The Human Side of Rapid School Improvement

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Session Goals

- Convey the turnaround research presented in the *Four Domains of Rapid School Improvement*

- Discuss the *technical* and *adaptive* sides of change

- Explore tools for adaptive leaders presented in *Leading by Convening*.

- Explore a guide to the human side of turnaround initiated at this conference in 2017

Let's find out who is here!

- Roles:
  - *Participant Response:*
  - *School Level, Principals, District Level, State Level, Families/Parents*

- Level of the system:
  - *Participant Response:*
  - *Principals, Teachers*

- States:
  - *Participant Response:*
  - *NH, NJ, NV, RI, VI, VA, PA, IA, TX, MI, CA, WA, FL, ID, MD, GA, KY, Puerto Rico*

School Turnaround is…..

- Disruption in belief, practice, and behaviors in a school and district

- Commitment to rethink and redesign systems, including the district

  ….and to do it with your stakeholders for sustainability beyond the near term.

Change Efforts Fail When….

Not focused on a few high-leverage priorities

Insufficiently rigorous in its expectations

Inadequately rooted in research-based practice

Not focused on implementation fidelity as well as program/intervention fidelity

Not monitored by a core team committed to its success

Too rigid, inflexible, and absent performance management procedures for making necessary changes in course

Fail to address the human needs for safety and security during rapid change

Fail to engage the range of stakeholders who will need to sustain the change

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Four Domains of Rapid School Improvement

- **Turnaround Leadership**

- **Talent Development**

- **Instructional Transformation**

- **Culture Change**

Grounding Assumptions about Turnaround

- At your tables...

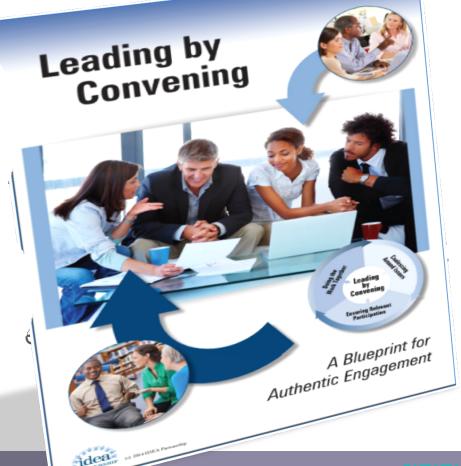 - Generate at least five assumptions

  - Rank the top three

  - Share

How does our guide address your assumptions about turnaround?

The 4 Domains of Rapid School Improvement

Turnaround:
A Technical and an Adaptive Challenge

Technical	Adaptive
• Evidence	• Communication
• Experts	• Influencers
• Frameworks	• Commitments
• Plans	• Agreements
• Manuals	• Understanding
• Tools	• Participation
• Protocols	• Feedback

Access the document

THE ENGAGEMENT PLAYBOOK: A TOOLKIT FOR ENGAGING STAKEHOLDERS AROUND THE FOUR DOMAINS OF RAPID SCHOOL IMPROVEMENT

Complimentary Frameworks

CST Framework	LbC Framework
- Synthesized Research - Practical Experience - Input from the field	- Focused on addressing persistent challenges through authentic engagement - Stakeholder developed - Grounded in adaptive leadership throughout the system

DOMAIN I

TURNAROUND LEADERSHIP

Practices

- Prioritize improvement and communicate urgency
- Monitor short-and long-term goals
- Customize and target support

Leadership Domains: Practice 1a.

Prioritize improvement and communicate urgency

- **School**

- **District**

- **State**

Coherce

Four Simple Questions

- Who cares about this issue and why?

- What work is already underway separately?

- What shared work could unite us?

- How can we deepen our connections?

Leading by Convening
Coalescing Around Issues

Four Simple Questions

Persistent problems of implementation remain challenging because they require crossing many boundaries to ensure progress in practice. Issues are complex, interconnected and can look different from the perspective of various implementers.

Are You Managing or Engaging Your Stakeholders?

Relationships are undervalued as a strategic investment.
Leading by Convening, 2014

The Management/Engagement Continuum

Stakeholder Management		Stakeholder Engagement
Power: Change is leader driven. People are motivated by the leader.	Why do people engage?	**Synergy:** Decision makers, practitioners and consumers understand that collective influence changes outcomes.
Directed: Leaders chart the path, make decisions and empower others to take action.	How do people engage?	**Interactive:** Leaders and stakeholders join together, build consensus, chart the path and take action.
Formal: Leaders communicate through official channels and fixed protocols.	How do people communicate?	**Inclusive:** Leaders and stakeholders work together, share expectations and give feedback on progress and challenges.
Authority: Senior leaders drive decisions. Experts and specialists carry out the work. There is a technical approach to change.	What influences change?	**Shared Responsibility:** Individuals with authority or expertise join with the groups that have influence and/or practice knowledge. There is both a technical and adaptive approach to change.
Reactive: Leaders define the problems and the solutions.	How do people meet challenges?	**Responsive:** Leaders engage with stakeholders to define challenges and understand potential approaches.
Formal Leaders: Leadership is predetermined by position or title.	Who can lead change?	**All Stakeholders:** Many stakeholders can lead aspects of change.

This infographic was developed by state and local agency staff and stakeholders working together as a follow up to the keynote session at CASE/NASDSE 2016 Conference. It is a grounding document for a set of activities around stakeholder management/engagement promoted by NCSI.

case   ncsi

Access this infographic at :

https://ncsi-library.wested.org/resources/203

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Seeds of Trust

Building a relationship takes interaction and your stakeholders will receive messages about your sincerity in both directed and indirect ways.

Leading by Convening
Coalescing Around Issues

How People Are

Do research findings from organizational development apply to education? Is this just how people are?

Leading by Convening

Coalescing Around Issues

Coalescing around an Evidence Based Practice

Operational Decisions	Informing Level	Networking Level	Collaborating Level	Transforming Level
Key actions and behaviors that require your attention	**Sharing/Disseminating:** **One-way communication**	**Exchanging:** **Two-way communication**	**Engaging:** **Working together on the issue over time**	**Committing to approach issues through engagement and consensus building**
Communicate the issue and why it is important	Convener/state lead agency describes the issue, why current practices are not producing desired outcomes, what data supports adopting a different practice, why this is relevant to multiple stakeholders.	Core group of stakeholders from diverse roles share ideas about potential root cause(s), current practices to address issue, barriers that may impact ability to address the problem and personal relevance to the issue.	Key & extended group of stakeholders begins a process of working together to address the issue by co-creating a problem statement that articulates potential root cause(s).	Broad stakeholder engagement is the foundation for deeper understanding of the issue, identifying the potential root cause(s) and building consensus for change in practice.
Identify and select an evidence-based practice that will make a difference	Convener/state lead agency provides information on evidence-based, evidence-informed, and promising practices and how they will address identified issue.	Core group of stakeholders from diverse roles share their knowledge of effective practices, including levels of evidence, the context for implementation and potential barriers.	Stakeholders from diverse roles collectively analyze practices based on the problem statement, available data, contextual variables and structural challenges. They identify a new practice to address need.	Stakeholders from diverse roles regularly work together to review and analyze practices and come to consensus on adoption and implementation of identified evidence based practice.
Build capacity to implement the practice with fidelity	Leadership develops and disseminates an implementation plan and the methods for monitoring whether the practice is implemented with fidelity.	Stakeholders, including policymakers, discuss potential barriers to implementation as well as supports, processes, policies, procedures and resources needed to implement and sustain practices that need to be addressed in the implementation plan and fidelity monitoring process.	Extended group of stakeholders co-creates an implementation plan (and manual) that includes mapping of resources, policies, practices; addresses concerns, barriers, communications strategies, and evaluating the success of implementation.	Broad stakeholder networks understand and commit to implementation, continuous improvement and sustainability.
Identify and address the issues that challenge fidelity	Convener/state lead agency's communications describe the importance of full implementation with fidelity, and the potential challenges that context brings to implementation.	Core group of stakeholders has opportunities to exchange ideas, ask questions, clarify expectations, and express concerns about implementation of the practice and areas that might affect the fidelity of implementation.	Extended group of stakeholders works together to problem-solve implementation challenges (e.g. leadership changes, funding challenges), monitors fidelity of implementation and plans for the sustainability and scale-up of the evidence-based practices.	Broad stakeholder networks are knowledgeable or have opportunities for professional development to learn about responsibilities, alignment of policies and strategies for continuous improvement. They continuously review policies, processes and protocols to address staff/leadership and funding changes. They have a role in assessing fidelity and progress of implementation.

Measuring Progress

Qualitative Rubrics to Quantitative Comparisons

Leading by Convening: Bringing It All Together

DOMAIN II

TALENT DEVELOPMENT

Practices:

- Recruit, develop, retain and sustain talent

- Target professional learning opportunities

- Set clear performance expectations

DOMAIN III

INSTRUCTIONAL TRANSFORMATION

PRACTICES

- Diagnose and respond to students learning needs.

- Provide rigorous evidence-based instruction.

- Remove barriers and provide opportunities.

4 Domains: Practice

Provide rigorous evidence-based instruction.

- **State:** Provide district with professional learning on state standards.

- **District:** Work with schools' instructional leadership teams to refresh, update, and bolster teachers' content knowledge.

- **School:** Conduct a curriculum analysis and map lesson plans against standards.

DOMAIN IV

CULTURE SHIFT

PRACTICES

- Build strong school community focused on student learning.

- Solicit and act upon stakeholder input.

- Engage students and families.

QUESTIONS

We want to hear from you!

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