSA trend data are discussed and analyzed (STUDY) for previous cycle.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Yet	
1h. Lesson objective (what is being taught now) is evident to students.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine	
1i. Lesson objective is on target for grade level standards.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No		
2. FOCUS ON INSTRUCTION			
2a. PDSA strategies for teacher are current, aligned to PDSA target, and focused on instruction (DO).			
<input type="checkbox"/> Yes	<input type="checkbox"/> No		
2b. PDSA cycles indicate improvements in teaching/learning strategies (ACT).			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Yet	
2c. Identify Instructional Practices.			
<input type="checkbox"/> Coaching	<input type="checkbox"/> Hands on	<input type="checkbox"/> Testing	
<input type="checkbox"/> Discussion	<input type="checkbox"/> Lecture	<input type="checkbox"/> Providing directions/instruction	
<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Presentation	<input type="checkbox"/> None Observed	
<input type="checkbox"/> Modeling	<input type="checkbox"/> Providing opportunity for practice		
<input type="checkbox"/> Teacher directed Q & A	<input type="checkbox"/> Use of technology		
2d. Identify Grouping Format.			
<input type="checkbox"/> Whole Group	<input type="checkbox"/> Small Group(s)		
<input type="checkbox"/> Individual	<input type="checkbox"/> Focused Group		
2e. Identify research-based instructional strategies.			
<input type="checkbox"/> Setting Objectives	<input type="checkbox"/> Providing Feedback		
<input type="checkbox"/> Summarizing	<input type="checkbox"/> Notetaking		
<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Non-linguistic Representation		
2f. There is evidence of instructional differentiation			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine	
3. FOCUS ON THE LEARNER			
3a. Identify Student Actions.			
<input type="checkbox"/> Listening	<input type="checkbox"/> Reading	<input type="checkbox"/> Speaking	
<input type="checkbox"/> Hands On Materials	<input type="checkbox"/> Writing	<input type="checkbox"/> Skilled Performance/Demonstration	
<input type="checkbox"/> Solving Math Problems	<input type="checkbox"/> Skill Practice		
3b. Identify Instructional Materials.			
<input type="checkbox"/> Software/Website	<input type="checkbox"/> Video/Audio	<input type="checkbox"/> Real world objects	<input type="checkbox"/> Test/assessment
<input type="checkbox"/> Technology	<input type="checkbox"/> Worksheets	<input type="checkbox"/> Textbooks	
<input type="checkbox"/> Oral	<input type="checkbox"/> Content specific manipulatives		
<input type="checkbox"/> Published Print Materials	<input type="checkbox"/> Lab/activity sheet		
<input type="checkbox"/> Student Created Materials	<input type="checkbox"/> Overhead/board/flip chart		
3c. Determine Levels of Class Engagement.			
<input type="checkbox"/> Highly Engaged – Most students are authentically engaged in learning			
<input type="checkbox"/> Well Managed – Students are willingly compliant, ritually engaged in learning			
<input type="checkbox"/> Dysfunctional – Many students actively reject the assigned task or substitute another activity			
4. FOCUS ON CLASSROOM ENVIRONMENT			
4a. Classroom ground rule/norms are clearly posted.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No		
4b. Corrections are made by refocusing the student on learning (mission, norms, strategic goal. . . .).			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> No opportunity for correction	
4c. Models/examples of quality student work with meaningful feedback are posted/utilized.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No		

I-SS Classroom Walkthrough Operational Definitions Document

I-SS Item	I-SS Operational Definition	Additional Information
<p>1a. Current essential Curriculum is visible by all in age appropriate language.</p>	<p>The 10-12 essential learning requirements for current semester/course are posted in the classroom in kid friendly language where they can be easily referenced by students.</p>	<ul style="list-style-type: none"> •Some classrooms may have the whole curriculum copied and posted, but this item refers specifically to the 10-12 learning requirements in the gap area identified by the PLC. •The 10-12 should be visible in the room, though they may also be in student notebooks. •The essential learning requirement for the day – the lesson objective may be worded as a question.
<p>1b. Strategic learning goal is posted in SMART goal format.</p>	<ul style="list-style-type: none"> •The strategic goal – the overarching goal for the year/course – is posted in kid-friendly language where it can be easily referenced by students •The goal should be Specific, Measureable, Aligned, Results-oriented, and Time framed. 	<ul style="list-style-type: none"> •This item is about the strategic goal – the overarching goal for the year/course - not the PDSA target or the mission. •Strategic goals that are not SMART become a PD issue. •Strategic goals should mention end of course/ year test, PA, and CFA if applicable since all are measures of progress toward the strategic goal.
<p>1c. Strategic data (Baseline, PA and/ or CFA) on strategic goal are posted and current.</p>	<p>Data chart (ex: run chart/line graph or histogram/bar chart) is posted and displays up-to-date strategic data as indicated by the Matrix in a form that students can read and understand.</p>	<ul style="list-style-type: none"> •This data should be a measure of progress toward the strategic goal. The chart should indicate performance on the measures mentioned in the strategic goal.(see above) •This data must be current. Current means most recent data displayed within a week of the assessment. Mark “no” if the data is not current. •Baseline data should be based on district or teacher-made assessment.

Inter-rater Reliability Check sheet

CWT Observer Pair Names _____ Week of _____

CWT Item	Agree	Disagree	Comments
1. Focus on Curriculum			
1a			
1b			
1c			
1d			
1e			
1f			
1g			
1h			
1i			

Classroom Walk-through Data Across All Schools

	comparisons:	All			Elem			Mid			High		
# entries		5779	4570	4187	2811	2254	1996	1209	963	1110	1759	1315	372
		3rd Qtr	2nd Qtr	1st Qtr	3rd	2nd Qtr	1st Qtr	3rd	2nd Qtr	1st Qtr	3rd	2nd Qtr	1st Qtr
I. Focus on Curriculum													
1e. Classroom PDSA learning target and SMART goal are displayed and c													
All													
Yes		81.56	77.32	53%	85.54	80.26	55%	82.22	78.41	45%	74.11	71.46	59%
No		16.44	21.11	39%	13.64	18.44	38%	16.36	20.55	46%	21.39	26.22	31%
Unable to determine		2	1.57	2%	0.82	1.3	1%	1.42	1.05	4%	4.5	2.32	2%
1f. Classroom PDSA trend data clearly displayed in graph form													
All													
Yes		83.82	80.4	46%	90.48	84.5	48%	86.25	78.57	40%	69.33	74.08	51%
No		14.01	18.47	46%	8.91	14.43	45%	11.67	20.17	53%	25.49	24.77	39%
Unable to determine		2.17	1.13	2%	0.61	1.08	2%	2.08	1.26	3%	5.18	1.15	1%
1g. Classroom PDSA trend data discussed and analyzed													
All					Elem			Middle			High		
All		3rd Qtr	2nd Qtr	1st Qtr	3rd	2nd Qtr	1st Qtr	3rd	2nd Qtr	1st Qtr	3rd	2nd Qtr	1st Qtr
Yes		78.21	69.47	36%	85.28	75.04	41%	79.8	70.57	27%	62.86	59.01	37%
No		18.35	26.3	53%	13.14	22.27	51%	17.61	26.05	62%	29.27	34.05	44%
Unable to determine		3.44	4.23	4%	1.58	2.69	3%	2.59	3.38	6%	7.87	6.93	5%



“Until you have data as a backup, you’re just another person with an opinion.”

Dr. Perry Gluckman



What We Learned

At every crossway on the road that leads to the future each progressive spirit is opposed by a thousand men appointed to guard the past.

Maurice Maeterlinck, Belgian Nobel Laureate

What We Learned

- ▶ **External Blame**
- ▶ **Complacency**
- ▶ **No Sense of Urgency**

Creating Conditions for Change That Will Last

- What DOES NOT Work
 - Facts alone
 - Fear
 - Force

Sense of Urgency, John Kotter

Creating Conditions for Change That Will Last

➤ What DOES Work

- Relationships
- Repeating small behavior changes
- Reframing beliefs

Change or Die, Alan Deutschman

Creating a Sense of Urgency

- Bring outside in – *External Feedback*
- Listen to employees who interact directly with customers (students) –
- Publish results of listening – *Knowledge Management*
- Public display of results - *Results*

Sense of Urgency, John Kotter



You can't leave footprints in the sands of time if you are sitting on your butt and who wants to leave butt prints in the sands of time?



Bob Moawad

Go leave some footprints!!!!



Brenda Clark

bclarkfsu@gmail.com