SD/ST Tools for School Leaders: Creating a Culture and Climate for Sustainable SD/ST in Classrooms

Tim Lucas
Vice President for Leadership and Organizational Development
The Check-In:

Sawu bona
(I see you)

Sikona
(I am here)

Greeting in the Zulu Tribe
Please introduce yourself and share your professional pathway…

then your journey with systems dynamics and systems thinking.
Goals for Our Session:

• Identify and discuss the challenges of educational leadership and key areas where we can apply systems tools.

• Share best practices for improving student and adult learning and success in our schools using a systems approach.

• Create a 21st century school leader and explore how SD/ST tools could be integrated into the daily, sustainable practice of leadership and instruction.
The Work of School Leaders
The Responsibilities of a School Leader

What would you list?
Instructional Leadership:

- Framing school goals
- Communicating school goals
- Supervising and evaluating instruction
- Coordinating the curriculum
- Monitoring student progress
- Protecting instructional time
- Maintaining high visibility
- Providing incentives for teachers
- Promoting professional development
- Providing incentives for learning

Sheppard, 1996
The Leadership Matrix:

- Resilience
- Personal Behavior
- Student Achievement
- Decision Making
- Communication
- Faculty Development
- Leadership
- Time/Task/Project Management
- Technology
- Learning

Doug Reeves
SD/ST Tools and Concepts
Core ST Competencies For School Leaders

Tools for Understanding and Setting Direction
1. Personal Mastery
2. Shared Vision

Tools for Building Relationships and Dialogue
3. Mental Models
4. Team Learning

Tools for Reflection and Working with Systems
5. Systems Thinking
Systems Concepts

Habits of a Systems Thinker

- Seeks to understand the big picture
- Observes how elements within systems change over time, generating patterns and trends
- Recognizes that a system’s structure generates its behavior
- Identifies the circular nature of complex cause and effect relationships
- Changes perspectives to increase understanding
- Surfaces and tests assumptions
- Considers an issue fully and resists the urge to come to a quick conclusion
- Considers how mental models affect current reality and the future
- Uses understanding of system structure to identify possible leverage actions
- Considers both short and long-term consequences of actions
- Finds where unintended consequences emerge
- Recognizes the impact of time delays when exploring cause and effect relationships
- Checks results and changes actions if needed: “successive approximation”

©2007, Waters Foundation, Systems Thinking in Schools
We Use Behavior-Over-Time Graphs to Track the Rate of Change and Make Data-Informed Decisions.

(One of the easy applications of SD/ST to explore.)
Shifting The Burden

Symptomatic "Solution"

Problem Symptom

Fundamental Solution

Side Effect

Delay
Systems Tool - Structured Diagrams

Modeling Stocks Impacted by Change Allows Us to Apply Leverage and Monitor the Change Process

- Principal Awareness
- Professional Development
- Trained Teachers
- Resources ($, time, etc)
Systems Tool - Simulations

Using a “hands-on” simulation for experiencing the SD/ST

The Electric Maze
The Work of School Leaders

SD/ST Tools and Concepts
The Perfect Storm
The Perfect Educational Storm

• Overcrowded Curriculum
• New Technologies
• Access to Data 24/7
• Political Change
• Funding Challenges
• Institutional Hyperactivity
• New Paradigms of Leadership
• Disruptive Innovations
• Limited Differentiated Professional Development
• 21st Century Students
Rapid Changes are Occurring

<table>
<thead>
<tr>
<th>Language Focus</th>
<th>writing &amp; reading</th>
<th>oral, written &amp; visual language</th>
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<tr>
<td>Learning Context</td>
<td>historical context</td>
<td>personal context</td>
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<td>Learning Community</td>
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<td>Social Philosophy</td>
<td>conformist</td>
<td>thinking &amp; innovation</td>
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<td>24/7</td>
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<td>knowing</td>
<td>understanding</td>
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<td>sage</td>
<td>sage &amp; guide</td>
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<td>paper</td>
<td>electronic &amp; paper</td>
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<td>Learning Access</td>
<td>institution based</td>
<td>A³</td>
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<td>JIC</td>
<td>JIC &amp; JIT</td>
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<td>Planning Focus</td>
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<td>cognitive scaffolding</td>
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<tr>
<td>Teaching Practice</td>
<td>drill &amp; memory</td>
<td>inquiry learning</td>
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Main Provisions of RTTT:

- Standards and Common Core
- Quality Assessments, API and Student Growth
- Data Systems – K-12 Impact
- Struggling Schools
RTTT Required District Interventions Struggling Schools

1. **Turnaround Model** – Replace the principal and grant the new principal sufficient operational flexibility (staffing, calendars, budgeting, etc.) to implement a comprehensive reform approach. Screen existing staff and rehire no more than 50 percent. Select new staff. Provide ongoing financial incentives for staff and professional development. Adopt a new governance structure at district level to have turnaround schools report. Extensive use of data to inform decisions. Provide appropriate social-emotional strategies, community services and increased learning time among, other reforms.

2. **Restart Model** – Convert to a charter school or close and reopen under a charter school operator, a charter management organization or an education management organization selected through a “rigorous review process.” A restart must enroll within the grades it serves. any former student who wishes to attend the school.
3. **School Closure** - Close school and enroll students in another school in the LEA that is higher achieving.

4. **Transformation Model** – Replace the principal. Use a rigorous evaluation system for teachers and principals. Identify and reward school leaders and teachers and other staff who have increased student achievement and graduation rates. Provide ongoing professional development and financial incentives and flexible work conditions. Ensure the school is not required to accept a teacher, regardless of seniority. Ensure comprehensive instructional reform strategies. Additional extensive requirements.
“Leadership is not a talent endowed at birth or a character trait developed during childhood by parents. It is not a matter of luck. A leader is defined as the architect of sustained improvement of individual and organizational performance.”

Douglas B. Reeves
“Learning organizations are organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.”

Peter Senge
<table>
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<tr>
<th>Actions of a Learning Organization</th>
<th>Processes They Use</th>
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<tbody>
<tr>
<td>Expand their capacity to create the results they truly desire</td>
<td>Build a collaborative vision</td>
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<tr>
<td>New and expansive patterns of thinking are nurtured</td>
<td>Determine outcomes</td>
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<tr>
<td>Collective aspiration is set free</td>
<td>Design an evaluation plan</td>
</tr>
<tr>
<td>People are continually learning to see the whole together</td>
<td>Team approach to process</td>
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<tr>
<td>Senge</td>
<td>Creativity encouraged</td>
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<td>Focused professional dev.</td>
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<td>Vision revisited</td>
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<td>Proactive planning</td>
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<td>Systems approach</td>
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<td>Departments sharing together</td>
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School Leadership has moved from this…
To this…

It is moving from ‘reform’ to ‘reinvent’…

and requires deep engagement, fidelity to best practice, and a systems approach.
The Climate and Culture of Change in Schools

The Work of School Leaders

SD/ST Tools and Concepts

[Diagram showing the intersection of the two categories]
Reflections, Reactions, Questions….
Let’s put some of the pieces together… (data, supervision, instruction, PD…)

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SD/ST in Working with Data
Summative Assessment: Summative Assessment seeks to make an overall judgment of progress made at the end of a defined period of instruction. They occur at the end of a school level, grade, or course, or are administered at certain grades for purposes of state or local accountability. These are considered high-stakes assessments and the results are often used in conjunction with No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP). They are designed to produce clear data on the student’s accomplishments at key points in his or her academic career.
Formative Assessment:

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.

The primary purpose of the formative assessment process, as conceived in this definition, is to provide evidence that is used by teachers and students to inform instruction and learning during the teaching/learning process. Effective formative assessment involves collecting evidence about how student learning is progressing during the course of instruction so that necessary instructional adjustments can be made to close the gap between students’ current understanding and the desired goals.
Diagnostic Assessments:

The purpose of diagnostic assessment is to ascertain, prior to instruction, each student’s strengths, weaknesses, knowledge, and skills. Establishing these permits the instructor to remediate students and adjust the curriculum to meet each pupil’s unique needs.
Benchmark Assessments:

Benchmark assessments are designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments:

* measure the degree to which students have mastered a given concept
* measure concepts, skills, and/or applications
* are reported by referencing the standards, not other students' performance
* serve as a test to which teachers want to teach
* measure performance regularly, not only at a single moment in time
Building a Data Room
In small groups - please list the data you use in your school and district
Now Organize Your Data

Please code them…

LS = Student Learning Assessments
SP = School Processes
D = Demographics
P = Perceptions
Building Our Data Room

- Student Learning Data
- Demographic Data
- School Processes Data
- Perception Data
Why Build Data Rooms?

MUTLIPLE MEASURES OF DATA

- Allows the prediction of actions/processes/programs that best meet the learning needs of all students.
- Over time, demographic data indicate changes in the context of the school.
- Tells us: What processes/programs different groups of students like best.
- Tells us: If groups of students are "experiencing school" differently.
- Tells us: The impact of demographic factors and attitudes about the learning environment on student learning.
- Tells us: The impact of student perceptions of the learning environment on student learning.
- Tells us: The impact of the program on student learning based upon perceptions of the program and on the processes used.

DEMOGRAPHICS
- Enrollment, Attendance, Drop-Out Rate, Ethnicity, Gender, Grade Level

SCHOOL PROCESSES
- Student Participation in different programs and processes.
- Standardized Tests, Norm/Criterion-Referenced Tests, Teacher Observations of Abilities, Authentic Assessments

STUDENT LEARNING
- If a program is making a difference in student learning results.
- Over time, student learning data give information about student performance on different measures.

PERCEPTIONS
- Over time, perceptions can tell us about environmental improvements.

Victoria Bernhardt
Using Our Data Room

Student Learning Data

Demographic Data

School Processes Data

Perception Data
Using Our Data Room

- Student Learning Data
- School Processes Data
- Demographic Data
- Perception Data
“Change the way you look at things and the things you look at change.”
Reflections, Reactions, Questions....
SD/ST in Supervision
What SD/ST Tools Can You Use in Supervision

**Prerequisites**
- Knowledge
- Interpersonal Skills
- Technical Skills

**Function**
- Supervision as Developmental

**Tasks**
- Direct Assistance
- Group Development
- Professional Development
- Curriculum Development
- Action Research

**Unification**
- Organizational Goals
- Teacher Needs

**Product**
- Improve Student Learning
"Learning to expand our personal capacity to create the results we most desire, and creating an organizational environment which encourages all its members to develop toward goals and purposes they choose."

Refining one's ability to balance aspiration and current reality.
Here’s where I am

Here’s where I want to be
Here’s where I am

Here’s where I want to be

The actions I must take
What is it like to stand in the Gap?

Current Reality

Personal Mastery
Feeling the Gap

What walls (or gaps) are you banging your head against these days?
... the people who achieve the greatest good are those who have the greatest capacity to stand in the tragic gap.

Parker Palmer
(A Hidden Wholeness, pg. 180)
And as we build goals with students, with parents, and with people we work with - we encourage Personal Mastery…
Reflections, Reactions, Questions....
SD/ST in Supporting Instruction and Learning
How do we model for teachers the professional behaviors we feel are critical for student success, engagement, and achievement?
Purposes of Instructional Design

- To **identify** the outcomes of the instruction
- To **guide** the development of the instructional content (scope and sequence)
- To **establish** how instructional effectiveness will be evaluated
Leadership includes giving choices, focusing on process not product, encouraging action research, and the love of learning.

How do we do that?
Opportunities for Authorship

- Telling
- Selling
- Testing
- Consulting
- Co-Creating

Degree of active involvement

Required capacity for direction-setting and learning

Dependence on the "boss's" capacity for leadership

Required capacity for leadership among the "troops"
SUCCESS TO THE SUCCESSFUL

SUCCESS OF A

ALLOCATION TO A INSTEAD OF B

SUCCESS OF B

RESOURCES TO A

RESOURCES TO B
“How are the children?”

Greetings of the Masai Tribe

Leading with Inquiry a SD/ST Tool
Creating a Learning Culture Through Leadership

Key Questions for Educators

1. What do we want our students to learn?
2. How will we know they have learned it?
3. What will we do if they can’t learn it?
4. What will we do when they do learn it?
System Models of Supports for Educators

- Clear Standards
- Fair Assessments
- Curriculum Framework
- Instruction
- Materials & Resources
- Interventions
- Student Achievement

- Clear & Consistent Boundaries
- High Expectations
- Meaningful Student Engagement
- Connectiveness & Bonding
- Skills for Life
- Unconditional Support

Pennsylvania’s Response to Instruction and Intervention Framework

Tier 1: Foundation Standards Aligned Instruction for All Students

Tier 2: Interventions for Some Students

Tier 3: Interventions for a Few Students

High Expectations

Strong Results for Students
Resiliency Framework

- High Expectations
- Unconditional Support
- Clear & Consistent Boundaries
- Meaningful Student Engagement
- Connectiveness & Bonding
- Skills for Life

Strong Results for Students
Curriculum Driven by Standards, not by textbooks
STANDARDS ALIGNED SYSTEM

is a comprehensive approach to support student achievement across the Commonwealth.
Reflections, Reactions, Questions....
SD/ST in Professional Development
“Let’s go to the balcony…”
Adult Learning - Key Understandings

- We see ourselves as producers or doers.
- We need to go from known to unknown, building on our past experiences.
- Must be relevant and transferable.
- We want to be active participants.
- Must be presented to us when we are ready to learn.
- Must improve our ability to cope or solve a real problem.
Empowering people’s thinking impacts their productivity, actions, and power.
Differentiated Professional Development

- Establishing and Articulating District Goals
- Determining Staff Strengths and Needs
- Designing Professional Courses and Options
- Entry Level
  - Entry Level
  - Developing Level
    - Can Offer
    - Developing Level
    - Developing Level
    - Developing Level
    - Mastery Level
    - Can Offer
    - Can Offer
    - Mastery Level
  - Mastery Level
  - Developing Level
- Entry Level
- Entry Level
- Entry Level
- Mastery Level
- Mastery Level
- Mastery Level

- Offering Sustainable PD Courses
  - On-site, On-line, Blended, by PLS, District Trainers, 3rd Party
- Data from Course Goals
- PLS Designed Process
- Individual Portfolios for Teachers with Metrics, Portfolios of Best Practices, and History of Professional Pathways
- Assessment of Professional Development on Student Achievement, School Culture, and Progress Toward School Goals
- District Team with PLS Reviews Data

- District Committee and PLS working with Data, Issues, and Root Cause
- PLS Create Teacher Profiles on Background and Expertise in Goal Areas
- District or Building Team with PLS
- Coaches and Mentors that Support Teachers Instructional Practices and Develop Fidelity to the Goals of PD for Student Learning
- Builds Capacity
- Feedback

TRL 5.24.10
• A typical school year may have three strands of PD focused on specific goals with centralized district committees tracking the each area - with differentiated courses and learning pathways for staff in each strand.
Our Mission

In a safe and secure environment, each student in the Quincy Public School District will develop into a lifelong learner with the skills and knowledge necessary for the next steps in life.
Life Long Learners
Taking Next Steps

Incoming Students

Quincy Schools

Lost Learners

Hands On Experiences

Lack of Practice

Skills

Using Critical Information

Atrophy of Information

Knowledge

Curriculum

No Vision or Tools for Working Together

Apathy

Instruction

Development

No Planning

Focus on PLC and Needed Resources

Safe & Secure Environment

No Planning
Bringing Our Session
to Closure
“The point is not to try to become a leader. The point is to become yourself, to use yourself completely - all of your skills, gifts, qualities - in order to make your vision manifest.”

Warren Bennis
Transactional Leadership:

Transactional Leadership is based on a transaction or exchange of something of value the leader possesses or controls that the follower wants in return for his/her services.

The relations of most leaders and followers are a transactional-leaders approach. It is a process of exchanging one thing for another: tenure for following school rules; an excellent evaluation for good teaching; raising scores to get out of school improvement. The transactional style is precisely what happens in a contracting scenario.
Transformational Leadership:

Leaders inducing followers to act for certain goals that represent the values and the motivations—the wants and needs, the aspirations and expectations—of both leaders and followers.

The leader is not merely wielding power, but appealing to the values of the follower. In this sense, values mean, “A principle, standard, or quality regarded as worthwhile or desirable.” They must motivate followers to action by appealing to shared values and by satisfying the higher order needs of the led, such as their aspirations and expectations. Transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and the led, and thus it has a transforming effect on both.”
A leader is best when people barely know he or she exists, not so good when people obey and acclaim them, worse when people despise them and they fail to honor them.

But of a good leader, when his or her work is done, their aim fulfilled, the people will say, “We did this ourselves.”

Lao-Tzu
Sustainable School Learning Communities

“As the work becomes more interconnected, organizations that will truly excel in the future will be those that discover how to tap people’s commitment and capacity to learn.”

Peter Senge
In organizations, real power and energy is generated through relationships. The patterns of relationships and the capacities to form them are more important than tasks, functions, roles, and positions.

Margaret Wheatly
Leadership and the New Science
As Leaders We Need Two Perspectives -

The Window

The Mirror

From Jim Collins
Good to Great
The Mirror of the Reflective Practitioner
The ‘Mirror’ of Deeper Learning

- Awareness and Sensibilities
  - Domain of Enduring Change (deep learning cycle)
  - Skills and Capabilities
- Guiding Ideas
  - Domain of Action (organizational architecture)
- Attitudes and Beliefs
  - Innovations in Infrastructure
  - Theory, Methods, and Tools
Love After Love
Derek Walcott

The time will come
when, with elation,
you will greet yourself arriving
at your own door, in your own mirror,
and each will smile at the other’s welcome,
and say, sit here. Eat.
You will love again
the stranger who was yourself.
Give wine. Give bread. Give back your heart
to itself, to the stranger who has loved you
all your life, whom you ignored
for another, who knows you by heart.
Take down the love letters from the book shelf,
the photographs, the desperate notes,
peel your own image from the mirror.
Sit. Feast on your life.
The Window of Relationships
Workers of the Line - Teachers
And Students

Board of Directors, CEO, COO - Superintendent, Central Office Staff

Middle Management - Principals, Department Heads, School Leaders

YOU

Workers of the Line - Teachers And Students
Workers of the Line - Teachers

And Students

Middle Management - Principals. Department Heads, School Leaders

Board of Directors, CEO, COO - Superintendent, Central Office Staff

SCHOOL CLIMATE

SCHOOL CULTURE
“Everywhere you go - you always take the weather with you.”

Jimmy Buffett
If you don't know the kind of person I am, 
and I don't know the kind of person you are, 
a pattern that others made may prevail in the world, 
and following the wrong god home we may miss our star.

For there is many a small betrayal in the mind, 
a shrug that lets the fragile sequence break, 
sending with shouts, the horrible errors of childhood, 
storming out to play through the broken dike.

And as elephants parade holding each elephant's tail, 
but if one wanders the circus won't find the park, 
I call it cruel and maybe the root of cruelty 
to know what occurs, but not recognize the fact.

And so I appeal to a voice, to something shadowy, 
a remote important region in all who talk; 
though we could fool each other, we should consider - 
lest the parade of our mutual life get lost in the dark.

For it is important that awake people be awake, 
or a breaking line may discourage them back to sleep; 
the signals we give - yes or no, or maybe - 
should be clear; the darkness around us is deep.
Thank you - it was a pleasure to work together.

Enjoy the rest of the conference