

What Successful Schools Have in Common



Don Deshler
University of Kansas
Center for Research on Learning

**Identify a school
that is
successful**

**What 3 things
account most fo its
success?**

"The goal of transformational leadership is to 'transform' people and organizations in a literal sense – to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building."



“Vision without action is a dream.

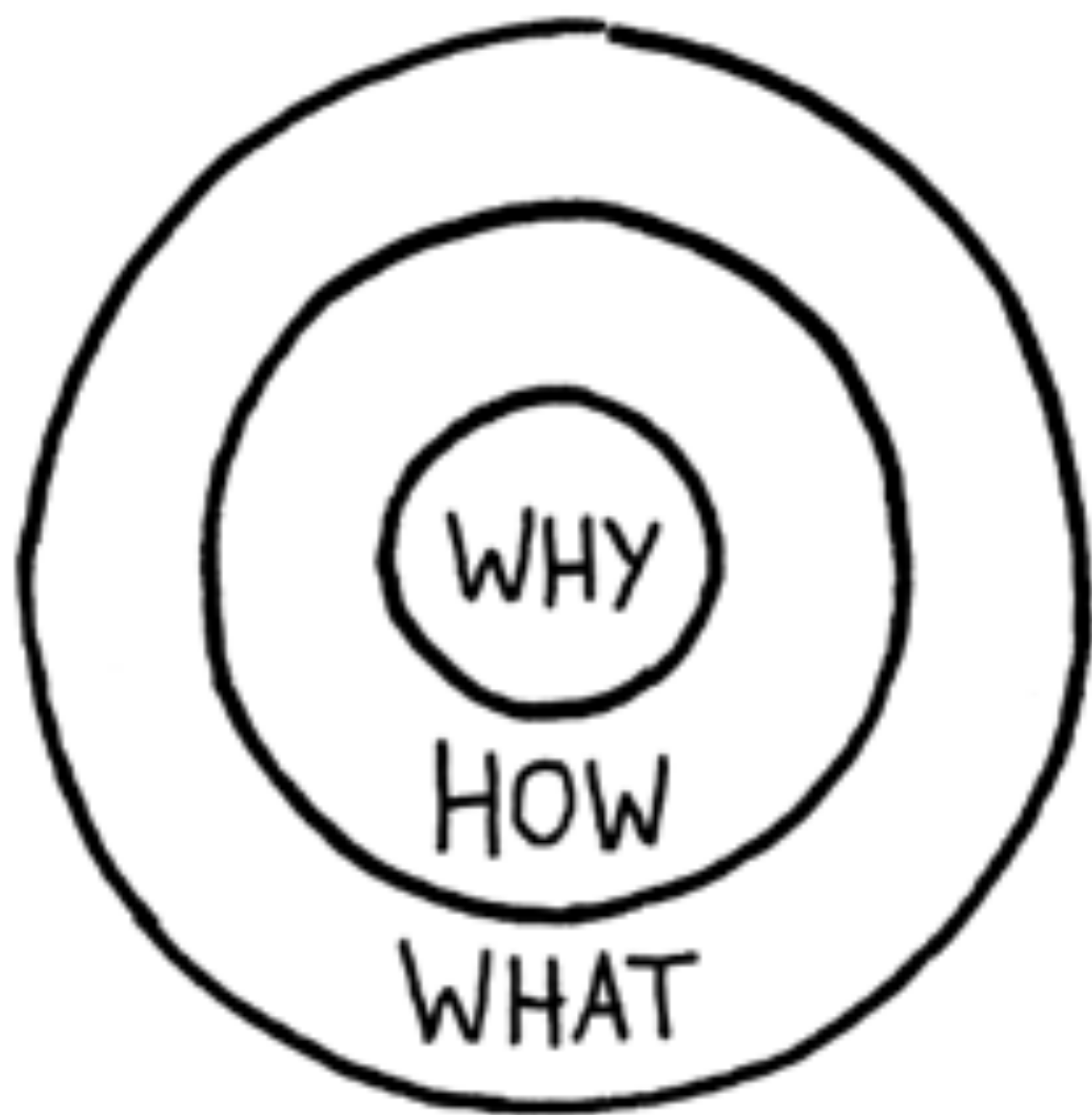
“Action without vision is simply passing the time.

“Action with Vision is making a positive difference.”

Emphasize the

why

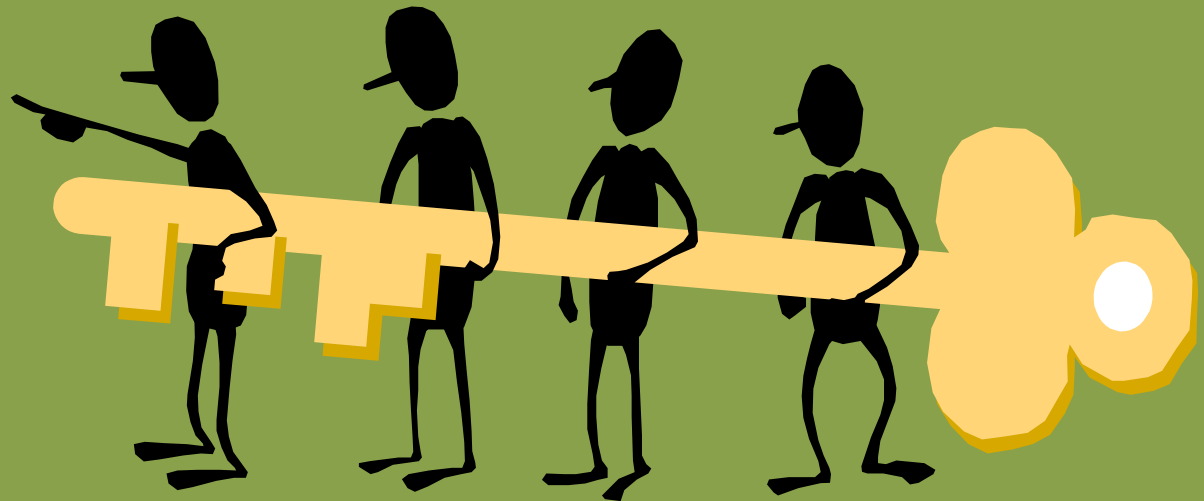




Moral Purpose

“Moral purpose, defined as **making a difference in the lives of students**, is a critical motivator for addressing the sustained task of complex reform. Passion and higher order purpose are required because the effort needed is gargantuan and must be morally worth doing.”

Instruction



Instruction is THE Linchpin

Until administrators & teachers focus (in unrelenting fashion) on things that are core to the instructional process, student outcomes will not improve markedly.

Richard Elmore

Jim Kauffman.....

*“....if we are going to help students with LD we are going to have to **change course**. We cannot continue to **avoid focusing on instruction**. We cannot continue to suppose that consultation and collaboration will somehow make up the **deficit in instruction**. We cannot rely on substitutes for **specialized, individualized, intensive, relentless instruction** that....education is supposed to be in all cases but actually is today in too few cases..”*

Academic Optimism

A new way to explain
student achievement

Hoy, Hoy, & Tarter

Components

- **Academic emphasis** (extent school is driven by a quest for academic excellence – a press for academic achievement)
- **Collective efficacy** (belief that the faculty as a whole can organize and execute actions required to have a positive effect on students)
- **Trust** (in colleagues, parents, students)

Synergy

- **Work together to create a positive academic climate**
- **Administrators and teachers have reason to be optimistic and empowered**
 - Neither they nor their students are irretrievably trapped by socioeconomic factors

Refine Our Craft

□ Literacy Leadership Teams

- Driver of literacy work in school
- Distributed leadership

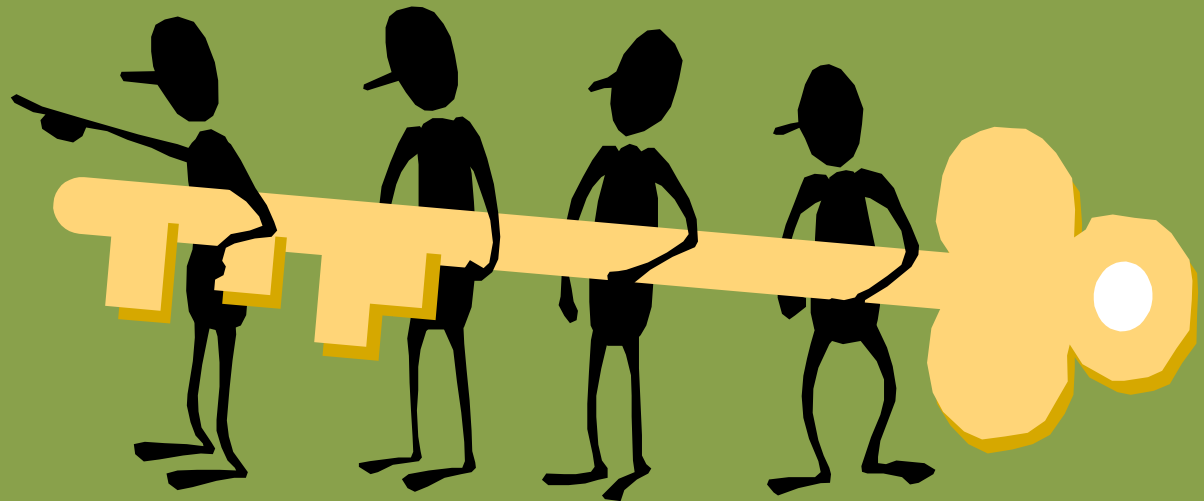
□ Work on Leadership Practice

- Organize/supervise work around key instructional activities
- Observe, describe, analyze instructional practice
- Create internal accountability mechanisms
- Build common language and expectations

□ Work on Instructional Practice

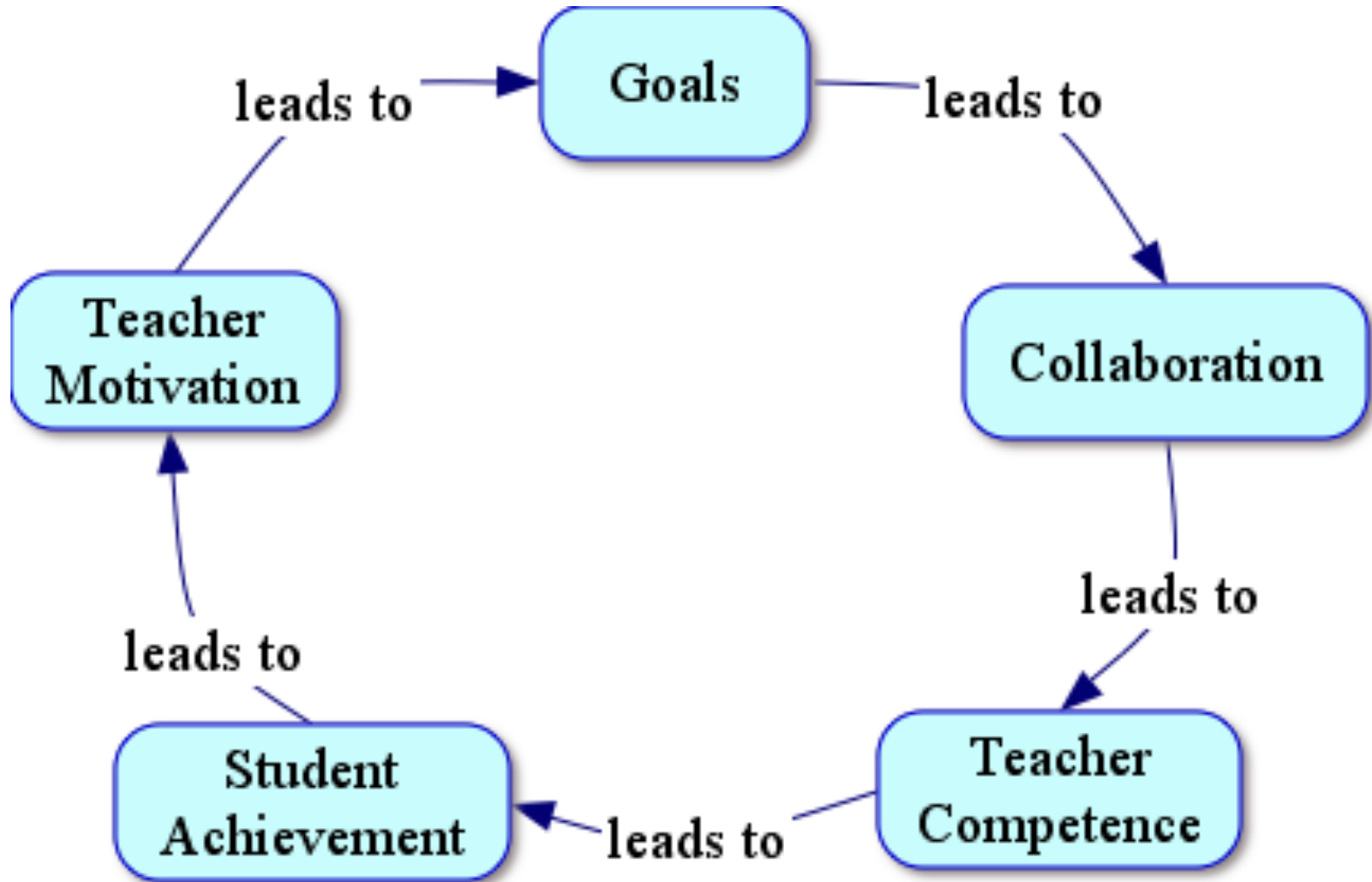
- Observe models of practice
- Develop protocols for observing practice
- Rotation of observations in teams
- Focus on observing, describing, analyzing instructional practice
- Build common language and expectations

Build Healthy Relationships



Moving Schools

(Rosenholtz, 1991)



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“Red-hot relevant!”

—William G. Parrett, CEO, Deloitte Touche, Tohmatsu

THE **SPEED** OF TRUST

The One Thing That
Changes *Everything*

Foreword by
**Stephen R.
Covey**

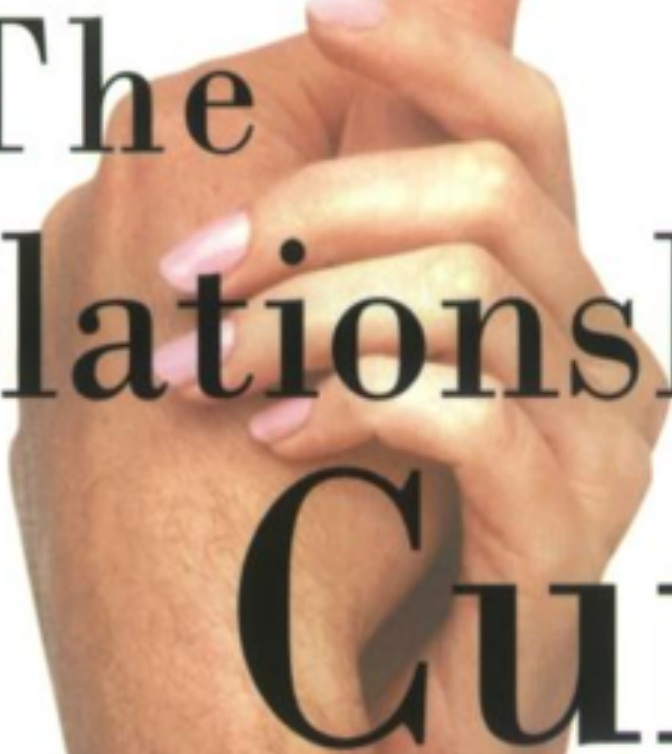
Author of *The 7 Habits
of Highly Effective
People*

STEPHEN M. R.
COVEY

WITH REBECCA R. MERRILL

JOHN M. GOTTMAN, Ph.D.

and Joan DeClaire



**The
Relationship
Cure**

Bid

- “A bid can be a question, a gesture, a look, a touch--any single expression that says **‘I want to feel connected to you.’** A response to a bid is just that--a positive or negative answer to somebody’s request for emotional connection” --Gottman

Turning toward



Turning Away



“When someone turns away from a bid, the bidder loses confidence and self-esteem. In our observation studies, we see how people almost seem to “crumple” when their partners turn away. The bidders don’t get puffed up with anger; they don’t get indignant; they just seem to fold in on themselves.”

Turning Against



“Relational trust”

- We have found that **the single factor** common to every successful change initiative is that *relationships* improve. If relationships improve, things get better. If they remain the same or get worse, ground is lost. Thus **leaders must be consummate relationship builders** with diverse people and groups – especially with people different than themselves.

Indicators of school culture...

- Do we have a **culture of encouragement**?
- Is there a **shared sense of purpose**?
- Is there a deep commitment to *each of us* **improving our craft**?
- How **transparent** is our **instruction**?
- Is there a **culture of** individual and group **accountability**?
- What characterizes our **interactions with each other**?

Use Partnership Principles



Equality

We the People
insure domestic Tranquility, provide for the common Defence,
and our Posterity, do ordain and establish this Constitution

Article 1.
Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.
Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, in each State shall have Representatives in proportion to the most numerous Branch of the State Legislature.
No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, when elected, be an Inhabitant of that State in which he shall be chosen.
Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and Indians not taxed, three fifths of all other Persons. The Number of Representatives shall not exceed one for every thirty thousand, but no State shall have less Representatives than the Number of Senators to which it shall be entitled. The Number of Representatives shall be increased or decreased by the Legislature of each State until the Number above said shall be attained, in Proportion to the respective Numbers of free Persons in each State, as near as may be.

Choice



EXIT NOW

Voice



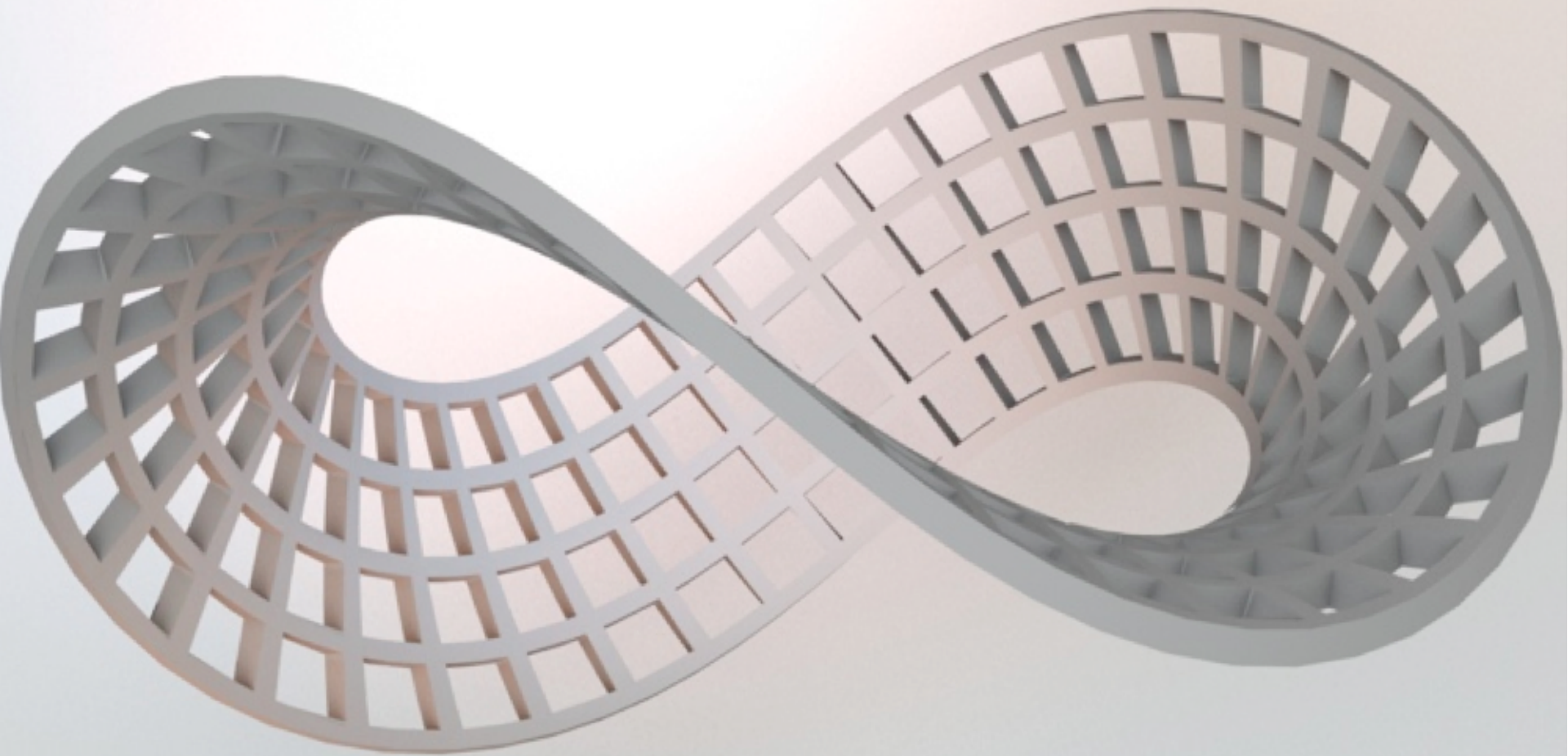
Dialogue



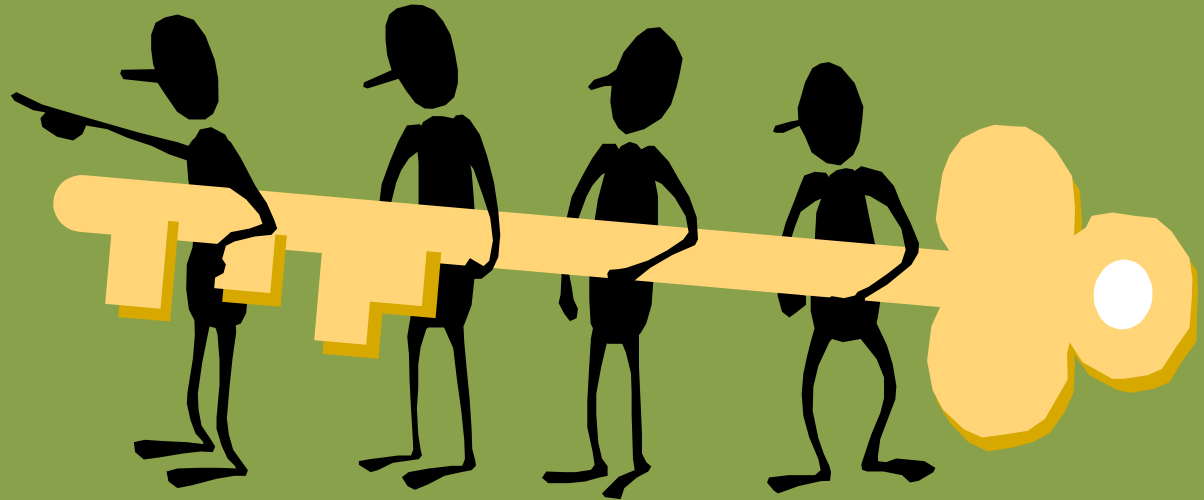
Reflection



Reciprocity



Ongoing learning

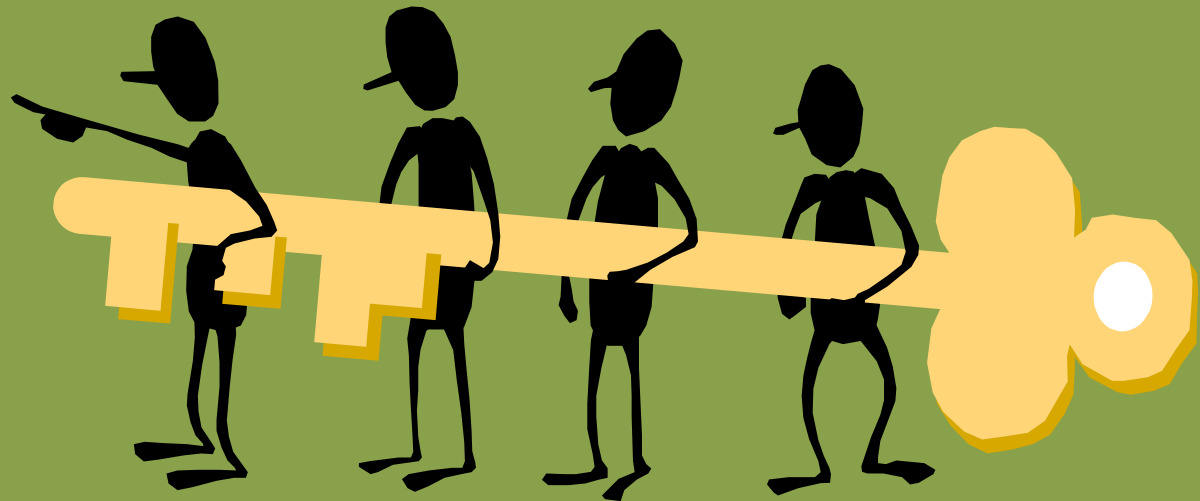


Accountability for Meeting Demanding Goals

| | | LOW | HIGH |
|----------------------|------|--------------|---------------|
| Psychological Safety | HIGH | Comfort zone | Learning zone |
| | LOW | Apathy zone | Anxiety zone |

(Edmondson, 2008)

Time for “Sense Making”



“Human sense-making”

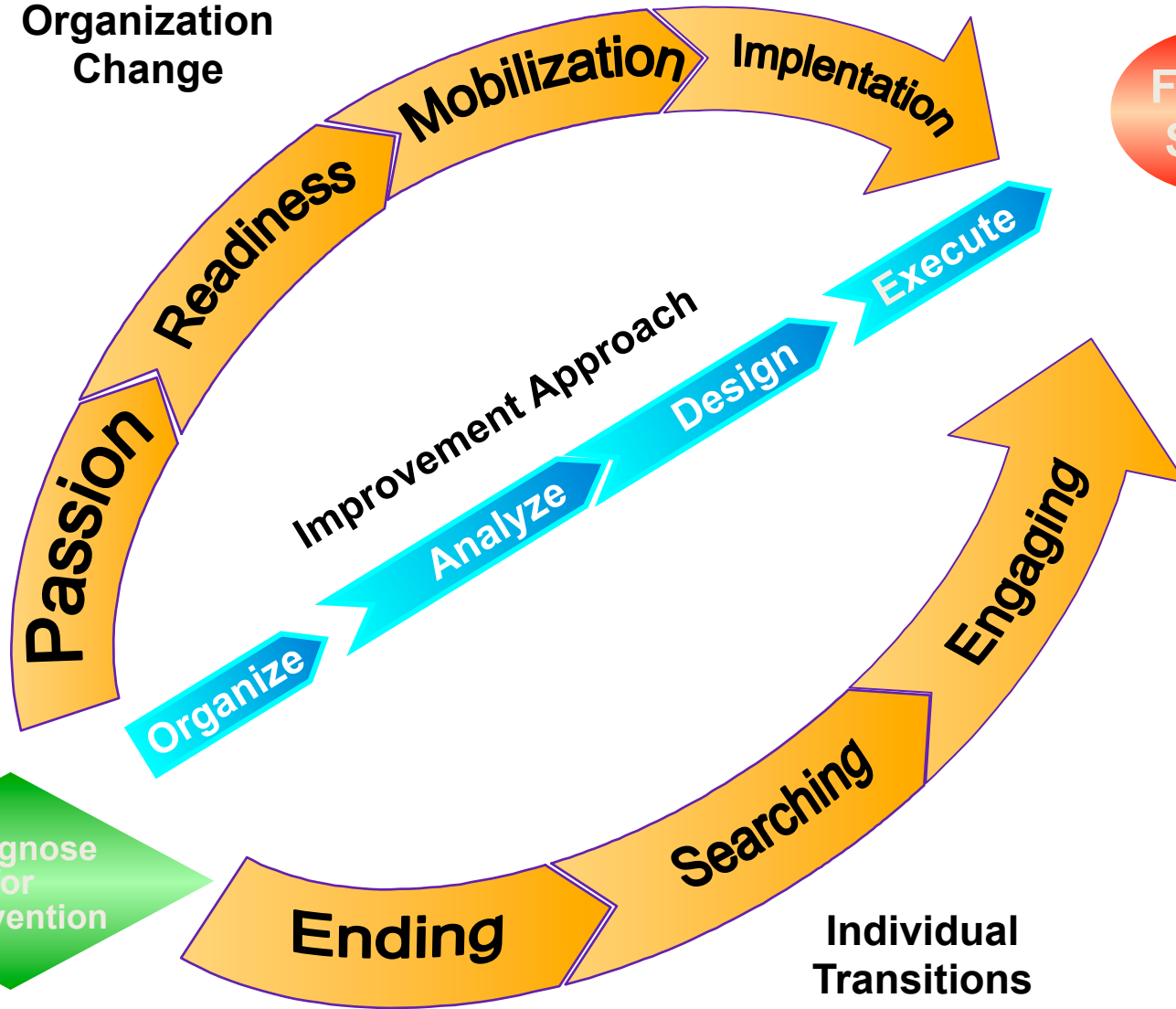
Successful implementation of innovations necessitates substantial changes in the key players' schemas. **Most conventional theories of change fail to take into account the complexity of human sense making**..... Viewing failure in implementation as demonstrating lack of capacity or deliberate attempt to ignore policy overlooks the complexity of the sense-making process. **Sense-making is not a simple decoding of the message**, in general, the process of comprehension draws on the individual's rich knowledge base of **understandings, beliefs, and attitudes**.

Spillane, Reiser, & Reimer, 2002

Change Framework

Organization
Change

Future
State



Current
State

Diagnose
for
Intervention

Ending

Searching

Engaging

Individual
Transitions

Execute

Design

Improvement Approach

Analyze

Organize

Passion

Readiness

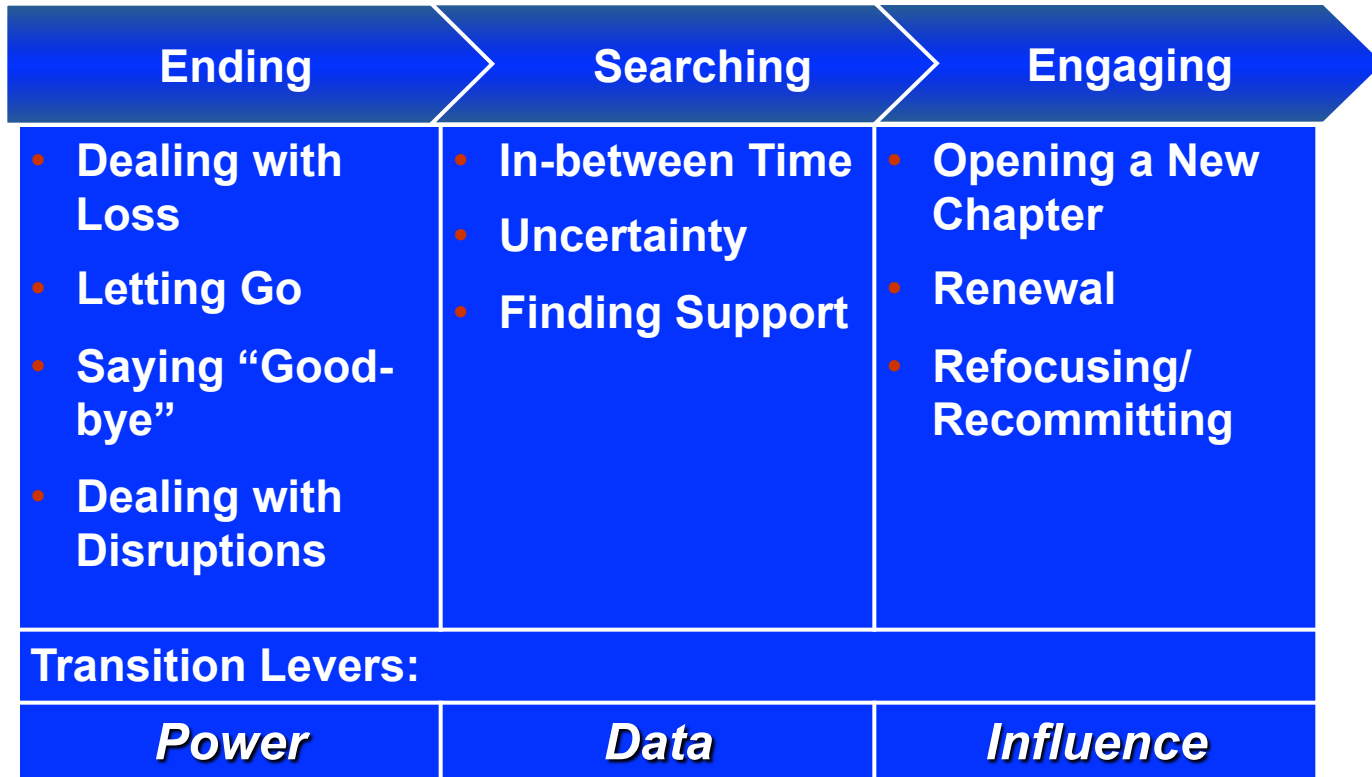
Mobilization

Implementation

Components of Organization Change

| Passion | Readiness | Mobilization | Implementation |
|---|---|--|--|
| <ul style="list-style-type: none">• Vision• Compelling Case• Felt Need | <ul style="list-style-type: none">• Magnitude• Understanding• Leadership Commitment• Individual Capabilities (Tools/Skills)• Organization Capabilities (Processes/Systems/Structure)• Stakeholder Response• Resources & Competing Events | <ul style="list-style-type: none">• Roles• Engagement/Involvement• Expectations/Consequences• Communication | <ul style="list-style-type: none">• Planning• Structure• Monitoring• Risk Mitigation• Celebration |

Components of Individual Transitions



“The single **most common**... source of **leadership failure** we’ve been able to identify... is that people, especially those in positions of authority, **treat adaptive challenges like technical problems**”

R. Heifetz, Leadership on the line

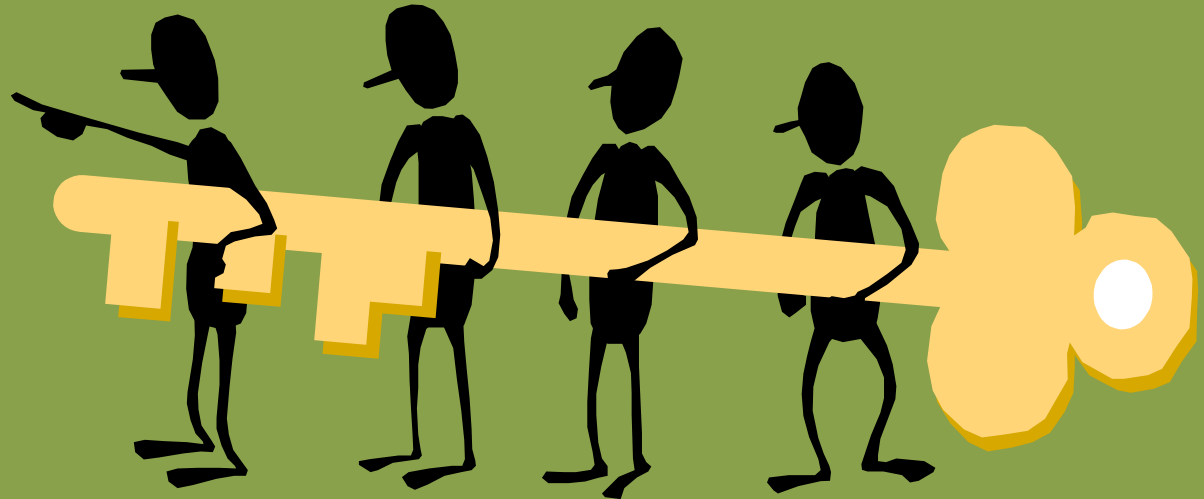
District Leverage Points



District Leverage Points

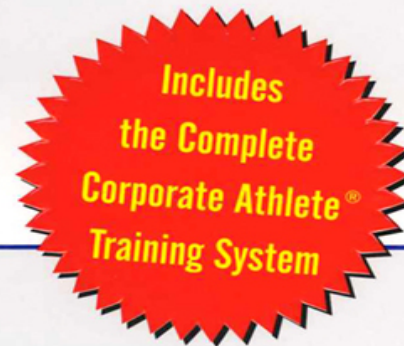
- Ensuring collaborative goal setting
- Establishing non-negotiable goals for achievement & instruction
- Creating board alignment w/ & support of district goals
- Monitoring achievement & instruction goals
- Allocating resources to support achievement & instruction

Take care of yourselves



The Power

of Full



Engagement

*Managing Energy, Not Time,
Is the Key to High Performance
and Personal Renewal*

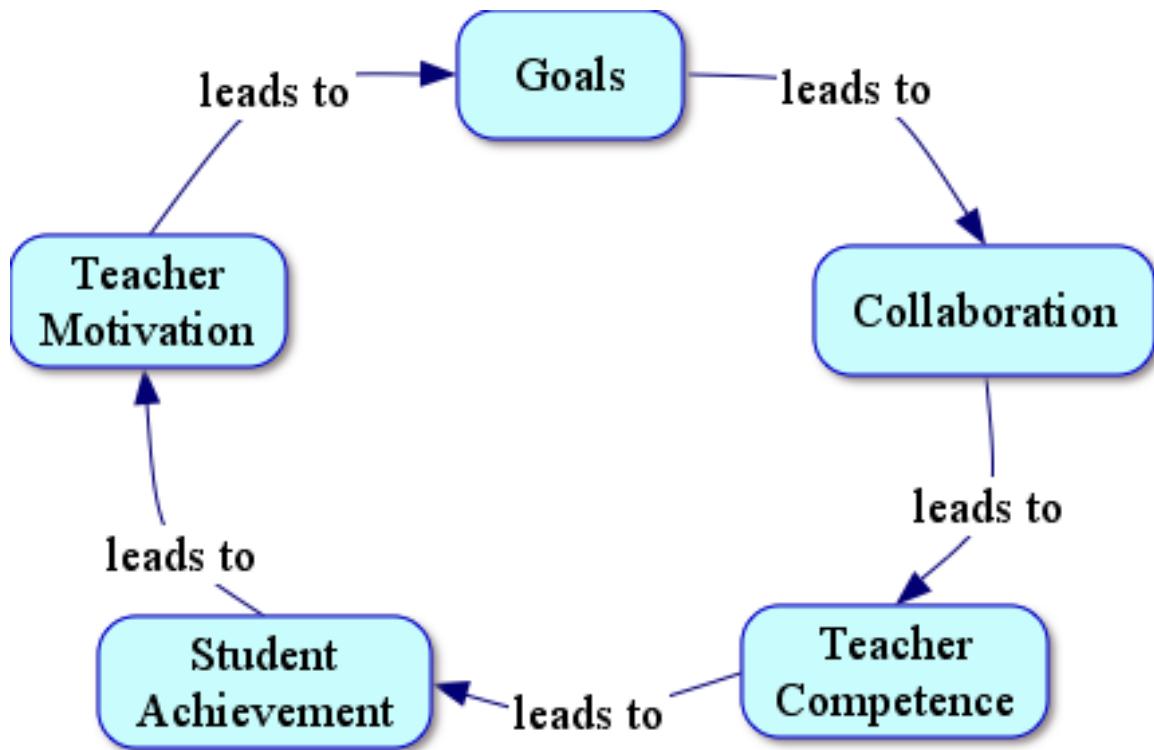
JIM LOEHR and TONY SCHWARTZ

“One of our most fundamental needs as human beings is to spend and recover energy. Performance problems can be traced to an **imbalance between the expenditure and the recovery** of energy. To the degree that we build our lives around continuous work, performance is compromised over time. Cultures that encourage people to seek **intermittent renewal** not only inspire greater commitment, but also more productivity.....

Periods of recovery are intrinsic to creativity. Sounds become music in the spaces between the notes, just as words are created by the spaces between the letters. It is in the spaces *between* work that love, friendship, depth, and dimension are nurtured. **Without time for recovery,** our lives become a **blur of doing** unbalanced by much **opportunity for being.**”

Loehr & Schwartz (2002)

“Moving” Schools



Rosenholtz, S. J. (1991). *Teachers' workplace: The social organization of schools*. New York: Teachers College Press

District Leverage Points

- Collaborative goal setting
- Non-negotiable goals for achievement & instruction (FOCUS)
- Board alignment w/ & support of district goals
- Monitor achievement & instruction goals
- Resources tied to achievement & instruction

David, J. L., & Cuban, L. (2010). *Cutting through the hype: The essential guide to school reform*. Cambridge, MA: Harvard Education Press.

Marzano, R. J., & Waters, T. (2009). *District leadership that works: Striking the right balance*. Bloomington, IN: Solution Tree Press.

Zavadsky, H. (2009). *Bringing school reform to scale: Five award-winning urban districts*. Cambridge, MA: Harvard Education Press.

