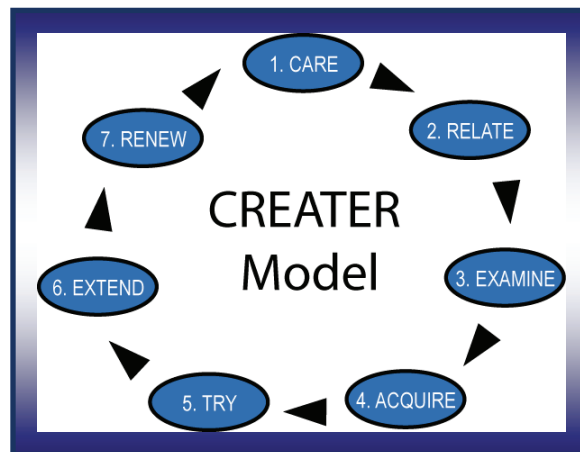# comprehensive school reform
QUALITY CSR CENTER

Moving Forward: A Guide for Implementing Comprehensive School Reform & Improvement Strategies

TRAINING MANUAL

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> **The Moving Forward Training Support Materials**
> **includes worksheets and tools to support this guide.**

Acknowledgements

The views expressed in this report do not necessarily reflect those of the U.S. Department of Education or the American Institutes for Research.

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I. Getting Started

INTRODUCTION

a. Group Introductions

b. Goals of the Workshop

- Learn strategies for implementing school reform & improvement
- Understand related research, including the seven components of the CREATER Change Model
- Develop a template for reform & improvement back in the home school and/or district
- Discuss technical assistance and activities the CSRQ Center can provide for the implementation

c. Research

Researchers agree that there is no single best solution for school improvement (Cross, 2004). There is no one-size-fits-all approach to correcting school-level problems or issues. Further, CSR implementers point out that what works in one venue may not be the best solution in another. However, with the passage of NCLB in 2002, and with other federal legislation (IDEA 04), there appears to be a sense of urgency for accountability in finding school interventions that impact the greatest number of students. The dilemma for educators can be to identify approaches to school improvement, then to select an effective school intervention, and finally to implement the intervention in a high-quality manner.

Moving Forward: A Guide for Implementing Comprehensive School Reform & Improvement Strategies is a resource for educators and administrators in work related to implementing strategies to address key issues in schools. This guide provides a framework for implementation and is not intended to be a stand-alone resource to implement school improvement initiatives. Rather, school personnel should use this guide, along with materials produced by federal, national, and state organizations, education agencies, and CSR providers, to develop and carry out an implementation strategy that is best suited to the unique needs of their setting. The accompanying materials (Training Support Materials) can be customized to coincide with the characteristics of diverse school settings.

Recognized researcher Michael Fullan indicated that a growing problem for large-scale reform is that, while the tenets of school improvement efforts can be implemented, what is more difficult to implement is the conceptualization and thinking that goes along with school improvement

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I. GETTING STARTED

Trainer's Guide

Time: 45 minutes

Trainer should begin with group introductions. Participants should be asked to state their names, positions, and experiences with school reform, and make a brief statement regarding their anticipated outcome of attending this workshop. Following the introductions, the trainer should discuss the goals of the workshop.

Research

Trainer should highlight key points from the research:

- No single best solution for school improvement for all schools. Each school is unique and therefore requires a unique reform strategy (or strategies) to impact change.
- NCLB in 2002 and IDEA 2004 have created a sense of urgency for accountability.
- Guide provides a supplementary framework for implementation.

- Guide should be used in conjunction with materials produced by federal, national, state, and local organizations, education agencies, and CSR providers.
- Michael Fullan's work with large scale reform- indicated that the conceptualization and thinking through the improvement efforts are the most difficult for school reform.
- Discuss the characteristics that contribute to the effectiveness of reform & improvement strategies.

- There are no easy quick fixes.
- Solid literature base that supports the development of a cohesive implementation process.
- Implementation process should be aligned with students and school performance and should address the school's mission and vision.

(Trainer – if you want to give participants a context regarding who developed these materials include this section)

About the Center

Trainer should describe the CSRQ and its goals for improving schools around the country.

(Fullan, 2005). Researchers and school improvement personnel agree that most schoolwide improvement efforts are characterized by a number of important factors that can contribute to the effectiveness of these strategies. These include:

- Combine a variety of resources;
- Create rich learning environments through curriculum, teaching, problem-solving, and technology;
- Offer sustained professional development;
- Coordinate health, human, and community services to address the complex personal and learning needs of students;
- Use school-based decision-making to design and implement site-specific strategies;
- Invite parents and community members to be full participants in the educational process; and
- Collect, analyze, and use data to monitor progress (IDEA Book, 1998).

High-quality teaching and an enriched learning environment can positively impact the achievement and performance of disadvantaged children (IDEA Book, 1998). Further, comprehensive school improvement efforts can stimulate growth among schools that serve all students (Purnell & Claycomb, 2001). Some argue that surface reforms, or quick fixes in public schools (such as a new reading textbook), won't have long-lasting positive effects required under NCLB (Education Daily, 2005). Others call these non-systemic interventions "first wave" reforms, where the emphasis is on the expanding educational inputs such as lengthening the school day or increasing graduation requirements (Smith & O'Day, 1990).

Although there is no easy solution for school improvement and no quick fix, there is much literature that supports the development of a cohesive implementation process (Bernhardt, 2002; IDEA Book, 1998; Walter, 2004). If this implementation process is aligned with the components that are known to impact positively on student and school performance, this may facilitate the overall effectiveness of school improvement interventions. This tenet underlies much of the work of the Comprehensive School Reform Quality Center, the authors of this guide.

ABOUT THE COMPREHENSIVE SCHOOL REFORM QUALITY (CSRQ) CENTER

The Comprehensive School Reform Quality (CSRQ) Center is funded by the U.S. Department of Education's Office of Elementary and Secondary Education, through the Comprehensive School Reform Initiative Grant (S332B030012), and is operated by the American Institutes for Research. The mission of CSRQ is to provide timely and reliable tools and

technical assistance to support urban and rural educators and education decision-makers in choosing the highest-quality comprehensive school reform models to meet locally defined needs. The CSRQ Center goal is to help education decision-makers identify and apply "what works" in the area of comprehensive school reform with the subsequent goal to raise student achievement and to improve other important student outcomes for millions of children. To meet its mission, the Center produces CSRQ reports and makes them widely available; develops partnerships with communities and education and policy organizations; and provides technical assistance to selected states, districts, and schools through state education agencies. This guide is one forum through which the CSRQ Center provides technical assistance.

THE CSRQ CENTER REPORTS AS A FOUNDATION

In January 2005, the Comprehensive School Reform Quality Center released a first in a series of reports, entitled Works in Progress: A Report on Middle and High School Improvement Programs (WIP). This report serves as a precursor to the CSRQ Center's publication series that will formally review middle and high school comprehensive school reform models. Future reports will use a research review framework to provide consumer guides on the evidence of effectiveness and quality of leading CSR models. The second report released by the CSRQ Center (Fall 2005) is a review of comprehensive school reform models applicable in elementary settings. Future reports will focus on educational service providers and CSR models for middle and high school settings.

WIP, the Center's first report, addresses key issues in middle and high schools such as transition, literacy, English Language Learners, violence and bullying, alcohol, and parental involvement. The publication describes issues at middle and high school, and the diverse ways that these issues may affect student success. Following a discussion of each issue and its impact, the report concludes with the methods, programs, and research that are widely adopted and illustrative of improvement approaches. The WIP report also includes brief descriptions of CSR models that address the issues outlined in the report. Secondary educators can use WIP to gain a better understanding of these issues and methods to address the issues and can use the school improvement specialist framework addressed in this guide to support the implementation of these methods.

The material in this guide, Moving Forward, relates to the process of identifying, selecting, and implementing comprehensive school reform and improvement strategies, whereas, the information contained in the CSRQ Center reports, provides educators with description and analyses

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The Trainer should mention that the center is:

- Funded by the U.S. Department of Education OESE.
- Operated by AIR
- Mission is to provide technical assistance to urban and rural educators and education decision-makers in selecting CSR models

Works in Progress

Trainer will briefly describe the CSRQ Center's series of reports entitled *Works in Progress: A Report on Middle and High School Improvement Programs* (WIP).

Training should highlight key points, including:

- *Works in Progress* is the first in a series of reports first published in January of 2005.
- The reports will serve as a precursor to the CSRQ Center's publication series.
- Reports address key issues (i.e., literacy, English language learners, violence).

of specific school reform and improvement interventions. These reports can be used as a reference by educators as they move through the school improvement change process.

USING THIS GUIDE

This guide is intended to complement other school improvement resources that may be available in a school or district and is adaptable to the unique and diverse needs of individual schools and districts. The school improvement specialist model suggested in this guide is one systematic approach used by districts to improve outcomes for students. There are many models for school improvement, and, just as there is no one school improvement model suited to every educational setting, there is not one school improvement process that is replicable in all settings. A number of nationally recognized researchers and organizations, such as the Public Education Network, the New Ventures School Fund, and the Annie E. Casey Foundation offer theories and processes of school change (see references). By comparing theories and models, educators can evaluate the appropriateness of these processes to ensure that the model or program is aligned with the needs and resources available in specific settings.
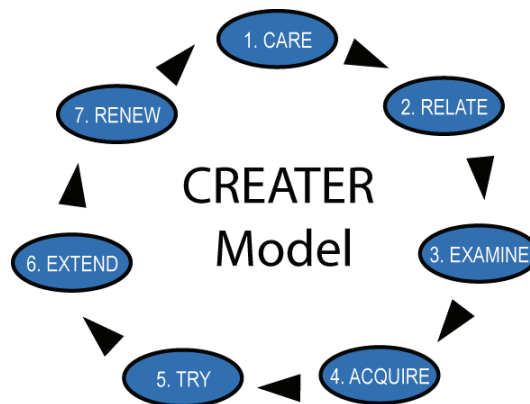
This guide will introduce you to a process termed the CREATER Model, a model based on national research with school districts around the nation (Havelock & Hamilton, 2004). This model was also the basis for several federally supported projects in special education, including the Elementary and Middle Schools Technical Assistance Center (EMSTAC), a contract between the U.S. Department of Education, Office of Special Education Programs and the American Institutes for Research.

As indicated in the figure above, this model is comprised of seven stages presented in a change cycle. This cycle is intended to help educators think about the varying aspects of identifying, selecting, and implementing school improvement strategies that are suited to the characteristics of their own environment. It is a way to organize strategies and resources in a systematic way. A circular model does not preclude someone using this process to go back and forth between stages or starting at a different point in the cycle. This model is simply to help

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Using the Guide

Trainer should highlight the benefits and key components of this guide.

- Benefits: guide is adaptable and should be used to complement school resources
- Guide provides a systematic approach

Theories and strategies from experts on CSR are presented in the guide

Trainer should introduce the Change Agent Model by highlighting the following key points:

- Model is based on national research with schools around the country

Model has also served as the basis for several nationally funded works in the area of special education, including the EMSTAC

Trainer and trainee should closely review the Change Agent Model...step by step.

Begin by describing the cyclical depiction of the process and describe how the components are connected in a systematic pattern.

Explain that the model was developed to help educators think about the process of:

- Identifying school improvement strategies
- Selecting school improvement strategies
- Implementing school improvement strategies

The model represents a systematic framework for change.

an educator think about and organize resources using a systematic framework. The change cycle will be discussed in a later section of this guide. First, the characteristics and roles of school improvement personnel and their teams are discussed.

Throughout this guide, the reader will be directed to specific support tools that are available around particular topics. These support materials can provide school improvement specialists with additional tools to facilitate the implementation of new programs or initiatives. All of these tools can be found in the appendices and in the training support materials.

The materials in this guide can complement existing resources and infrastructures that districts and schools have in place to facilitate school improvement efforts, including any support systems and guidance provided by CSR model developers. The *Works in Progress Report* and other publications produced by the CSRQ Center and other nationally recognized centers (see resource list) provide the foundational information for selecting school improvement strategies. This guide can support the implementation of interventions by school improvement personnel, regardless of the specific model or intervention that is selected.

II. Attributes and Roles of School Improvement Educators and Their Teams

Research indicates that in order for school improvement strategies to be successful, the school improvement effort must be led by effective school leaders (Turning around low performing schools, 1998). In fact, in a national study conducted by Mid-continent Research, Education, and Learning (McREL), researchers learned through meta-analytic techniques that an effective school leader can impact student achievement. The report described a "balanced leader," and indicated that effective school leadership has to involve a wide array of skills and knowledge. When addressing school improvement issues, school leaders must possess skills related to knowing what to do, as well as why, when, and how to implement school improvement strategies (Waters, Marzano, & McNulty, 2003). The report, *Balanced Leadership*, described a balanced leadership framework that includes the knowledge and skills that administrators and other school leaders need to positively affect student achievement (Waters, Marzano, & McNulty, 2003).

School improvement personnel serve many roles within their school, and the nature and context of a change initiative can impact upon this role. For instance, in one context, a school improvement educator may serve as the role process helper, moving the change process forward. This role may be especially apparent in later stages of a change initiative, in which the intervention or program has been previously introduced to the school setting and the school improvement specialist is now in the role of moving it along. In other situations, especially if a new intervention or model is being considered for implementation, the educators may need to be more forceful in their role, and may serve as a catalyst to bring the innovation into the school and push it forward!

There are four central roles that a school improvement specialist may fulfill.

■   *Catalyst*

Most of the time, people want to keep things the way they are, even when the need for some sort of creative innovation is obvious to outsiders. For that reason, some school improvement specialists are needed just to overcome this inertia, to prod the system to be less complacent and to work on ways to better serve its students, concerned parents, or school board members. By questioning or "upsetting" the status quo, school improvement specialists can energize the problem-solving process.

▪ Solution giver – This person recognizes the need for change and makes tangible steps toward implementing a change process.

▪ Process helper – This person plays a critical role in all aspects of the process of change. This person works 'hands on' with the details (i.e., current school, classroom, and district procedures).

▪ Resource linker – This person brings vital needs and resources to the implementation process that are needed for the success of the implementation.

Trainer should discuss the types of understanding that are needed for the process as described.

■ *Solution giver*

Committed school improvement specialists, who are innovation advocates, can play a constructive role in the change process, making people more aware of new ideas, and stirring up interest in the possibilities of new ideas. Being an effective solution giver involves more than simply having a solution. It is important to know how planned changes relate to people's needs and concerns. A school improvement specialist may need to adapt their style and modify the approach to innovation to satisfy the concerns of participants.

■ *Process helper*

The process helper is someone who assists the system in all aspects of the innovation process, from awareness of need through relationship-building and defining the problem, to the search for and application of solutions. The process helper is constantly considering procedures that will help the proposed innovation become a success in the school, classroom, or district. The process helper continually seeks to bring new supporters of the innovation on board to facilitate the success of the intervention.

■ *Resource linker*

Effective innovation implementation requires the bringing together of needs and resources. "Resources" can be of many kinds: financial backing, knowledge of solutions, knowledge/skill in diagnosing potential problems, formulating and adapting solutions, and expertise in the process of implementation itself. Resources also consist of the people with time, energy, and motivation to help. School improvement specialists need to identify and coordinate resources in order to bring the innovation into a school or district.

A school improvement specialist should have an understanding of the process of bringing an innovation to the district/school/classroom. To affect change in practices, the educator may be involved in:

■ locating and helping select the practice or school improvement strategy or model;
■ knowing the content of the new practice, its purpose, and the benefits that are to result from its use;
■ helping arrange and conduct training in the new practice, working with external assistance when necessary;
■ arranging funding and other support from the district or other sources;
■ obtaining endorsements for the new practice from the superintendent, school board, principal, and teachers;

■ working with teachers and other school personnel in using the practice in the classroom, working out "bugs" and overcoming obstacles;
■ assisting in the evaluation and data collection; and
■ helping plan how to continue and institutionalize the new practice.

School improvement specialists may feel the temptation to take on the whole change process independently. They may feel that they are in the position of having the greatest understanding of the need for change. They may feel that they are the person who is most concerned with the innovation, can see its outcome most clearly, and can visualize all the steps to make that outcome a reality.

By taking the entire change initiative onto their own shoulders, school improvement specialists would not only carry too much of the burden of change, but also discourage other school personnel from claiming ownership in the innovation process. When an intervention or program is implemented and becomes a success in a school district, other team members will want to share in the victory!

THE IMPORTANCE OF TEAMWORK

School improvement educators should think about addressing their school improvement needs with the help and support of a team. As a team is assembled, improvement personnel should consider ways of expanding and strengthening the skill mix and diverse representation of the members. The team can be comprised of members from within and outside of the school or district. Considerations regarding recruiting team members include:

■ *Inside, Outside, and In-Between*

People inside the school system provide additional system connections, institutional memory, credibility, and caring, while those outside the school system may lend perspective and access to external resources. People who are not fully inside the school system are called "boundary spanners." They may provide inter-system linkages and may bring external resources.

■ *It Takes all Kinds*

To incorporate a full set of skills that the school improvement specialist team should have, team members should present the following types of skills:

■ Information gatherer
■ Problem solver
■ Relationship manager

It is important for the trainer to emphasize that school improvement specialists should avoid the temptation to take on the whole change process independently.

The change process needs to be a team effort…it reduces the burden on the school improvement specialists and allows everyone to share in the success of the process.

Importance of Teamwork

Trainer should spend a few minutes highlighting key points regarding the need for teamwork when implementing change.

Inside, Outside, and In-Between

Trainer should mention that both internal and external resources can be useful for implementation

It Takes All Kinds

Trainer should also briefly discuss useful skill sets for team members to possess

The group should discuss the perceived roles of each member of a team and should ask participants:

What kind of activities would be performed in the following roles?

What would you expect an information gatherer to do?

What value do team members with these skills bring to the school improvement process?

Why would you want each of these members on the improvement team?

Preparing for Implementation

In preparing for implementation, there is risk involved. The change process will involve moving away from one's comfort zone.

The school improvement specialist will need to revise and or create new initiatives. They may need to revise or recreate the school's mission statement and vision for the school. They will need to ensure that the improvement efforts are aligned with school's objectives.

Trainer should review the CSR Model components

- Resource retriever
- Systems mediator
- Systemic change promoter

PREPARING FOR IMPLEMENTATION

Implementing new school initiatives takes an investment of resources and time. Any change at the school or district level may involve risk, since school personnel are being asked to adopt new practices or do things differently. Often the new innovation requires a new way of thinking – moving beyond a comfort zone.

Therefore, as school improvement specialists begin work to implement new schoolwide initiatives, it is important to plan carefully, to understand the mission and values inherent in the school setting, and to consider where the school improvement effort fits into these school objectives. As an example, in planning its CSR Program in 1998, Department of Education officials considered the overall objectives of the CSR Program and incorporated this information into its mission.

CSR Model Components

- Employs proven methods and strategies based on scientifically based research
- Integrates a comprehensive design with aligned components
- Provides ongoing, high-quality professional development for teachers and staff
- Includes measurable goals and benchmarks for student achievement
- Is supported within the school by teachers, administrators and staff
- Provides support for teachers, administrators and staff
- Provides for meaningful parent and community involvement in planning, implementing and evaluating school improvement activities
- Uses high-quality external technical support and assistance from an external partner with experience and expertise in schoolwide reform and improvement
- Plans for the evaluation of strategies for the implementation of school reforms and for student results achieved, annually
- Identifies resources to support and sustain the school's comprehensive reform effort
- Has been found to significantly improve the academic achievement of students or demonstrates strong evidence that it will improve the academic achievement of students
  http://www.ed.gov/programs/compreform/2pager.html.

The focus of the CSR Program is to raise student achievement by employing proven methods and strategies to produce comprehensive school reform. CSR builds upon and leverages ongoing state and local efforts to connect higher standards and school improvement. This program helps to expand the quality and quantity of schoolwide reform efforts that enable all children, particularly low-achieving children, to meet challenging academic standards. (OESE, 2005, http://www.ed.gov/programs/compreform/2pager.html).

In planning the federal CSR Program, education officials considered the overall mission of the Department of Education and its CSR program and mandated that schools must adopt CSR models that include 11 components. A school improvement educator, implementing a CSR model, will need to ensure these attributes are part of the model selected. However, even if the intervention is not a CSR model, school improvement specialists may want to consider these characteristics because they are comprehensive and many are widely associated with effective school interventions. The Questions to Consider when Selecting CSR Models or other School Improvement Interventions guide contained in the support package can be a useful tool to determine whether the model or program you select has these components.

PLANNING FOR INNOVATION

Regardless of what process is used to facilitate change or the specific model or intervention that is selected, school improvement specialists can create a strong foundation to support school innovation. By asking questions about the environment and conditions in which the intervention will be implemented, and ensuring that the school infrastructure is ready for the school innovation, planning can facilitate the likelihood that the intervention will be successful and desired outcomes will be realized. Others recommend that the school improvement specialist professionals articulate how they expect the change to take place, clearly and concretely laying out a theory of change in their planning process (Walter, 2004). To prepare for change, school improvement specialists can:

- Acquire as much information about the conditions under which the model or intervention was used and empirically validated.
- Talk with other educators and administrators who have used the intervention and read articles and related publications.
- Identify a leadership team—colleagues who will serve as champions to ensure implementation.
- Evaluate the schools' capacity to provide in-service education and ensure that the school has resources to vary the level and format of the professional development based on unique characteristics of school audiences.

Trainer should highlight the focus of the CSR Program, which is to raise student achievement using proven methods and strategies to produce comprehensive school reform.

Department of Education and its CSR program mandated that school adopt CSR models that include the 11 components listed above.

Trainer should facilitate a discussion from *Traits and Attributes of Personnel Change* (Support Material Packet). Ask each person to list their top five and ask for volunteers to share their top five and discuss why they made that selection.

Trainer should briefly discuss the positive impact CSR can have on school innovation.

Trainer should highlight the types of preparation school improvement specialists will need to do to ensure that the change process is effective. (bulleted list)

■ Consider ways of including parents and community members into orientation, decision-making and any training that is offered around the intervention.
■ Think about replicability and scaling up and determine whether all students in the setting will be included in the innovation.
■ Determine whether the interventions are aligned with a school's assessment, instruction, and curriculum components.
■ Evaluate whether the intervention is consistent with state standards of learning and assessment programs.
■ Assess the capacity of the school to collect data regarding student performance and the effectiveness of the intervention.

With the foundation for innovation and improvement in place, school improvement specialists can begin the change process. Regardless of the specific model used, a systematic and coherent change effort must be in place to effectively implement and sustain school innovations (Bernhardt, 2002).

Trainer and trainee should close the session by reminding participants that a systematic and coherent change effort is required to effectively implement and sustain school innovations and CSR.

Break: 10-15 minutes

III. The Stages of Planned Change, the CREATER Model (Havelock, 1995)

The Havelock change agent model is based on the notion of a process change agent or someone that is a process helper or process consultant. As indicated by Havelock and Hamilton (2004), the process change agent is derived from the tradition of nondirective counseling developed by Carl Rogers. In this role, the school improvement specialist does not provide solutions; instead, the specialist nurtures a social process in which the system examines itself and solves its own problems through collaborative interactions.
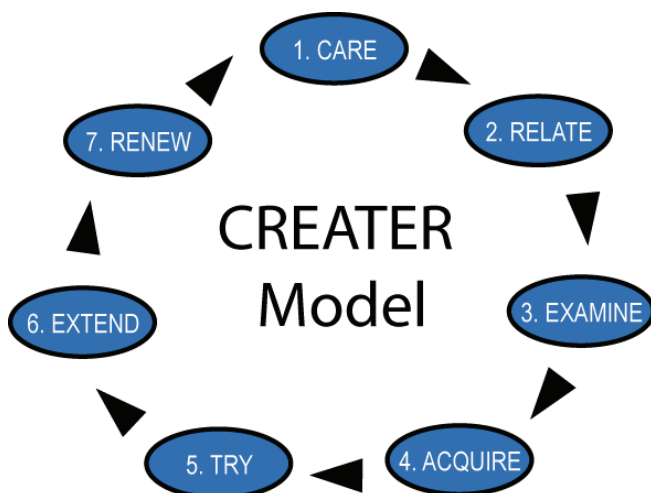
In school improvement work, the system is comprised of the people, policies, and practices. All of these components impact upon the selection and implementation of improvement models and interventions. The change cycle or change process prepares a system for moving the content of change forward. As was indicated in the introduction to this guide, this change model is not intended to supplant any procedures that schools may have in place to implement new initiatives. School improvement specialists should work closely with existing infrastructures to align the tenets of this model with existing change process components.

In the following sections, each stage of the change model is described and the tasks or expectations for the professionals who are leading the change effort are detailed. These tasks are meant to be illustrative—not exhaustive of the kinds of activities that a school improvement specialist can expect within each phase of the cycle. The materials contained in the *Change Agent Training Support Materials* that accompanies this guide provide tools to facilitate the ability of school improvement specialists to carry out the activities inherent within each of the stages described

below. This is a time-consuming process, and there are no easy answers to problems that educators may encounter during the change process. Included in the training support materials are worksheets that can help identify potential problems that may be encountered within each of these stages, and the workshop discussion will provide a forum for generating strategies to address these problems.

SEVEN STAGES OF CHANGE

[1]*CARE.*

Stage One. In this stage, the school improvement specialist focuses on gathering information from the various key players in the field in order to determine what issues/problems individuals in the system really care to address. Educators often use data collected from needs assessments to identify the particular topical need area. Data collection and analyses are critical to determining school or system needs.

Data Sources for Assessing Reform Needs	
Whole School Reform	**Programmatic Reform**
■ Student Achievement Tests/Scores	■ Content– or Context–Specific Student Achievement Tests/Scores
■ Student Discipline Reports	■ Student Discipline Reports
■ Student Attendance	■ Program Attendance
■ Student Graduation Rates	■ Program Completion Rates
■ Teacher Attrition Rates	■ Teacher/Student Attrition Rates

The first task of the school improvement specialist is to:

■ develop some sense of what the concern is,
■ a sense of where the system seems to be hurting, and
■ where the need for change is most pressing.

The problem or need may appear to be obvious in examining signs and symptoms in the school setting. However, as indicated in the case box on the next page, the true need or problem area may not always be obvious; the most urgent issue may not be apparent. The educator needs to look around and to listen to what is being said by different members of the system before determining what the real concern is. A three dimensional needs assessment, recommended by Learning Point Associates in Making Good Choices (Walter, 2004), may offer a school improvement specialist a viable solution to ensure that they are truly developing

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[1] Resource: MPR Associates have developed a manual to help schools conduct effective needs assessments: http://www.mprinc.com/ps/ayf/index.html

Stage One: CARE

■ CARE about making a difference

■ Information gathering stage

■ Data collected from needs assessments should be done to identify issues and areas in need of improvement

■ *Emphasize the importance of using data to assess reform needs (review the graphic)

■ Perspectives on the school's needs must be gathered from various members of the system.

■ Caution: What may appear to be the need may not be the real need…e.g., a course curriculum may not be effective because the teachers lack training in its proper implementation… which would not require the selection of a new curriculum…thus the need is professional development not necessarily a new curriculum.

■ It is important to dedicate the time needed to analyze the needs of the school in this step.

■ The materials in the support materials packet should be helpful to you.

accurate assessment of needs. In this needs assessment, researchers suggest that one-dimensional needs assessment may miss the varying perspectives that multiple school stakeholders offer, may not address the varying levels of need that a school system presents, and can fail to consider the issue at varying time points. WestEd, another nationally recognized school reform research and technical assistance organization, suggested that needs assessment focus on three areas, including student demographics and achievement, classroom processes and supports, and school management and resources, including community involvement (WestEd, 2000).

Spending time to truly analyze needs is important in this early stage, since CARE will set the motivational tone for the change initiative. It is the stage where things are set into motion. If the team and its constituents develop a sense of care around a need that is incorrect, this can adversely affect motivation and drive to address the true needs of a school setting. The materials contained in the training support materials includes a worksheet with questions that school improvement specialists can pose to colleagues as the first step in a multi-dimensional needs assessment process.

Case Study – Determining Need

You learn that even after implementing a school improvement program that has a reading component that student reading scores have not improved and you are tempted to scrap the entire program. However, you learn that because educators have not had training regarding the program, they are not implementing its components correctly. The need is additional professional development – and not a new reading intervention as one may have thought based on the initial signs or symptoms related to low scores in reading achievement.

Trainer Guiding Question: Can you think of similar examples or situations? What strategies would you use to overcome these problems? Discuss any problems that may have arisen during this stage and ways that these issues could have been resolved.

Case Study

Trainer will go through a case study example with the group. This is step one. Trainer should ask each person to read the case study. After everyone has finished, the trainer should encourage the group to discuss the scenario and to think of other examples and share them with the group.

Time: 5 minutes

Stage Two: Relate

Trainer should describe this stage by highlighting the following key points:

- This stage can occur simultaneously with Stage One.
- The stage focuses on building relationships with members of the system and fostering collective action.
- Relationship-building takes time.

Case Study

Trainer will go through step 2 of the case study example with the group. Trainer should ask each person to read the case study textbox. After everyone has finished, the trainer should encourage the group to discuss the information and to think of other examples and share them with the group.

Trainer should discuss Michael Fullan's work, which asserts that capacity building and relationship building must occur simultaneously to drive school improvement.

Time: 5 minutes

RELATE.

In Stage Two, the focus is on building relationships as a key ingredient to becoming a successful school improvement specialist, and importantly, to enhance the chances that any innovation will be effective. This stage, which may begin almost simultaneously with sensing the concern, is the establishment of contact and building relationships within the system. The school improvement specialist must:

■ develop good relations with all key members of the system by establishing collaborative relationships through regular communication and contact with key members, and
■ assist the members of the system to relate better among themselves to the point that they are capable of collective action by creating a collaborative environment in which all members are able to contribute to the effort.

Clearly all of this does not happen quickly. Rather, as the change effort proceeds, the school improvement specialist reaches out to more and more members of the system.

> **Case Study– Building Relationships**
>
> *After learning that educators were not properly trained to implement the new reading program, you and your school's reading specialist discuss your concerns with your school principal. Your concerns are well received. You, your principal, and the reading specialist commit to addressing the need for training by building on internal and external resources. You gain support for the comprehensive reading training initiative from the faculty, PTA, school board, and district.*
>
> *Trainer Guiding Questions: Describe ways to build positive relationships with faculty, parents, and other constituents. What other problems might you encounter as you try to build relationships? Discuss any problems that may have arisen and ways that these issues could have been resolved.*

As members come to grips with the challenge of problem-solving, they become more interconnected and more able to collaborate. In a recent publication, Michael Fullan points out that in developing relationships among school improvement leaders, capacity building has to occur simultaneously (Fullan, 2005). It is not enough to establish the key relationships that will drive the school improvement; equipping these leaders with the tools and knowledge that they need to actively participate in the effort is equally as important.

[2]**EXAMINE.**

In Stage Three, "Examine," the school improvement specialist uses need assessment data results to examine the topic or issue to determine the most appropriate intervention. With relationships in place, the school improvement specialist team will be able to consider the nature of the problem in more detail. The process includes:

- defining the problem's elements and dimensions (analogous to a diagnosis by a medical professional).
- considering what elements are most urgently in need of change, and
- determining what elements are most likely to be impacted by a change effort.

Educators turn the care issues identified in stage one, into actionable topics and suggest solutions. In this stage, time is taken to understand the problem, its potential causes, its impacts, and its solutions.

Case Study– Examining the Issue

A brief survey and classroom observations revealed that all of the middle school educators in the district using the new reading intervention need to be trained on implementation strategies. As a result, a reading initiative task force team (composed of you, educators, principals, reading specialists, a district liaison, a parent liaison) is selected to (a) define the issue, (b)assess its urgency, and (c) to determine the impact of the implementation training.

Trainer Guiding Question: Using this scenario, how would you address (a), (b), and (c)? What problems might you encounter during this examine phase and how would you resolve them?

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[3]**ACQUIRE.**

Stage Four of the model is "Acquire." In this stage, the school improvement team undergoes the process of acquiring resources to address the identified need. With a clear understanding of the problem determined by the "Examine" stage, the team can use a variety of resources to address the school improvement need. Resources come in many forms, including personnel, informational, material, or fiscal, and

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[2] Resources: New American Schools has developed a list of resources to help schools build relationships and support for comprehensive school reform efforts: http://www.newamericanschools.org/contentViewer.asp?highlightID=8&catID= 166

[3] Resource: Naschools.org website provides a checklist to ensure the quality of a selected reform model and its implementation process: http://www.naschools.org/contentViewer.asp?highlightID=48&catID=86

Stage Three: Examine

Trainer should reiterate the importance of Stages One and Two for the success of Stage Three. The results of a caring team of school improvement specialists that have built strong relationships for a common goal are imperative for this stage. This team of school improvement specialists will work together to closely examine the needs of the schools and make recommendations for appropriate interventions.

This stage focuses attention on the problems/needs, causes, impacts, and solutions.

Case Study

Trainer will go through step three of the case study example with the group. After reading the textbox, the trainer should ask the group to now think of themselves as the 'reading initiative task force' and encourage the group to discuss (a) – (c).

Time: 5 minutes

Stage Four: Acquire

Trainer should describe this stage by highlighting the following key point:

- Improvement team should acquire resources to address the areas of need.

Trainer should facilitate a discussion of the *Sources of School Improvement Resources* in the support material packet.

Trainer should reference Fullan, who stated that successful school improvement efforts are in districts that are "resource hungry."

- Successful efforts "seek and attract" resources and know how to use them efficiently.
- Policy changes and demographic shifts can impact resource allocations.
- Resources are available.

Case Study

Trainer will go through step four of the case study example with the group. After reading the textbox, the trainer should ask the group to now think of themselves as the 'reading initiative task force' and encourage the group to discuss other resources the team should explore.

Time: 5 minutes

Stage Five: Try

Trainer should review the previous stages...reiterating the process. Once the resources have been identified, the team should be ready to select and try the new intervention (or change).

can come from many sources, including from within the school building, within the district, within the state, or from a national source. The Sources of School Improvement Resources, in the support package, can help educators identify potential sources through which resources can be acquired.

Fullan described those districts that are successful at sustaining school improvement efforts as resource hungry. They seek and attract resources and know how to use them for best effect, which creates a virtuous resource cycle (Fullan, 2005, p. 74). Policy changes and demographic shifts can affect school improvement within a school or district and can impact upon the way that resources are allocated (Walter, 2004). For instance, with the recently reauthorized Individuals with Disabilities Education Act (2004), there may be some programmatic changes that result in differences in the way that school districts can allocate funds for academic interventions (see Early Intervening Provisions of IDEA 2004). As school improvement specialists, it is worth noting any federal, state, or local initiatives that may have implications for the types of resources available to address school improvement interventions. Using resources differently can potentially open up funding for new interventions; therefore, educational leaders should assess how well they are finding and utilizing resources, including financial support (Walter, 2004).

Case Study– Acquiring Resources

A special reading committee, from the school improvement program team, contacts experts, knowledgeable about the five reading component, who agree to work with the team to design and conduct several professional development workshops for the educators. The team also solicits and obtains funding from the district.

Trainer Guiding Questions: What other resources should the team explore? [Discuss as a group]. What problems or issues may arise during the acquire stage and how could you resolve them?

TRY.

Stage Five. After selecting an intervention, the school improvement team is ready to implement, or TRY, the new intervention in their school. Typically, school districts implement an intervention in only one school or a small number of classrooms as a pilot implementation to determine effectiveness prior to district-wide implementation.

With a well-defined problem and an assemblage of relevant resources, the school is in a good position to choose a solution or a set of possible solutions. One of the *biggest mistakes* of educators is to jump on a

solution without thinking it through. Considerations regarding trying an intervention include:

■ how it would apply in practice,
■ how it might need to be adapted to fit the special circumstances of this system, and
■ what the potential consequences in the short and long term might be.

School improvement specialists may view this pilot stage as a test of the intervention in the real world. Trying the program, and simultaneously collecting data regarding its impact, is important to determine whether the intervention is the right intervention and if adjustments need to be made to the intervention. Getting feedback from all those involved, including administrators, educators, students, and parents, is important to determine the viability of implementing the intervention on a long-term basis.

Case Study– Trying the Intervention

With the training workshop developed, the team decides conduct the workshop for middle school educators in one of the district's ten middle schools. The team administers a survey one month after the workshop to collect feedback regarding how educators implemented the program. The team observes the educators appropriately implementing the reading component in their classrooms. Interestingly, they find that veteran teachers had more success implementing the program. Careful observations revealed that, in general, the newer teachers experienced more classroom disruptions and management issues that impacted the program's implementation.

Trainer Guiding Questions: In what ways can the reading initiative task force team use this information for future workshops? What is the advantage of piloting an intervention? What problems may arise during the "Try" stage and how would you resolve them?

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[4]**EXTEND.**

Stage Six. Once the intervention is implemented, the school improvement team moves into the "Extend" stage of the model. In this stage, the focus is on evaluating and spreading the success of the intervention, through analysis of baseline, formative, and summative data. A chosen solution or innovation must be put into action and must come to be accepted by the system as a whole.

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[4] Education for future provides tools and guidance to help schools collect information and data to help with school improvement efforts: http://eff.csuchico.edu/books/data_analysis.php

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Trainer should highlight the following:

■ Teams should consider several factors before selecting and trying a new intervention or change:

- o Applicability to practice
- o Customization for the school
- o Available resources
- o Short- and long-term consequences

Pilot first

Schools typically implement the new intervention in a classroom before district-wide implementation.

Case Study

Trainer will go through step five of the case study example with the group. After reading the textbox, the trainer should ask the group to think of themselves as the 'reading initiative task force' and encourage the group to describe ways the team can use the information from the pilot to shape future workshops and discuss the advantages/disadvantages of piloting an intervention.

Time: 5 minutes

Stage Six: Extend

Trainer should describe this stage by highlighting the following:

After the pilot intervention has proven to be effective, the team should begin the next stage of the implementation change

■ model process…stage six…extend.

The first phase of the extend stage is to conduct a comprehensive evaluation of the pilot intervention.

This evaluation may include an analysis of baseline, formative, and summative data.

Once the evaluation confirms the success of the intervention, the intervention should be reviewed for sustainability.

Fullan's eight elements of sustainability include:

1. Public service
2. Commitment level to change
3. Lateral capacity building
4. Personal effort and social resources
5. Deep learning
6. Short-term and long-term goals commitment level
7. Cyclical energizing
8. Leadership sustainability

When an intervention is extended, the practice or program is sustained in the school setting over a period of time.

Fullan identified eight elements of sustainability, including:

■ **Public service with a moral purpose** – commitment to three levels of moral purpose, including raising standards and closing the achievement gap; treating people with respect; and altering the social environment – all levels of the educational system must value moral purpose.
■ **Commitment to changing context at all levels** – short-term quick fixes are easy but, to sustain change, the entire educational system must change.
■ **Lateral capacity building through networks** – collaboration not competition. Schools become learning networks and cross-disciplinary communities.
■ **Intelligent accountability and vertical relationships** – combination of personal effort and the use of wider social resources. Vertical relationships exist between state and districts, districts and schools, etc. Tap into these vertical systems and implement self-accountability processes and accountability systems across levels.
■ **Deep learning** – sustainability requires continuous improvement, adaptation, and collective problem-solving. Schools and systems can do this by driving out the fear factor, using data to drive decisions, and ensuring that learning takes place at all levels. If the school system is not dedicated to deep learning at the organizational level, deep learning will not occur at the student level.
■ **Dual commitment to short-term and long-term results** – conditions that appear to be distinct need to be brought together. Sustainability is resource hungry, but sustainability requires that school improvement specialists refocus resources rather than solely relying on creating new resources.
■ **Cyclical energizing** – sustainability is cyclical and requires a focus on energy (both the under-use and overuse of the energy that motivates educators to action).
■ **The long lever of leadership** – the lever in sustainability is leadership. Leadership is the driving engine for school improvement and change (Fullan, 2005).

Case Study

Trainer will go through step six of the case study example with the group. After reading the textbox, the trainer should ask the group to think of themselves as the 'reading initiative task force' and encourage the group to review Fullan's eight elements of sustainability and discuss ways the team can ensure that the intervention meets all of the elements.

Time: 5 minutes

> ***Case Study– Extending the Intervention***
> *Based on the results of the pilot intervention, the reading initiative task force team incorporates classroom management strategies (i.e., peer tutoring, creative strategies for grouping, and monitoring groups) that have proven to be effective with the reading component into the training. Before they offer the workshop to all of the district's middle school educators, they review Fullan's eight elements of sustainability. <u>Trainer Guiding Questions</u> Does the reading initiative meet Fullan's eight elements of sustainability? Discuss any problems that may have arisen during this stage and ways that these issues could have been resolved.*

RENEW.

Finally, the Stage Seven, the last stage of the process of change, is the "Renew" stage. It is during this stage that the intervention is institutionalized and becomes common practice in the school setting. The intervention moves from being a new program to a regular part of the school system and a long-term plan for implementing the program is established. Then, following the results of a new needs assessment, a new problem or area within the school can be addressed and the cycle repeated.

Characterized by the three R's, (**R**einforce, **R**ecreate, and **R**elinquish), in this stage, the school improvement team recognizes that even after adoption has occurred, there is still more work for the team. There is the need to have the innovation securely placed and integrated into the ongoing life of the school. There is the further need to keep the system energized to continue problem-solving efforts and to evolve into a more effective self-renewing organization. Hence, a final stage, called "Renew." Part of the renewal is building an internal system capacity for change that allows continuation of successful problem-solving that is not dependent on one school improvement specialist or team. Thus, the renewal stage should include consideration of when and how the school improvement team relinquishes control, perhaps moving on to assist other systems in greater need.

Case Study – Ongoing Renewal

Once the training program met Fullan's eight elements of sustainability criteria, the training program was provided to all middle school teachers in the district. As a result, the district experienced significant improvements in students' reading abilities and their achievement scores increased. Surveys and classroom observations showed that teachers who participated in the reading workshop were implementing the new reading component appropriately. To ensure that educators continue to implement the program well, district leaders require all educators to attend the workshop before they can teach the reading component. They also require veteran reading teachers to take the refresher reading course at the beginning of each school year.

Trainer Guiding Question: What are other ways the reading initiative task force team can remain active and ensure that the ongoing renewal process continues? Even after an intervention is institutionalized problems and issues may arise. What are some of these long-term problems that can occur and how can they be addressed?

Stage Seven: Renew

At this point the Trainer should review all of the stages (by name)…care…relate…examine…acquire…try…extend…and finally renew.

Trainer should describe this stage by highlighting the following:

- In this stage the intervention is institutionalized throughout the school setting.
- This stage is characterized by the three R's – Reinforce,
- Recreate, and Relinquish.
- Once the intervention is adopted, there is still a need to revise the intervention.
- This renewal stage may include information for extending the plan to other systems in greater need.

Case Study

Trainer will go through step seven, the final step, of the case study example with the group. After reading the textbox, the trainer should ask the group to think of themselves as the 'reading initiative task force' and encourage the group to discuss ways the task force can continue to ensure that the ongoing renewal process continues.

Trainer and participants should review and discuss the change process table below.

Time: 5 minutes

It is important to remember that the change process is not easy. There will be challenges at each stage of the process. While there will be advocates of the reform effort, the school improvement team will encounter strong adversaries as well, which can lead to times of stress and tension. There will be high points and low points. At times, it will be important for the team to support each other and the reform efforts. It is advisable to regularly revisit the stages of the process and reflect on the goal of the reform effort. What is the primary issue of concern? Why do we care? How are we addressing this issue? What will be the impact of the effort? Who will benefit? Why is this effort important? This will keep the team and efforts grounded and focused on the goal of the reform initiative.

There are several common pitfalls and mistakes that school improvement teams and reform efforts often encounter. These pitfalls range from an inability to identify school needs to activities that do not continuously evaluate the initiative. Many of these mistakes and pitfalls can be mitigated by being able to identify them as challenges and by being aware of ways to avoid and/or address these challenges.

The following table provides an overview of the seven-stage change process model. It includes the objectives for each stage, common activities that are carried out in each stage, and suggestions regarding pitfalls and mistakes that the school improvement team can make, and ways to mitigate challenges to the change process.

THE CHANGE CYCLE

Stage	Objectives for the School Improvement Team	Methods	Pitfalls and Common Mistakes – Be on the lookout...	Overcoming Pitfalls and Common Mistakes
Care	To develop a sense of care and concern, not only personally, but also throughout the organization.	■ Gather information regarding the organization including – the constituents, the concerns, what, and why ■ Prioritize this information.	■ Inability of school improvement specialist or constituents to identify concerns. ■ Concerns are so intense that clients are not open to rational problem solving. ■ The negative prior experiences of participants regarding change efforts override other concerns for change.	■ Examine school or program data. (i.e., achievement scores, discipline reports) or develop a needs assessment tool. ■ Acknowledge the importance of client's concerns and guide client to realistic solutions. (Data-rich examples may be helpful.) ■ Include stakeholders in the process from the start. Have an open discussion with stakeholders about why this experience will be different from past experiences. Identify why past experiences were negative and work to ensure that they do not occur again.
Relate	To build a good relationship with the people you are trying to help.	■ Identify who the participants are and describe the community. ■ Understand the roles of the diverse participants. ■ Understand the nature of the community in which you are affecting change. ■ Have a good sense regarding your own role and organizational relationships before the change process.	■ No clear understanding of who the participants are. ■ Lack of understanding of roles and norms. ■ No clear understanding of your own relationships with participants.	■ Meet with key personnel (i.e., principal, district leader) to identify key individuals who would be instrumental to the success of the effort. ■ Develop clear roles and norms for each participant and discuss them with the team. ■ Work to develop strong relationships with participants.

Stage	Objectives for the School Improvement Team	Methods	Pitfalls and Common Mistakes – Be on the lookout...	Overcoming Pitfalls and Common Mistakes
Examine	To understand the problem by turning emotion and caring into problems you can solve by establishing meaningful objectives.	■ Diagnose the problem/issue through identification of both bad and good! ■ Perceive the setting as a "system" – with interrelated and interdependent components. ■ Make a diagnostic inventory – a worksheet of descriptive facts about your participants and system.	■ Not asking the right questions to identify the problem/issue – poor diagnostic skills. ■ Inability to view the participants as a "system" or inability to understand the interconnectedness of the educational community. ■ Incomplete diagnostic inventory. ■ Too much diagnosis. ■ Studying the problem as a pattern of avoidance. ■ Using diagnostics for destructive confrontation. ■ Imposing your own favorite diagnosis. ■ Fire-fighting – attending to those problems that only the school improvement specialist deems important.	■ Seek experts and resources targeted at identifying problems/issues. ■ Research comprehensive school reform data and resources to get a better understanding of systemic initiatives. ■ Use psychometrically sound inventories or hire experienced reviewers to review the inventories. ■ Focus diagnosis on priority areas. ■ Commit to seeking realistic solutions for problems. ■ Use diagnostics constructively. ■ Remain objective. ■ Form a school improvement team and using data priority rank the problems. Focus reform efforts on the most commonly cited problems. ■ Use data from a needs assessment tool to identify needs.

Stage	Objectives for the School Improvement Team	Methods	Pitfalls and Common Mistakes – Be on the lookout...	Overcoming Pitfalls and Common Mistakes
Acquire	To access resources (electronic/print materials, people, time, and products) as the basis for change within your system. To build a permanent capacity for resource acquisition.	■ Use an expansive process initially to identify key elements of the problem and how to solve it. ■ Narrow the focus – use interviews, observation, and self-diagnostic workshop for client system. ■ Cast a wide net for solution ideas ■ Hone in on a maximum of three alternatives as a means of addressing the problem.	■ Acquiring resources to support school improvement is a crucial step that takes time. ■ Thinking you have all the resources you need. ■ Negating the importance of past knowledge and experience. ■ Not taking the time to access appropriate resources.	■ Realize that all of the process steps are crucial and should not be overlooked. ■ Explore possible resources even when it seems you have enough. ■ Acknowledge the importance of both past experiences and the need to learn more (attend a reform planning training). ■ Dedicate a set amount of time each week to identifying and accessing resources, or delegate a member of the school improvement team to be the resource liaison with the task of acquiring resources.
Try	To commit to solutions by moving from knowledge to action.	■ Assemble/order relevant findings. ■ Derive implications from the knowledge base. ■ Generate a range of solution ideas. ■ Test feasibility. ■ Adapt. ■ Act.	■ Erroneously thinking that there is only one sure path to the right solution. ■ Inability to organize findings into a meaningful picture. ■ Inability to see the implications of your findings. ■ Lack of appropriate potential solutions. ■ Not asking whether solution is realistic/feasible. ■ Failure to modify potential solutions to be consistent with the system. ■ Failure to act!	■ Understand that there are several paths to a solution. You may have to try more than one before you find the 'right' one. ■ Organize findings by common categories/themes. ■ Extrapolate possible implications from input from the team. ■ Seek external/internal expertise and the literature base for potential solutions. ■ Always seek realistic and feasible solutions. ■ Modify potential solutions to be consistent with the system or federal regulations. ■ Act!

Stage	Objectives for the School Improvement Team	Methods	Pitfalls and Common Mistakes – Be on the lookout…	Overcoming Pitfalls and Common Mistakes
Extend	To gain deeper and wider acceptance of the change recommendation – to transform intentions into actions. To learn whether a solution can be accepted and used effectively by all the members of the client system.	■ Raise **awareness** within the system regarding the need for change and the availability of alternatives. ■ Encourage participants to come to you for information to pique **interest.** ■ Help participants apply change to their own situations so they can **evaluate** the proposed change. ■ Provide training/assistance to support a **trial** of the change. ■ Help clients adjust to the new situation and **adopt** change. ■ Nurture **integration** of the new skills into daily routine of system.	■ Inability to effectively communicate solution to system. ■ Reluctance or inability of participants to move through change adoption process. ■ Lack of flexibility within system or by individuals. ■ Failure of school improvement personnel to match activities with change adoption steps.	■ Develop an outline, present data, and provide a value-added plan. Attend a district meeting and allow a question-and-answer time. ■ Work patiently with participants. Too much reluctance may necessitate the selection of new team members. ■ Encourage flexibility and persistence. ■ Create a table with change steps on one side and activities on the other. Participants will put activities beside the appropriate change step; if there is not one it cannot be included on the table.

IV. The Impact of Change on Schools and Educators

Implementing new initiatives in any setting can be anxiety-provoking. It is important to recognize how school personnel may react to changes in their environment because these reactions can impact upon the success of the intervention. The assumptions that educators hold about change in school environments can influence the implementation of school improvement strategies both before and after the intervention is introduced in the setting.

HOW EDUCATORS ARE AFFECTED BY CHANGE AND INNOVATION

Educators may be accustomed to new innovations in school settings and may hold assumptions and preconceived notions about change, including:

- Change is inevitable. There is no preventing change from occurring; however, its direction and outcome may be influenced.
- Change is a process, not an event. No innovation has ever been successfully implemented overnight.
- Change is an additive process, a process of ever-increasing options in how people behave. People cannot be forced to adopt the change process. The person can always resume previous behaviors, and thus has the choice to change.
- Change events can be anticipated. There are personal and organizational reactions that are predictable, and some negative reactions can be prevented by appropriate interventions.

The school improvement specialist's job is not to **force** change, but rather to facilitate the process. It is important to understand that people can only be given the opportunity to change. The school improvement specialist is one person who can create safe and rewarding opportunities that may enable change to occur.

People in the educational system are often doing the best they can with the knowledge and skills they possess, and when they can do better, they will. Inevitably, individuals on the improvement team will be at different stages of the process. They cannot know more than what they know, or be expected to see the desired change the way it is planned; the school improvement specialist must create awareness, educate, model, and provide feedback in order to help people move.

IV. IMPACT OF CHANGE

Time: 30 minutes

Trainer should discuss this section, highlighting the following key points:

- Key school personnel may react in varying ways to the change in their environment.
- School improvement specialists should consider the various preconceived notions educators may hold about change…it's inevitable, it's a process, it's an additive process…events that occur during the change process can be anticipated…school improvement specialists force change.

Educators may also believe that people do the best they can with the knowledge and skills they have and when they can do better, they will. Some educators have the belief that school improvement specialists must create awareness, educate, model, and provide feedback in order to help people move.

REACTIONS TO THE IMPLEMENTATION OF COMPREHENSIVE SCHOOL IMPROVEMENT STRATEGIES

Trainer should emphasize that people will react in different ways to the implementation. The implementation of a new change model can be stressful to some and can result in dysfunctional communication, such as blaming and complaining. The improvement team should be prepared for some resistance from personnel, parents, and students. Trainer should review and discuss the table on dysfunctional patterns.

Trainer should reassure participants that one of their roles will be to help all constituents feel comfortable by involving them in the improvement initiative.

Trainer will lead participants through *Moving Forward* in the training support materials, using the CREATER Model handouts (*Stages One-Six*). Participants should focus on their schools for this activity.

Some people accept change readily, while others react to change in what appears to be ineffective and seemingly dysfunctional ways. In reality, these behaviors are survival tactics that can be observed in participants' verbal and nonverbal communications. According to Satir (1988) when in a stressful situation, individuals tend to function in one of four dysfunctional communication patterns: blaming, placating, computing, or distracting.

Dysfunctional Pattern	Typical Behaviors	Avoidant Reaction
Blaming	No matter what happens, it's always the other person's fault. Failure to accept responsibility for their own behavior.	Because they do not take responsibility for their own behavior or acknowledge others' feelings or thoughts, they are not able to recognize their own need for change.
Placating	Agree to any and everything that is introduced, even when possessing no energy, intention, or ability to participate in change.	Because their only purpose is to please others, there is no investment in self-reflection and learning new behaviors.
Computing	Completely ignore their feelings and focus on the logic of the situation, and attune to small details that make minimal impact on change,	Because they typically want others to listen to them as experts, their behavior prevents them from working as a team member to implement the new innovation, thus causing uncomfortable feelings.
Distracting	Cannot attend to the task or subject at hand, tend to be constantly in motion, cracking jokes, and carrying on irrelevant conversation.	Because they usually ignore their own and others' feelings related to change, they cannot adapt to the change process.

School improvement specialists have an important role in helping all school participants to feel comfortable and involved in the school improvement initiative. As was pointed out in previous sections of this guide, it takes a team and a school system to optimally implement school improvement programs that can be sustained in the long run. There are a number of factors or considerations that can affect an educator's response to new innovations. Knowledge of these focus areas can help school improvement specialists create a school environment in which participants will more readily respond to school improvement interventions. The materials for a school improvement specialist contained in the Training Support Materials are intended to help change leaders create a setting that can help educators more effectively implement school improvement strategies.

V. Conclusion

Educators are encouraged to use this guide, accompanied by resources available through their schools, districts, CSR providers, and other federal and national organizations, in a way that is customized to their needs. The Model is a framework for thinking about the role of the educator in school improvement efforts and can be used as a reference to implement a range of reform models and initiatives. The exciting part about the "business of education" is that it is a learning and dynamic field – full of challenges, rewards, and opportunities. It is hoped that the materials developed by the CSRQ Center help educators address these challenges, contribute to the reward of the profession, and support the opportunities that arise from school improvement work.

Feedback and suggestions regarding this guide and its accompanying resources are welcome. Please take a moment and fill in the evaluation form on the next page of this guide. Please save the form in a text document and send it to csrq@air.org. If you have additional comments or suggestions regarding how this guide can be improved, please send your comments to csrq@air.org.

Technical assistance specialists from the CSRQ Center can offer this guide in a half-day workshop format at your district or school. For more information about the free technical assistance services available from the CSRQ Center, please contact Dr. Judy Shanley, Task Leader, Technical Assistance, at jshanley@air.org or 202-403-5430; or Dr. Monya Ruffin, Technical Assistance Liaison, at mruffin@air.org or 202-403-5598.

After participants have completed the Handouts (Stages One-Six) and reported to the group, the trainer will conclude the workshop.

Trainer should conclude by encouraging participants to use the guide and to supplement the guide with resources available through their schools, districts, CSR providers, and other federal and national organizations.

Trainer should point out that the 'business of education' is dynamic, with challengers, rewards, and opportunities.

The CSRQ Center hopes the materials will support their efforts for school improvement.

Trainer should provide participants with the CSRQ contact information and remind them the technical assistance specialists are available at the CSRQ Center to assist them if needed.

VI. References and Resources Used in this Guide

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RESOURCES TO SUPPORT NEEDS ASSESSMENT

Comprehensive School Reform, Research based Strategies to Achieve High Standards: A Guidebook on School-wide Improvement. WestEd (2000). San Francisco.

This guide is designed to help schools with successful implementation of comprehensive, school-wide reform, including participants in the Comprehensive School Reform Demonstration Program, as well as other schools undertaking entire-school improvement using federal, state, and local funds. The guide can be helpful wherever schools are considering ways to address low student achievement through a sustained effort of the entire school staff, parents, and the community. The guide offers step-by-step explanations of school reform processes and approaches that will enable staff to take into account the learning needs of every student. It also provides information about a variety of

resources ranging from practical tools, included in the guide itself, to additional resources that can help to make school-wide reform a reality at your school and a successful experience for everyone involved.

http://www.wested.org/csrd/guidebook/pdf.htm

Walter, K. (2004). *Making good choices*. North Central Regional Educational Laboratory, Learning Point Associates.

This guide for school leaders and leadership teams provides resources and tools to assist them in their efforts to sustain their reform initiatives. It was based upon: interviews with numerous school principals, district superintendents, professional development providers, school program directors, and other practitioners; consultations with notable researchers; and a through literature review. The guide is divided into five chapters. Making Good Choices is available online at: http://www.ncrel.org/csri/choice/mgcssi.pdf

THEORIES OF CHANGE RESOURCES

Public Education Network: http://www.publiceducation.org/theoryofaction.asp

To help communities get good schools, Public Education Network developed a "theory of action" for community engagement and public school success centered on the following elements:

■ **Three audiences:** the general public, stakeholders, and policymakers
■ **Three strategies:** community organizing, community-wide strategic planning, and advocacy
■ **Three school-reform issues**: standards and accountability, schools and community, and teacher quality

New Schools Venture Fund: http://www.newschools.org/strategy/theory_of_change.htm

The New Schools Venture Fund "theory of change" describes the strategies and activities we employ to accomplish this mission; it is driven by these five core beliefs:

■ All children are entitled to a high quality education.
■ Efforts to transform public education must focus on key leverage areas.
■ Entrepreneurs are uniquely positioned to lead change.
■ Entrepreneurial ventures can increase the social impact and effectiveness of public funds.
■ Leaders in many sectors must work collaboratively to create an educational environment receptive to – and ready for – positive change.

Annie E. Casey Foundation: www.aecf.org/initiatives/mc/theory.htm

The Casey Change Theory is based on the organization's belief that the things that help make families strong and neighborhoods supportive matter. Those include being **connected** to **economic opportunities** such as jobs and savings, to **social networks** of kin and neighbors, and to **quality services and supports** that work *for* families, not against them.

LEGISLATION

IDEA (2004). The Individuals with Disabilities Education of 2004.

The Individuals with Disabilities Education Act Amendments of 1997 Public Law 105-17 was signed by the President on June 4, 1997. The Individuals with Disabilities Education Act (IDEA) is the nation's special education law. First enacted three decades ago, IDEA provides billions of dollars in federal funding to assist states and local communities in providing educational opportunities for approximately six million students with varying degrees of disability who participate in special education.

Various formats of the law can be found at
http://www.cec.sped.org/law_res/doc/law/downloadLaw.php

NCLB (2001). The No Child Left Behind Act

On Jan. 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB). This new law represents his education reform plan and contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changes the federal government's role in kindergarten-through-grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The act contains the President's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

The entire legislation can be accessed via the Department of Education website:
http://www.ed.gov/policy/elsec/leg/esea02/index.html

WEBSITES FOR SELECTING SCHOOL REFORM MODELS

North Central Regional Education Laboratory

The North Central Regional Educational Laboratory (NCREL®) is a wholly owned subsidiary of Learning Point Associates. As a member of the Regional Educational Laboratory Network, NCREL is dedicated to providing high-quality, research-based resources to educators and policymakers in the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin.
www.ncrel.org

WestEd

Through its school and district improvement projects, improving education for children is at the core of WestEd's work.
http://www.wested.org/cs/we/view/area/7

Comprehensive School Reform and Improvement Center (CSRI). Learning Point Associates.

Implementing Schoolwide Programs: An Idea Book on Planning, 1998, U.S. Department of Education
http://www.ed.gov/pubs/Idea_Planning/index.html

This guide outlines six steps for school reform planning: establishing a planning team, conducting a comprehensive needs assessment, clarifying needs and finding research-based strategies, setting schoolwide program goals, writing the schoolwide plan, and finalizing the schoolwide plan. Each section includes checklists and examples to help schools carry out the process of planning.

VII. *Moving Forward* Evaluation Form

Your opinion matters to us. Please take a moment to complete the following questions about *Moving Forward.*

1. I believe that these materials will be useful in my role to identify, select, and implement school improvement strategies.   Yes   No

2. If you do not think that *Moving Forward* is useful, please explain:

_____

_____

3. If you do think Moving Forward is useful, how do you expect to use these materials?

☐   Share with colleagues

☐   As a reference when I select new programs

☐   As a reference to find school improvement resources

☐   To provide training and support to colleagues

☐   Other uses; please explain: _____

4. I think these materials would have been improved if they included information regarding:

_____

_____

5. I think that *Moving Forward* is consistent with my needs as a professional involved in school improvement efforts.   Yes   No

6. Can you suggest any forums through which we can disseminate *Moving Forward*.

_____

_____

Thank you for taking the time to provide us with feedback. If you would like to offer additional suggestions or comments, please send us a note at csrq@air.org.