



MODULE 3: SYSTEMIC CHANGE

Academy 2: Engaging Stakeholders in Culturally Responsive Systems

Appendix B



Academy Abstract:

This academy investigates change from interpersonal perspectives. Using personality theory, participants learn to engage stakeholders to plan for systemic change. Participants learn skills in change management by adapting change agent roles to fit stages of change adoption. As a result of the activities and information shared at this Leadership Academy, module participants will develop strategies for easing the change process for individuals and groups.

Academy Outcomes:

As a result of the activities and information shared at this Leadership Academy, module participants will:

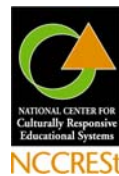
- Keep communication lines open with essential stakeholders.
- Engage their change audience.
- Identify cultural influences and personality traits that affect communication styles.
- Use basic communication skills.
- Support stakeholders as they progress through change stages.

Academy Agenda:

Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.

ACADEMY OVERVIEW.....	10 MINUTES
LECTURETTE: STAKEHOLDERS	20 MINUTES
ACTIVITY: STAKEHOLDER WHEEL.....	15 MINUTES
LECTURETTE: ENGAGING PEOPLE.....	20 MINUTES
ACTIVITY: STAKEHOLDER PERSONALITY TYPES	25 MINUTES
BREAK.....	10 MINUTES
LECTURETTE: SOCIO-CULTURAL ENGAGEMENT	15 MINUTES
LECTURETTE: CHANGE AGENT ROLES	20 MINUTES
ACTIVITY: CHANGE AGENT ROLES	15 MINUTES
OUTCOMES REVIEW.....	10 MINUTES
QUESTION TIMES AT END OF EACH LECTURETTE.....	5 MINUTES
TOTAL.....	3:00

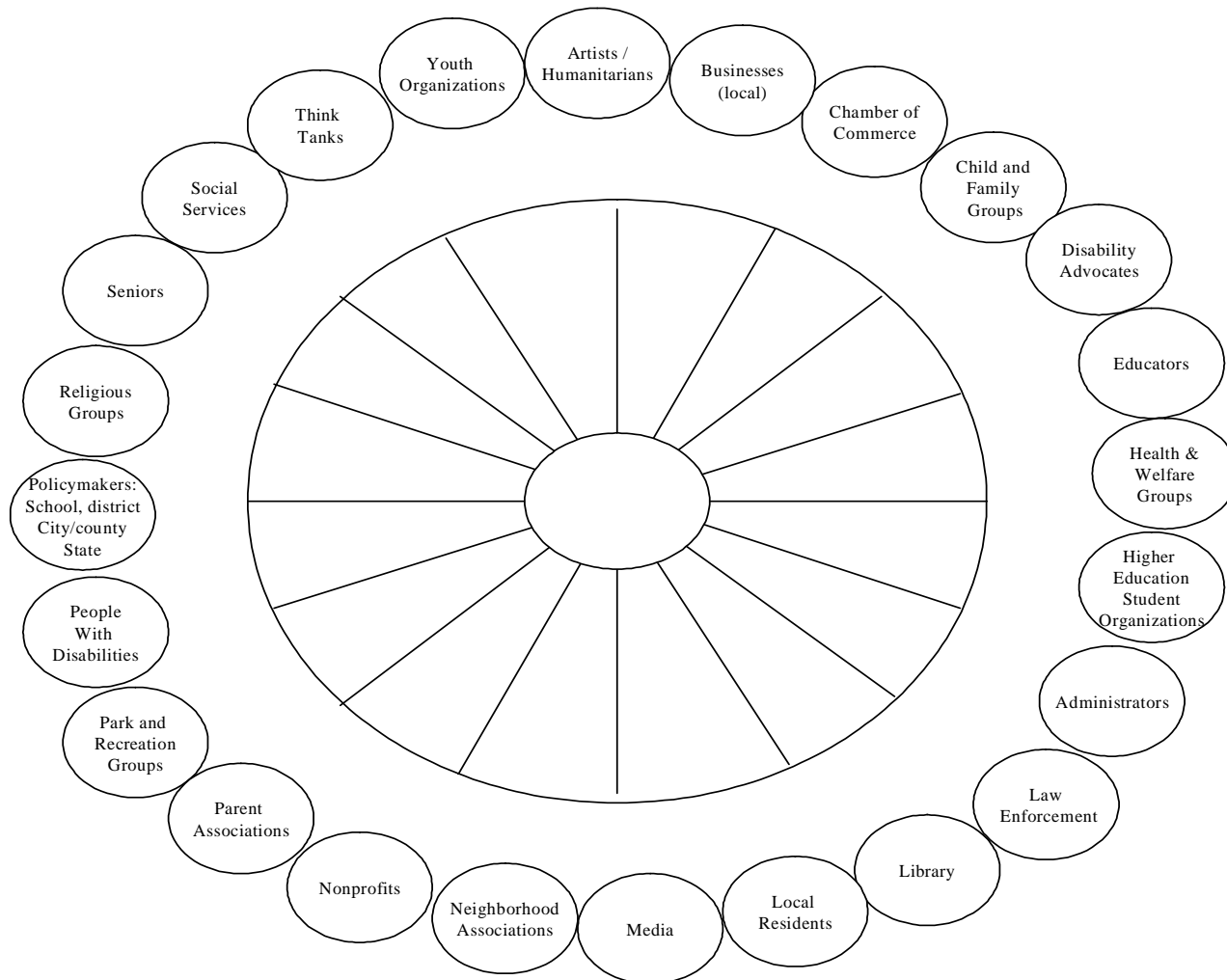
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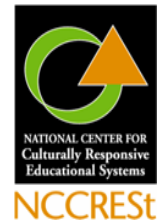


STAKEHOLDER WHEEL

Academy 2: Engaging Stakeholders in Culturally Responsive Systems

Use the Stakeholder Wheel to choose influential stakeholders for your change effort.





Accountability

Accountability—the idea of holding schools, districts, educators, and students responsible for results—has become the watchword in education. In more and more states and districts, policymakers are moving to reward achievement and punish failure in schools in an effort to ensure that children are getting a good education and that tax dollars aren't being wasted. "Accountability for student performance is one of the two or three—if not the most-prominent issues in policy at the state and local levels right now," says Richard F. Elmore, a professor at Harvard University's graduate school of education.

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The push for accountability has grown out of a common perception that states traditionally had monitored the "inputs" in public education—such as the number of books in the school library or the number of computers in the classroom—but had paid too little attention to performance. In the 1980s, the nation's governors proposed a kind of "horse trade": The state would provide more flexibility in how schools operated, as well as more money for schools, if educators would agree to be held more accountable for student achievement.

The "new" accountability, enshrined in federal law since the mid-1990s and a major emphasis of the No Child Left Behind Act of 2001, focuses on student performance, schools as the unit of improvement, public reporting of achievement results, continuous improvement, and consequences for schools attached to performance (Fuhrman, 1999).

As of the 2003-04 school year, according to *Education Week's Quality Counts 2004* report, 49 states and the District of Columbia publish report cards on school performance, based largely on test scores. Forty-five states and the District disaggregate student performance data on report cards, highlighting specifically how minority, low-income, special education, and English-language learners perform on state tests.

Last year, 29 states and the District publicly rated their schools, or at least identified low-performing ones. Under the No Child Left Behind Act, however, all states are required to rate all schools on whether the schools have made "adequate yearly progress" toward meeting performance targets. So, for 2003-04, all states rates schools on at least this criterion. According to data collected by *Education Week*, at least 23,800 school did not meet those performance targets for 2002-03.

But while all states now have some kind of rating systems in place for all of their schools, fewer assist all low-performing schools or hold all school accountable for results by imposing consequences on persistently failing schools. For 2003-04, 36 states assist all schools identified as low-performing (regardless of whether they receive federal Title I funds). Twenty-seven states have the legal authority to close, take over, replace staffs, or apply other penalties such as converting to charters any schools they have identified as failing (*Quality Counts*, 2004).

In practice, the push for accountability has encountered some problems. A new 2004 study by the Thomas Fordham Foundation and AccountabilityWorks, which evaluated accountability systems in 30 states, gave states "mediocre" marks for the extent to which accountability systems were based on solid academic standards and tests that matched standards (Cross et. al., 2004).

Furthermore, a "capacity gap" exists in states, districts, and schools (Elmore, 2002). Low-performing schools are the least capable of turning themselves around. Meanwhile, states may not have the resources to intervene in every school whose performance is not up to par. With strict timelines and mandates for improvement under the No Child Left Behind Act, some education policy experts are concerned that states will have

incentives to lower standards and expectations for students in order to meet prescribed goals (Center on Education Policy, 2003).

States are not only seeking to hold schools more accountable for results; increasingly, they are also holding students accountable for performance. According to data collected for *Quality Counts 2004*, for the 2003-04 school year, students in 20 states are required to pass a test to graduate from high school. Nine states (compared to five the year before) tie student promotion to test scores.

Opponents of such practices are concerned about the validity and reliability of making high-stakes decisions that often are based on performance on single exams (Heubert and Hauser, 1998; Linn, 2000). Critics also argue that the focus on high-stakes testing will narrow and impoverish the curriculum, encourage cheating, and fall most heavily on poor and minority students, who traditionally have done least well on standardized exams. Opponents of such testing also complain that states have rushed to hold students accountable before the states have put in place the curricula, instruction, teacher training, and other resources that would enable young people to meet the higher standards.

Some states, such as Florida and Texas, are also attempting to hold teachers accountable by tying their evaluations and pay to students' scores on state tests (*Quality Counts*, 2004). But many educators and teachers' unions contend that approach is unfair because too many factors contributing to student performance are outside teachers' control.

For now, most state policymakers say they are committed to the accountability agenda: setting higher standards for students, measuring whether they are learning, and then providing incentives in the form of rewards and punishments for schools and students to achieve. Opinion polls also show that the public and educators continue to support by large margins the general principles of high standards and accountability for results (Public Agenda, 2002).

Each state is required, under No Child Left Behind, to submit an accountability plan to the U.S. Department of Education. As of December 2003, only 13 states—Connecticut, Hawaii, Illinois, Kansas, Maryland, Mississippi, Missouri, New Jersey, North Dakota, Oregon, Texas, Washington, and Wyoming—have had their accountability plans approved by the U.S. Department of Education.

Sources

Center on Education Policy, "From the Capital to the Classroom: State and Federal Efforts to Implement the No Child Left Behind Act," 2003.

Cross, R., Rebarber, T., Torres, J., and Finn, C. "Grading the Systems: The guide to state standards, tests, and accountability policies," The Thomas B. Fordham Foundation, 2004. Education Week, *Quality Counts 2004: Count Me In* Jan. 8, 2004.

Elmore, R., "Unwarranted Intrusion," *Education Next*, 2 (1), 2002.

Fuhrman, S., "The New Accountability," Consortium for Policy Research in Education, Policy Briefs, 1999.

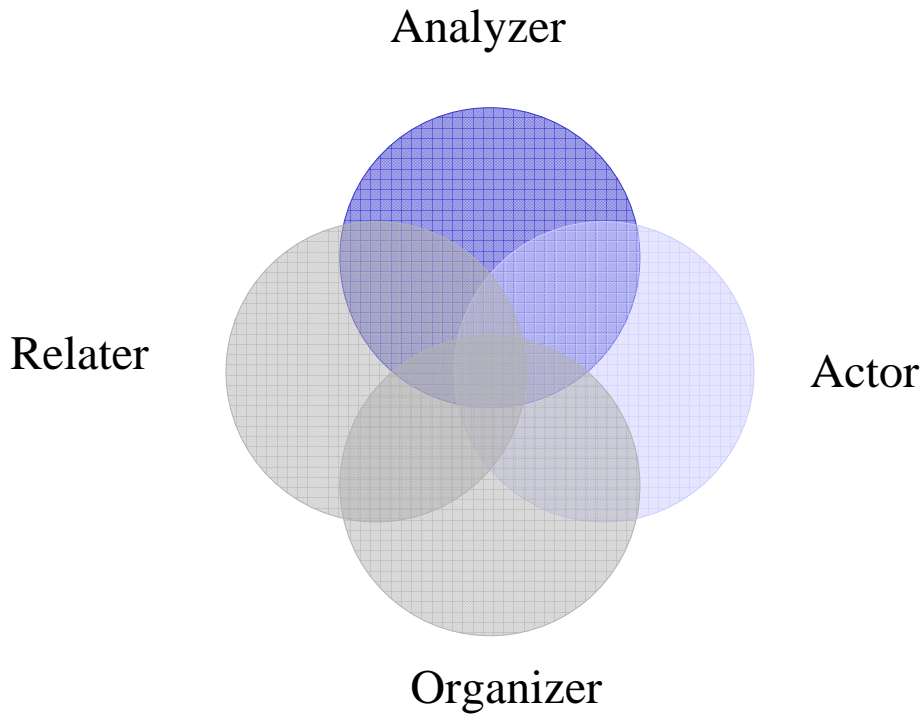
Heubert, J.P., and Hauser, R.M. (Eds.), *High Stakes: Testing for Tracking, Promotion, and Graduation*, National Research Council, Washington D.C.: National Academy Press, 1999.

Linn, R., "Assessments and Accountability," *Educational Researcher*, 29 (2), 2000.

Public Agenda, "Reality Check 2002," 2002.

U.S. Department of Education, "State Accountability Plans Under the Consolidated Process."

This hot topic is provided by: edweek.org's Research Center – www.edweek.org/rc/issues (accessed May, 2005)



The characteristics listed below are of high interest to people who fit these four personality types. In order to persuade each type, it is necessary to answer these questions, or do these things.

ANALYZER:

- What is the whole picture/gestalt?
- What are the big chunks/categories?
- Why are we together?
- What is the outcome of this workshop?
- What are the trends?
- What are the ironies?

ORGANIZER:

- What are the norms?
- What is the data?
- What is the point-by-point agenda and schedule?
- How do I connect this to prior knowledge?
- Will you do what you say you are going to do?
- How will you show consistencies in practice and data?
- How will I know if there will there be any surprises or changes?

ACTOR:

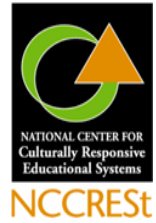
- What action will we be taking?
- Will you/we be competent in the work?
- Will we have some fun?
- What are the absurdities?
- Will we keep a brisk pace?

RELATER:

- Are we going to focus on people/children?
- Will we get to know each other via this work?
- Who is my network?
- Acknowledge sense of mission in work
- What are the stories?
- What are the places of resonance/success?

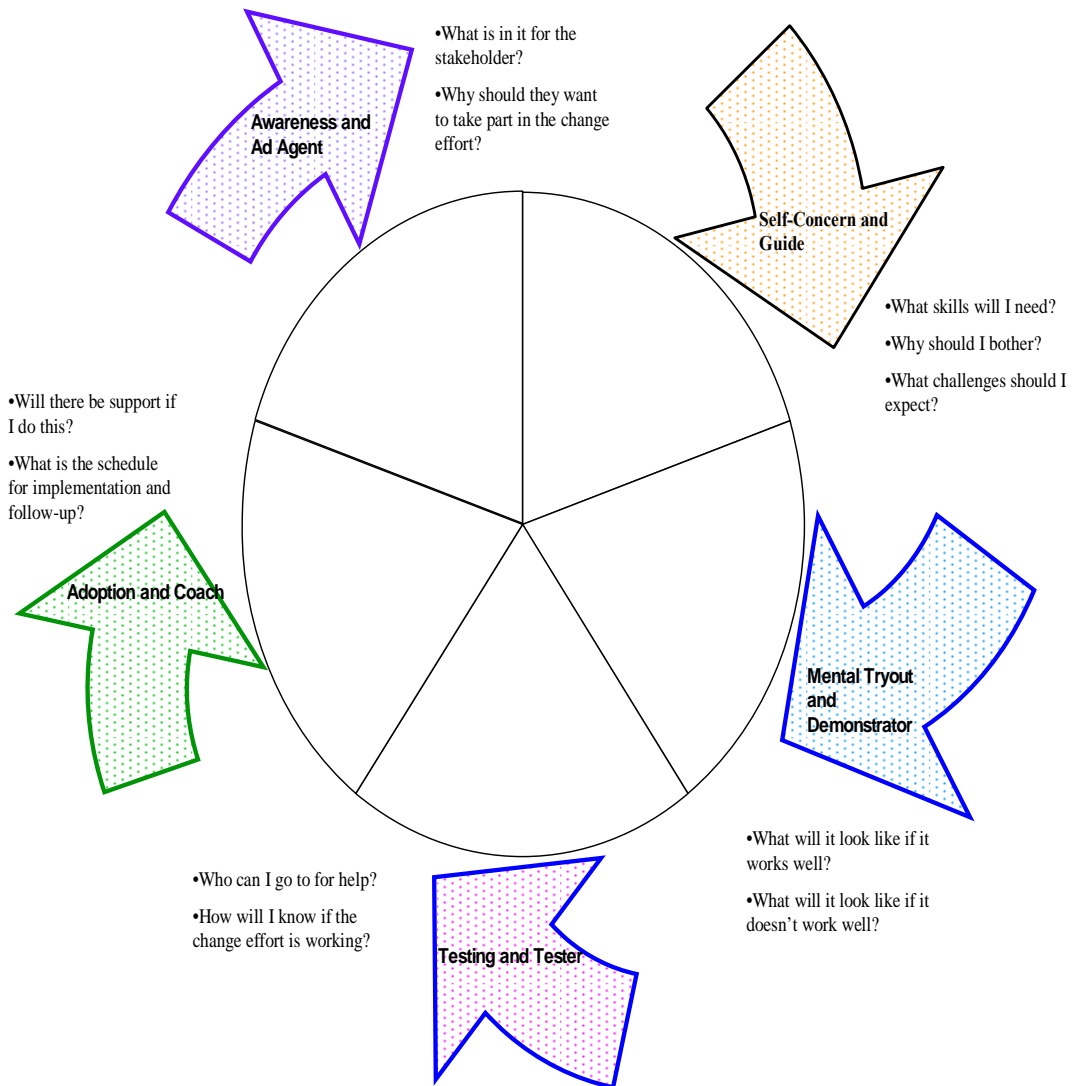
PERSONALITY TYPES

Academy 2: Engaging Stakeholders in Culturally Responsive Systems



In teams, choose one primary personality type and answer the corresponding questions about the change topic. When each team is finished, share your ideas with your group. Fill in the remaining boxes with ideas from other teams.

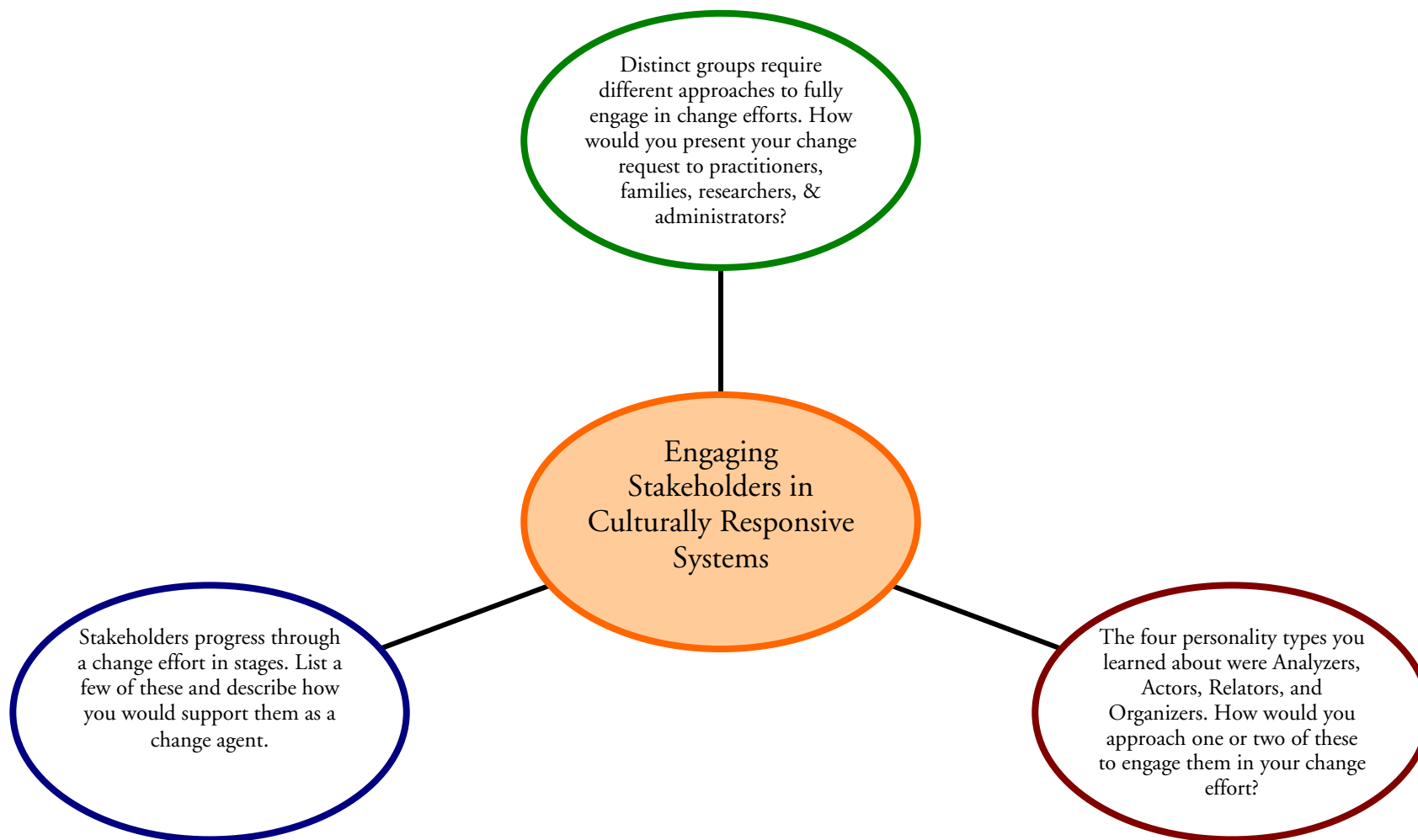
Organizers	Relaters
Actors	Analyzers



OUTCOMES REVIEW

Academy 2: Engaging Stakeholders in Culturally Responsive Systems

These are the outcomes we've covered in this academy. Choose one or two and brainstorm the knowledge and skills you've gained today.





Resources



Anderson, B. T., Brown, C., & Lopez-Ferrao, J. (2003). Systemic reform: Good educational practice with positive impacts and unresolved problems and issues. *Review of Policy Research*, 20(4), 617-628.

This article describes the National Science Foundation's systemic reform programming, including major accomplishments and barriers to systemic reform. The challenges of systemic reform and new directions for education reform are discussed. The focus is on the results and challenges of policies implemented by the systemic initiatives, namely the mandate for the alignment of standards, curriculum, instruction, and assessment with the implementation of a standards-based K-12 mathematics and science education program; increased science and mathematics requirements for high school graduation; the delivery of intensive, high-quality professional development; and improvement in student achievement after three years of funding. A broader view of education reform in the future will require policymakers and educators to pay more attention to formulating mutually supportive policies across education, health, and social services; establishing fiscal policies that provide sufficient funding to ensure equitable outcomes; and revising accountability policies to facilitate rather than impede the reform efforts.

Artiles, A. J., Trent, S. C., Hoffman-Kipp, P., & Lopez-Torez, L. (2000) From individual acquisition to cultural-historical practices in multicultural teacher education. *Remedial and Special Education*, 21(2), 79-89.

Due to poor school performance among significant numbers of minority students in U.S. schools, many parents, educators, and policymakers now look to teacher education programs (TEPs) to prepare preservice teachers more effectively for student diversity. Unfortunately, although multicultural TEPs and courses have been in existence for quite some time, we know very little about the nature of teacher learning and development and the conditions that promote teacher learning for student diversity in both preservice courses and field experiences. Moreover, we know little about what program components improve learning experiences for culturally and linguistically diverse students. In this article, we propose a reconceptualization of multicultural teacher education. For this purpose, we summarize basic principles of cultural-historical theory that must be considered by teacher educators who prepare preservice teachers for student diversity. We also discuss how cultural-historical theory can inform research designs as teacher educators attempt to assess preservice teacher learning. Through preliminary analysis of a study conducted in a preservice teacher education course, we provide examples of how constructs from cultural-historical theory are being used to assess teacher learning about teaching and learning in multicultural contexts.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

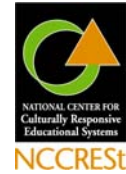
Business, nonprofit, and public sector leaders are facing new and daunting challenges--rapid-paced developments in technology, sudden shifts in the marketplace, and crisis and contention in the public arena. If they are to survive in this chaotic environment, leaders must develop the skills they need to lead effectively no matter how fast the world around them is changing. *Leading in a Culture of Change* offers new and seasoned leaders' insights into the dynamics of change and presents a unique and imaginative approach for navigating the intricacies of the change process.

McLagan, P. A. (2002). Success with change. *T + D*, 56(12), 44-53.

Summarizes research on how organizations implement change successfully. Focuses on five lessons for implementing and sustaining change: (1) be sure it will add value; (2) match the change process to the challenge; (3) provide management support; (4) prepare the system for change; and (5) help people align.

Pasi, R. (2003). Special issue: Visionary leadership. *NASSP Bulletin*, 87, 1-72.

A special issue on visionary leadership is presented. Articles discuss an analysis of 13 of the better known lists of the characteristics of effective professional development; the role of shared values and vision in creating professional learning communities; how principals can most effectively lead their schools through successful organizational change; the significance of certain aspects of brain research on school leadership, teachers, and



students; and visionary leadership in schools that go beyond test scores to focus explicitly on students' social and emotional development. An introduction to the special issue is also provided.

Rice, D. & Harris, M. M. (2003). Leadership in community schools: A frame analysis. *Reclaiming Children and Youth, 11*(4), 216-220.

Part of a special issue on creating communities for growth. A study examined leadership in community schools. Data were obtained from leaders of a full-service community school project in Grand Forks, North Dakota. Results revealed that leaders had confidence that they could collaborate based on earlier work on less complex projects, saw their interrelationships as paramount to success, saw themselves as a team facilitating a network, were flexible about project details, valued data and project evaluation, and were inspired by their involvement in national networks. Results also showed that the converging goals of leaders' organizations strongly influenced leaders' commitment, leaders maintained their organizations' support, external support assisted leaders in mobilizing internal support, the community council was crucial for involvement beyond the original partners, professional development allowed professionals from different fields to understand one another's valuable roles, and the management team was heavily involved in the project. In relation to four organizational change frames, results showed that the structural frame was used most often, followed by the human resource, political, and symbolic frames. Implications of the results are presented.

Senge, P., Kleiner, A., Roberts, C., Ross, R., & Smith, B. (1994) *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. New York: Doubleday/Currency.

The Fifth Discipline Fieldbook, published in 1994, followed up on Peter Senge's book *The Fifth Discipline*. While *The Fifth Discipline* laid out the principles particularly applicable to long-term organizational improvement, the Fieldbook was meant to answer the question "What should we do differently when we go to work on Monday morning?" Forging a new, and often-copied style, the Fieldbook incorporated practice guides, exercises, stories, resource reviews, and short essays all aimed at helping people implement the disciplines on a day-to-day basis in a wide variety of settings. It clearly described how to get started in the practice of the principles of organizational learning, reflecting not just one person's theory, but the experience and reflection of an entire community of practitioners.
