

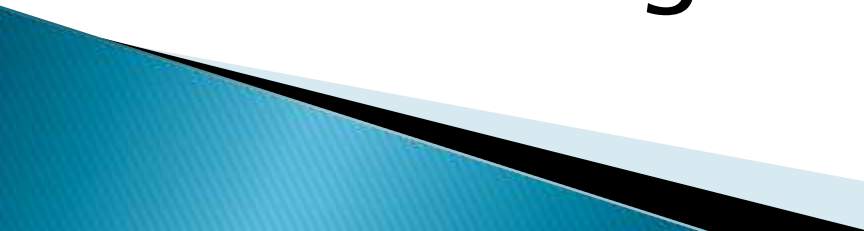
LEADERSHIP FOR SCHOOL CHANGE

Scotland Nash

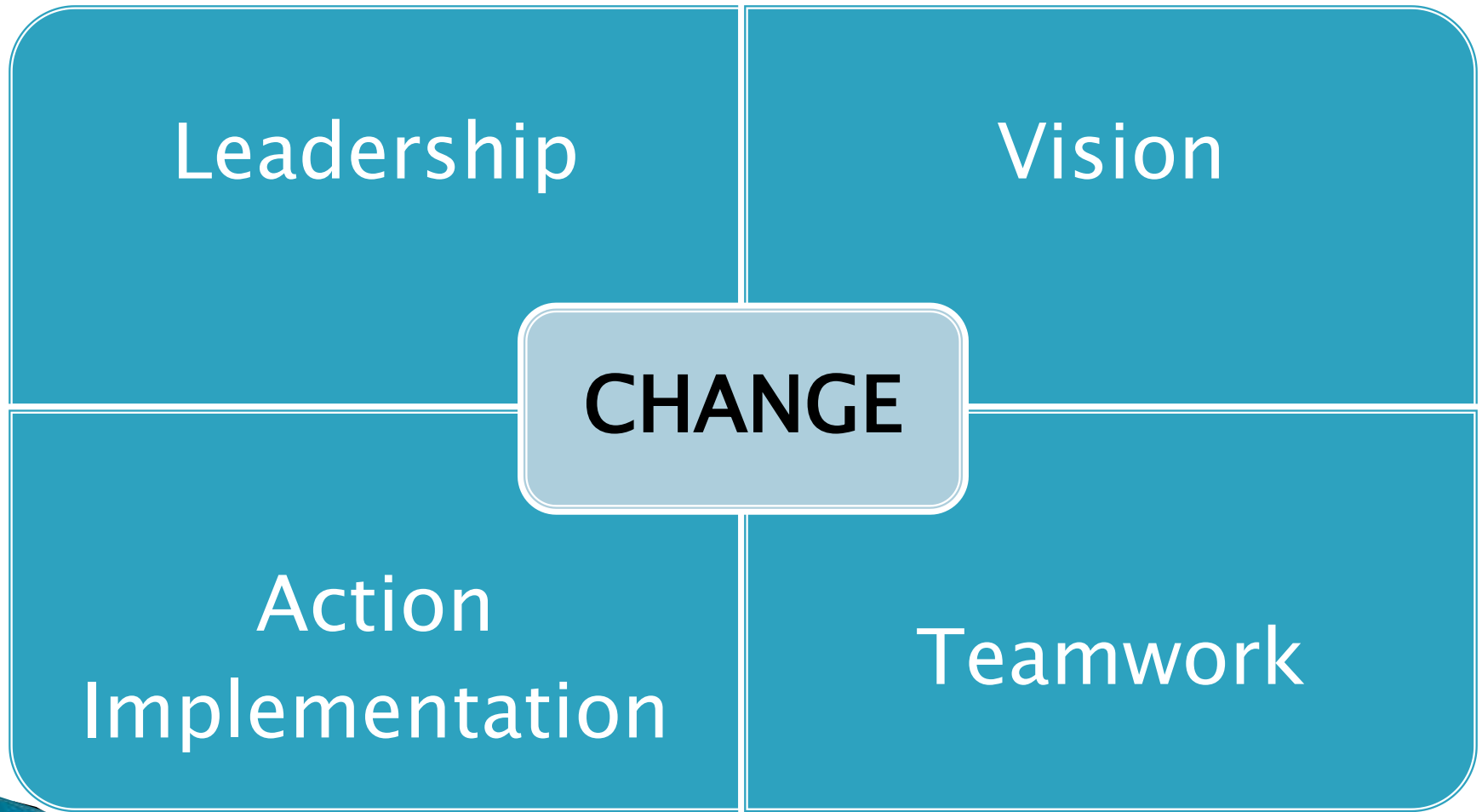


Research Question:

To what extent do leadership, teamwork, vision, and action implementation impact the school reform process initiated by an external agency as experienced by two urban high schools?



“KSH Analytic Framework”



Leadership

Findings

Schools First highlighted that the changing leadership in ALL organizations at ALL levels was a challenge to implementation.

Birchwood: the change in leadership and heightened tension surrounding leadership diminished the schools ability to implement change.

Jefferson: without stable and focused leadership there was no one to unify the faculty and staff around a common vision.

Implications

Consistent leadership is necessary for change at all levels and in all participating organizations.

Vision

Findings

Although resources are important, Schools First noted that without a clear vision as to how and why the money would be used it was challenging to implement change.

Birchwood and Jefferson believed in high student achievement; however, neither high school was on board with the proposed structural change that *became* the vision of the grant.

Implications

There needs to be a clear and consistent vision with student achievement at its core.


Teamwork

Finding	Implications
<p><u>Birchwood</u>: the Better Schools Team led to an immediate divide within the faculty and staff and that conflict created a stall in the change process.</p> <p><u>Jefferson</u>: the teacher-led committees were not viewed by all teachers as representative of their voice.</p>	<p>Stakeholders need to work together and communicate clearly.</p>


Action Implementation

Findings	Implications
<p>Teacher-led professional development is now structured in <u>BOTH schools</u>, such as PLCs and using data to inform decision making.</p> <p><u>Birchwood</u>: some isolated small learning communities throughout the building.</p> <p><u>Jefferson</u>: all of 9th grade has had various levels of small learning communities.</p>	<p>There needs to be time for teachers to participate in essential professional development to clearly understand the reform and clear communication with critical stakeholders about the benefits of reform.</p>

Recommendations: for Practice


- ▶ Consider elements of the “KSH Analytic Framework” and the school district’s distinct culture in order to implement successful change.
 - ▶ Conduct a needs assessment about student achievement.
 - ▶ Take time and consider the perspective of multiple constituencies.
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Recommendations: for District Leaders


- ▶ Support stable, strong, consistent leadership at the school level.
 - ▶ Create a clear and consistent vision with buy-in from stakeholders.
 - ▶ Provide time and funding for necessary professional development.
 - ▶ Monitor progress of the change.
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Recommendations:

for School Leaders

- ▶ Build teacher leaders that support change.
 - ▶ Clearly and consistently communicate and live the vision.
 - ▶ Distribute leadership, communicate clearly, collaborate, and build collegiality.
 - ▶ Make decisions that support the vision.
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Current Problem of Practice

- ▶ Social Studies curriculum alignment and implementation grades 9–12.
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Leadership

Leadership	Current Reflections	Next Steps
<ul style="list-style-type: none">•personal leadership qualities•longevity•take responsibility, act with competence, communicate clearly, be results-oriented, risk-taker, comfortable with change, and use focus and direction•build morale, invite participation, reward curiosity, support and empower colleagues•knowledge of CIA, use data, and monitor and evaluate reform efforts•mediate and communicate with a variety of stakeholder audiences•reflective, life-long learners with high standards and ambitious goals		

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Vision

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<ul style="list-style-type: none">•clear, concise, provides direction and inspiration for changing the organization•select the right work, the entire school needs to create and embody a vision that defines the work to be done•maintain that all people and all decisions align with the vision in order to define and focus reform efforts•motivates people to move in the same direction, and unifies a diverse people		

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Teamwork

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<ul style="list-style-type: none">• <u>Distributive Leadership</u>: based on individual interests, abilities, roles, knowledge and strengths; inspires greater participation, job satisfaction, productivity and commitment; leadership, shared governance and collegiality• <u>Communication</u>: clear, transparent communication creates functional teams• <u>Collaboration</u>: dialogue, decision-making, action, and evaluation; discuss issues and challenges and to celebrate successes; teacher participation in the decision-making process• <u>Collegiality</u>: gathers colleagues who learn together, provide perspective, and help mobilize the masses to move toward the vision of the organization		

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Action Implementation

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<ul style="list-style-type: none">• <i>Using Data</i>: purposeful; intentional and meaningful; measurable goals and regular data collection; a doable plan• <i>Short-Term Wins</i>: allow for and create opportunities for success; recognize and emphasize effective practice; reward as possible for their work; remove barriers• <i>Resources</i>: money needs to be used intentionally; teacher time needs to be respected and appreciated; appropriately train members of the organization, map the steps, and pace the change• <i>Tradition</i>: tradition should be appreciated and respected and change implemented accordingly		

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Remember students
are the heart
and teachers are the
hand of reform.

