

The Journey to Guaranteed and Viable Curriculum:
Support Roles & Bootcamp
Lake Oswego School District
2018-2019

- Objectives:
 - Frame **roles and expectations** for coaches and principals within the data team process (support roles)
 - Build shared understand about the cause and effect relationship between your role and **first/second order change**.
 - Build capacity in asking and answering questions to **overcome challenges** with the data team process.
 - Provide an opportunity for **implementation planning**

Agenda:

Welcome & Objectives

First & Second Order Change

Support Roles

Bootcamp Scenario Practice

Implementation Planning

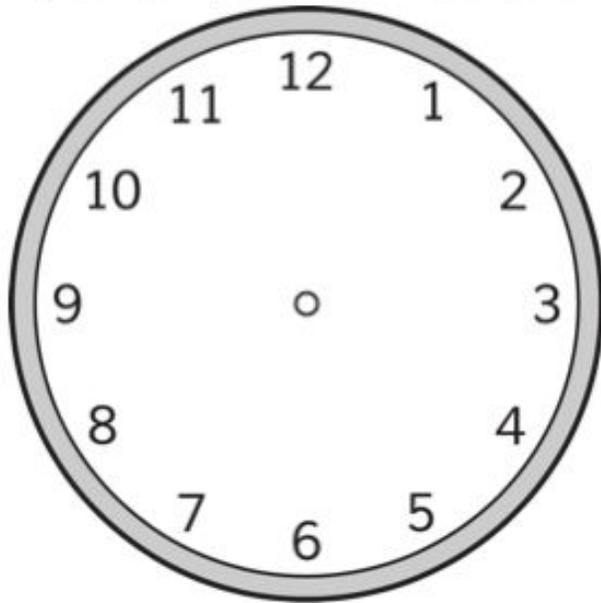
Share Out

Reflection/Feedback and Closing

Quick Write: My role in **THIS** work includes...

_____ 's Clock Partners

Make an appointment with 4 different people on the clock. Be sure that both you and your partner record the appointments on your clocks in the same place. You can only make the appointment if there is an open slot at that hour on both of your clocks.



@RachelOstrander2015

Notes from 12:00 partner	
Notes from 3:00 partner	
Notes from 6:00 partner	
Notes from 9:00 partner	

SYSTEMIC CHANGE AND SCHOOL IMPROVEMENT

Ensuring Systemic Change

It is clear that the needs of public schools in the United States require Second Order systemic change in order to close the achievement gap. This calls for significant changes in values, beliefs, culture, and behavior at all levels of the system.

Second Order Change

First Order change refers to an extension of past practices and typically focuses on doing a better job at what is already being done. Second Order change is related to complex change that exceeds existing paradigms and requires new knowledge and skills (Waters, 2004). The National Academy for Academic Leadership describes the differences between First Order and Second Order Change as: reversible vs. irreversible; non-transformational vs. transformation leading to something quite different. Second Order change is also viewed as continuous (Weick & Quinn, 1999). Key findings about Second Order change (Porrás, 1987; Hall & Hord, 2001) follow:

Second Order change involves behavioral changes and individual belief systems that impact the relationships within the organization and the culture of the organization;

- key failings to moving to Second Order change revolve around poor or incomplete diagnosis of problems, lack of systemic planning, and failure to follow up;
- the number and complexity of innovations keep implementers at the mechanical or routine levels of implementation, which impedes Second Order change.

Second Order change is difficult for most organizations to achieve (Weick & Quinn, 1999). It is especially difficult for them to move from a focus on structures and efficiency to a focus on effectiveness (Waters, 2004). There is general agreement that Second Order change cannot be forced and is particularly sensitive to changes in leadership and staff.

Systemic Change

Systemic change is comprehensive, with a fundamental change in one aspect of the system requiring fundamental changes in other aspects in order for it to be successful (Banathy, 1991; Reigeluth and Garfinkle, 1994). In education, systemic change requires that it pervade all levels of the system: classroom, building, district, community, state government, and federal government. It must include the nature of the learning experiences, the administrative system that supports the instructional system, and the governance system that governs the whole educational system. Efforts to create systemic change must recognize the interdependence of the educational system and its community, including parents, employers, social service agencies, religious organizations, and other private and public agencies. All of those stakeholders are

required to assure ownership over the change effort (Jenlink, 1996). The community must develop a vision of their ideal educational system, create and take ownership of a shared vision of the new educational system, and develop a passion for their new vision (Jenlink, 1996).

These are key underpinnings necessary for systemic reform to occur (Ellsworth, 2000):

- involve stakeholder-ensuring so that everyone affected has input;
- coordinate efforts and work as a team - avoiding "us vs. them" syndrome;
- design for the ideal (challenging old assumptions);
- re-examine obstacles and research solutions;
- understand interrelationships;
- (re)create a viable system making sure the end result works as a coherent whole.

Synthesis: Functions for Creating Systemic Change

In synthesizing the research on change, five main functions necessary for creating systemic change have been identified. These functions will be used throughout all phases of change efforts with the State. Figure 1 describes these functions with their major elements. This Figure is not meant to indicate that these functions should be followed in a prescriptive linear progression.

Figure 1: Systemic Change Functions and Elements

Function	Elements
Involve Stakeholders and Networks	<ol style="list-style-type: none"> 1. Bring Stakeholders to the Table 2. Explore Possible Solutions - Create a Shared Vision 3. Involve additional Networks of Stakeholders and participants 4. Gain Support for their changes
Use Data	<ol style="list-style-type: none"> 1. Identify the Problem - See the Need 2. Create Greater Understanding of the Problem/Need 3. Monitor Progress, Seek Input, Evaluate, Adjust, Hold Accountable
Share and Use Knowledge	<ol style="list-style-type: none"> 1. Use research to Identify Possible and Best Solutions 2. Develop a Change Plan Guided by Change Theory 3. Use Available Research to judge implementation of solutions
Build System Capacity	<ol style="list-style-type: none"> 1. Create Distributed Leadership to Carry Out the Plan 2. Adjust Policies, Practices, Roles, Responsibilities to Support the Plan 3. Provide Training and Resources to Institute the Plan 4. Utilize Telecommunications and Technology to Support the Change
Build the Capacities of the Individuals Who Will Carry Out the Change	<ol style="list-style-type: none"> 1. Identify Needs and Concerns of Individuals 2. Provide Support, Incentives, Rewards 3. Support at All Levels of Use 4. Ensure They Have Opportunities to Participate in Planning, Monitoring, and Evaluating

<http://www.tisd.k12.mi.us/main%20office/School%20Imp/MDE%20Guidelines/Activities/First%20Order%20Second%20Order%20Change%20Explanation.pdf>

SCHOOL LEADERSHIP THAT WORKS: FROM RESEARCH TO RESULTS

First- and Second-Order Change

One of the constants within K-12 education is that someone is always trying to change it-someone is always proposing a new program or a new practice. Many of these programs and practices are well thought-out, well articulated, and even well researched. Yet many, maybe even most, educational innovations are short lived. Cuban (1987) has chronicled the fate of a number of innovations, all of which were basically sound. Some of the more visible ones that have not endured are programmed instruction, open education, the Platoon System, and flexible scheduling.

A question posed by Cuban and many others is, Why did these innovations fail? Our factor analysis provides a possible and plausible explanation. Specifically, our factor analysis (as well as our collective experience) indicates that the leadership supporting an innovation must be consistent with the order of magnitude of the change represented by that innovation. If leadership techniques do not match the order of change required by an innovation, the innovation will probably fail regardless of its merits. Some innovations require changes that are gradual and subtle; others require changes that are drastic and dramatic. For the purposes of this discussion, we refer to these categories of change as first-order change and second-order change, respectively.

First-order change is incremental. It can be thought of as the next most obvious step to take in a school or a district. Second-order change is anything but incremental. It involves dramatic departures from the expected, both in defining a given problem and in finding a solution. In other publications we have described the difference between first- and second-order change as that between "incremental change" and "deep change" (see Waters, Marzano, & McNulty, 2004a, 2004b). Incremental change fine-tunes the system through a series of small steps that do not depart radically from the past. Deep change alters the system in fundamental ways, offering a dramatic shift in direction and requiring new ways of thinking and acting.

Marzano, Robert, Timothy Waters and Brian McNulty, *School Leadership That Works: From Research to Results*, 2005

	Consultant	Mentor	Coach
Description			
Considerations			
Sounds Like...			

" _____ **must** _____ how to work with and guide _____ learners toward new levels of _____, problem-solving capabilities, creativity, and _____ levels of achievement, while honoring and respecting their humanity and capacity to find _____ answers."

- *Dr Kathy Norwood, Designs for Change*

Notes from Boot Camp:



FEEDBACK FORM

