Building Leadership Teams
Academy 1: BLTs Leading Change
Participant Handouts
Academy 1: BLTs Leading Change

This Leadership Academy focuses on two essential elements of change: 1) the process of change and its impact on students, faculty, staff, and families, and 2) the function and purpose of building leadership teams in leading change processes. The academy also investigates the personal aspects of change. Change agents and those affected by the change play roles in the process. Knowing those involved in the change provides information leading to smooth implementation.

Module Outcomes

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

- Define Building Leadership Team roles
- Identify Building Leadership Team responsibilities
- Acquire strategies to run productive meetings
- Recognize change tensions
- Develop strategies for easing the change process for individuals and groups

Agenda

We constructed this Leadership Academy to occur within a 3-hour timeframe with 15 minutes or so for breaks and other time adjustments. The times listed below are approximate but reflect the time these activities and lecturettes have previously taken. Facilitators should be flexible, read their audience, and work to achieve the overall purpose and outcomes.

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>Introductions and Overview</td>
</tr>
<tr>
<td>35 min</td>
<td>Activity 1: Building Leadership Team Roles and Responsibilities</td>
</tr>
<tr>
<td>20 min</td>
<td>Lecturette 1: Leaders’ Guide to Change</td>
</tr>
<tr>
<td>30 min</td>
<td>Activity 2: Change Persuasion</td>
</tr>
<tr>
<td>10 min</td>
<td>Break</td>
</tr>
<tr>
<td>20 min</td>
<td>Lecturette 2: Components of Effective Change</td>
</tr>
<tr>
<td>15 min</td>
<td>Activity 3: Identifying Change Gaps</td>
</tr>
<tr>
<td>30 min</td>
<td>Leave-taking and Feedback</td>
</tr>
</tbody>
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the building leadership team
A Building Leadership Team orchestrates the work of families, school professionals, administrators and students.
The SILC Road is a collaborative initiative of the Colorado Department of Education, the Center for Collaborative Educational Leadership at the University of Colorado at Denver and PEAK Parent Center, Colorado's Parent Training and Information Center. Designed to help schools and their communities renew their efforts to educate ALL students, the initiative is funded in part from the Office of Special Education Programs in the U.S. Department of Education. This booklet is one in a series designed to help families, school professionals and students understand the function and purpose of comprehensive school improvement.

The Silk Road was an ancient trade route that served as a bridge to transport political, social, cultural and linguistic traditions from one culture to another, creating rich, pluralistic milieus that enriched and nurtured learning and innovation. The SILC Road continues the tradition of the Silk Road. In our journey toward Supporting Inclusive Learning Communities, SILC Road schools use a variety of whole school change strategies to ensure that curriculum and instruction are designed to include traditionally marginalized students.

This guide focuses on the elements of the Building Leadership Team process.

You'll find ideas and suggestions across a broad range of topics, from gathering and using information to working on specific change strategies.

For established teams, the guide may serve as a tool for critiquing your current processes. Teams that have only recently been established will find helpful information and ideas to guide the organization and development of their work. We hope that you will find this guide, like our others, practical and useful.

Robin Brewer
Terri Connolly
Janet Filbin
Elizabeth Kozleski
Beth Schaffner
The use of team leadership helps to facilitate rapid and sustained change.
What is a Building Leadership Team?
A Building Leadership Team (BLT) is a school-based group of individuals who work to provide a strong organizational process for school renewal and improvement. BLTs orchestrate the work of school professionals, administrators, families, and students through the school improvement process. This process includes the examination of current, successful practices and also those areas that are of concern to the school community. In addition, BLTs plan for progress, achievement, and risk.

Team leadership helps to facilitate rapid and sustained change. Often, circumstances such as high turnover, classroom isolation, and limited executive authority make it difficult for schools to make the decisions needed for improvement.

Leadership teams, then, can provide a context for decision making. The use of BLTs emphasizes the need for clear sanction and participation from other school staff, reasonable delegation of responsibility and authority from the district office and board, and resources for the team’s work.

The BLT meets regularly throughout the school year to ensure that both planning for school improvement and the implementation of those plans is on course. When necessary, the BLT works to develop or change building policies so that policies, procedures, and activities work together to support the work of educators and students. BLTs are responsible for collecting data in order to identify topics and processes for professional development. They help keep the focus on a few specific targets and work with the building principal to assure that administrative structures support the instructional program.

Do BLTs replace principals?
Principals are like conductors. They can't make music without their musicians but they lead the process of performing. Principals are responsible to the central administration and ultimately to the School Board to ensure that the policies and processes established for the district as a whole are implemented in their buildings. They must assure that the safety and security of students and staff alike are maintained. Principals are accountable for the overall academic achievement of all learners in their building. Evaluation and mentoring of school professionals in the building is a vital and
time-consuming part of each principal's role. Because of these responsibilities, the principal plays a critical role in shaping the agendas for each building leadership team.

**What’s the commitment?**

BLT members are committing themselves to the equivalent of about an hour and a half per week of meeting time. Meetings may occur weekly, every other week, or when a team is well-established, monthly. BLT members are also committing themselves to complete work between meetings. In addition, the BLT should have at least one retreat at the beginning of each year to establish a working plan. Teams may also choose to meet at the end of the year to assess and complete an annual review of progress. BLT members will have the opportunity to network with other school BLTs via electronic mail and face-to-face at conferences and meetings.
Who should be a member?
Membership on the team should be diverse. You'll want to consider students, practitioners, family and community members, and administrative staff. Because a leadership team must be sustainable over time, consider staggering the terms for members, thus ensuring a smoother transition for new members and less disruption to the team's work. Ensure that as many people as possible engage in the process of selecting members for the team.

Decide on a process for how members are selected or nominated for the team. These questions should be considered:

- At the elementary level, is each grade level represented?
- How are specials included?
- At the secondary level, should members represent teams? Content area? Grade level?
- Do parents represent the diversity present in the school community (i.e., second language learners)?
- Will students directly participate or will there be a process to include their voices in decision making?

Who does what?
Part of "building the team" is sharing the responsibilities that accompany the running of any meeting. The following are process roles that the team might find helpful to the overall efficiency of a meeting (these jobs are often rotated):

- Facilitator: Guides the meeting process and remains objective.
- Timekeeper: Keeps track of how much time has been spent on an issue. Advises group when time allotted for an agenda item is up. Helps to ensure equitable floor time for speakers.
- Scribe: Takes notes.
- Doorkeeper: Sits near the door and fills in latecomers with the current status of the meeting and what has been discussed so far.
- Temperature taker: Monitors how the group is responding to each other.

What is the purpose of a BLT?
Part of building the team is helping people focus on outcomes. Revisiting these purposes and outcomes periodically provides the opportunity to reassess team processes. Each team establishes its purpose. Some possibilities are listed below:

- Provides leadership for setting school targets and accomplishments and presents evidence to central administration of the plan for school improvement each year.
- Organizes workgroups that will accomplish tasks related to school improvement.
Insures that the building engages in a variety of evaluation tasks—those that help determine the goals, those that help to inform progress and change, and those that benchmark success (i.e., student achievement, school climate, etc.).

Based on data, determines the areas of need and provides leadership for professional development within the building, takes leadership for ensuring that the entire building (staff, parents, community members, and students) become a learning community.

Understands and works within the policies and guidelines of the district.

**What can members expect?**

As a team member, you can expect to:

- Own solutions and not just problems.
- Challenge the way things are.
- Reach out to unexpected constituencies.
- Be willing to learn, change, take another’s perspective.
- See your role and the role of your team as a part of a larger ecosystem.
- Understand that change will bring unexpected side effects—try to anticipate the ripple effects of change.
- Understand the system that you work in.
- Understand the strengths that you and your team members bring to the work.
- Assume a role of collaborative leadership.
- Avoid negativity—this is not an event but a new way of working with others.
- Empower yourself.
Why set an agenda?
Remember that people have limited amounts of time. At the beginning of the meeting, set time limits for each item. It will be important for BLTs to have time to make decisions as well as dialogue. Some members of your team will disengage unless the team accomplishes its agenda. Remember to create agendas together. Make sure that everyone gets an opportunity to place items on the agenda and that these items are legitimized through discussion and action. Rotate the responsibility for convening meetings and the role each member plays at the meeting. Post the agenda at least a day before the meeting as a reminder to your team members. Label items on the agenda as informational, discussion, and/or action. Ensure that the principal has a time slot on the agenda for announcements. A sample agenda can be found in the appendix.

What are the norms?
People who work together need to be explicit about a set of norms for their work, since people have differing sets of expectations and skills for meetings. Not everyone feels comfortable in these formalized structures, so new groups often lean towards informality to ease the comfort level of the participants. As a result, meetings may not be as productive as they need to be to sustain the group over time. It is important to have a conversation among your team members early on to establish a way of working together. Some norms might include using written and verbal input, keeping minutes, sharing the limited time to talk by creating time limits for contributions, being on time, and having a process to inform team members who must miss a meeting. Another item to discuss might be how to offer solutions rather than critique the worth of others’ contributions.

How should a meeting be facilitated?
Adhering to formalized meeting procedures builds a strong, productive team. Teams will need to decide on several factors, one of which is designating a facilitator or chairperson. This position can be delegated to one person, shared by two team members, or shared among the group. The responsibilities of a facilitator might include the following: guiding the team through the agenda, keeping the agenda rolling, recognizing obstacles and assisting the team in working through them, relaying information back to the team, and assisting with the decision-making process. Finally, be sure to end your meetings on time!
**How do we encourage productive dialogue?**

Productive dialogue is essential to effective team meetings. Some ideas include using round robins (asking each individual to offer up to a two-minute opinion on the subject) to tie up discussions. You can also ask people to write down their top three ideas on a topic so that no one’s ideas are lost. In a group of 10 or more people, you might ask pairs to dialogue about an issue for two minutes and share their merged ideas with the group. Make sure that the questions that elicit discussion require more than yes/no answers. For instance, "To what extent are our students feeling supported by the faculty?" rather than "Are our students feeling supported by the faculty?" Ask the team to reflect on what they are learning. Periodically, take the time to summarize a conversation.

**How do we accomplish the work?**

Take the time in your retreats to plan ahead, assigning specific tasks and timelines. The group can arrive at consensus on these activities. Then, your frequent meetings can provide an opportunity for status reports (information items) and decision making based on the work of small workgroups. Build your calendar of activities on at least a semester-by-semester basis. Make sure that the roles and responsibilities of each group member are spelled out (facilitator, decision taker, convener, etc). Ask for status reports by activity at each of your meetings. Make sure that the tasks that you work on have buy-in from your whole group. Document your decisions so that team members have access to them. An Activity Planner is included in the appendix. This document is designed to help keep targets in focus.

**How do we handle the minutes?**

Minutes are important artifacts that help the team keep track of decisions, discussions, and topics. They should be kept for each meeting and reviewed at subsequent meetings.

Post the decisions of your last meeting in a conspicuous place, such as right in front of your building’s copy machine(s). Post when and where the next meeting will occur. Remind faculty about your meeting at least two days before it is held.

Use print and e-mail to keep your faculty and staff informed. Make sure that BLT members have a venue to share information from the BLT meeting. This could be in the form of a grade-level team meeting, where meeting minutes could help remind people of the work done.
How do we assure collaborative decision-making?
Decisions made by Building Leadership Teams should represent the collective judgment of the school community. Each member of the BLT has a responsibility to act as the voice for the group of stakeholders they may represent. Collaborative decision making allows for each team member to state their views. Consensus is reached after thoroughly discussing the problem or issue and represents the best decision of the group as a whole. The results of this process are that members must agree to live with the decision of the group and commit to carrying out the decision or solution.

How can we reach consensus?
A consensus decision is either unanimous or a majority decision that the entire team, including dissenters, will agree upon and work to implement.

Steps to assist the team with reaching consensus include:
- Define and clarify problem or topic
- Determine who will be impacted by the decision
- Gather information, including feedback from those who will be affected
- Discuss problem or topic, generating alternative solutions
- Discuss differences and agreements
- Make the decision
- Determine an evaluation process
- Implement the decision

Typically, BLT members will find that they have little difficulty reaching consensus when all steps are followed. There may be occasions, however, when conflict arises during the process.

How do we honor dissent?
Periodically, teams may experience times when a decision cannot be reached and resolution is delayed. If the team is unable to reach consensus on an issue after a period of time, several options or concessions may be considered by teams.

These include:
- use a neutral, third party to facilitate through the impasse record
- post dissenting viewpoints in the minutes
- determine a probationary term to test implementation of the decision

steps are followed. There may be occasions, however, when conflict arises during the process.
**When is voting appropriate?**

Most people are familiar with the use of the democratic method of decision making. Voting can set up teams to take sides. The result may be resistance to implementing decisions that a few individuals do not agree with. There are times, however, when voting can expedite consensus decision making. Early in the stages of problem solving, voting may be used to narrow choices. These decisions are made according to the vote of the majority of a pre-determined percentage of BLT members.

**What is an example of decision making?**

Initial school profile information collected by Crest Middle School indicates that over the past three years, there has been a significant increase in student tardiness. Two workgroups from the Building Leadership Team have been involved in collecting in-depth information from students, teachers, administrators, and parents about the issue of tardiness and compiling the latest research on best practices and effectiveness of interventions. The data collection workgroup found that teachers give consequences for tardiness in different ways. Student information suggested that several classroom clocks were off by a few minutes, which was problematic when moving from class to class. The research practices workgroup shared several strategies, including hall monitors, cueing students with a short bell when there are only two minutes left for hall passing, and a “hall sweep.”

After discussing the possible reasons behind the increasing tardiness, BLT members discussed the pros and cons of each strategy researched, compiled and shared by the workgroup. The team came to consensus on three decisions:

1) a tardy policy needed to be developed for all teachers to follow;
2) this policy would be reviewed by students and parents for input; and
3) a two-minute warning bell would be sounded toward the end of the each passing period. The BLT set up a timeline of one quarter to determine if implementation of these strategies worked or would need revising.
**How do we create a plan for the first six months of work?**

In order to maintain the focus for the team's work, it is important to create a plan that lays out the BLT's work in six-month increments. This helps to ensure a number of things:

- Timely planning for upcoming projects/data collection, etc.
- Delegation of responsibility to a broad selection of team members
- Efficient use of team members' time
- A structure from which to maintain the team's focus.
- The Path Process has been used with schools to plan for systemic change. This planning is included in the appendix.

**How to keep on track?**

Several ways to help keep people on track are:

- Honor individuals for any good deed, action, or contribution. Pay attention to each team member's work.
- Keep the focus of the meeting on agenda items by adhering to the norms set by the group.
- Honor people's commitment by beginning and ending meetings on time.
- Revisit the goals and outcomes regularly.
- Watch for unexpressed issues and feelings.
- Look for who is speaking and who is not.
- Ask for contributions from silent members.

**How to commit to homework?**

Depending on how often the BLT meets, it is likely that some work will need to be done outside of meeting times. This might include data collection, data analysis, reports, readings, etc. BLT members need to ensure that homework or additional duties do not encumber members, while at the same time acknowledging that time outside the regular school day may be required of the team.

**How to remember your constituencies?**

Keeping the school staff and community informed about the decisions and activities of the BLT are critical to maintaining and enhancing its leadership role. To that extent, it is important to develop a feedback loop that keeps constituencies informed.

The following questions may help focus how your team accomplishes this:

- What process will team members use to communicate BLT decisions to the rest of the faculty?
- How will input be sought from others, including school personnel and community members?
- To what degree will there be student involvement?


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<tr>
<th></th>
<th>Monthly BLT Activities</th>
<th>BLT Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January</td>
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A process for planning your work. Do each step in numerical order, beginning with step 1.

Adapted from Pearpoint, O’Brien and Forest
sample agenda

1. Opening activity
2. Review minutes from last meeting
3. Set time limits for items
4. Agenda items
5. Review task assignments
6. Next meeting date and agenda
IDEAs that Work

Dr. William J. Moloney  Commissioner of Education
Dr. Arthur J. Ellis  Assistant Commissioner
Ms. Lorrie Harkness  Director of Special Education

Colorado State Board of Education

Clair Orr, Chairman
Fourth Congressional District
Kersey

Pat M. Chlouber, Vice Chairman
Third Congressional District
Leadville

Ben L. Alexander  Member-at-Large
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John Burnett  Fifth Congressional District
Colorado Springs

Randy DeHoff  Sixth Congressional District
Littleton

Patti Johnson  Second Congressional District
Broomfield

Gully Stanford  First Congressional District
Denver

Project Personnel

Terri Connolly, Project Co-Director
Elizabeth Kozleski, Project Co-Director
Janet Filbin, CDE Project Coordinator
Robin Brewer
Beth Schaffner

For More Information

303-866-6694
jfilbin@ceo.cudenver.edu

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Building Leadership Team Process Roles

- **Facilitator**: Guides the meeting process and remains objective.
- **Temperature Taker**: Monitors how the group is responding to each other.
- **Doorkeeper**: Fills in latecomer with the current status of the meeting, and what has been discussed so far.
- **Timekeeper**: Tracks time spent on issues and advises when time is up. Ensures equitable floor time for speakers.
- **Decision Taker**: Takes decisions.

Roles: Community, Students, Parents, Staff, Teachers, Administrators, Principal, Students, Parents, Staff, Teachers, Administrators, Principal.
**Meeting Agenda**

<table>
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<th>Agenda topics</th>
</tr>
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<tbody>
<tr>
<td>5 minutes</td>
<td><strong>Assign Process Roles:</strong> Facilitator, Timekeeper, Decision-Taker, Doorkeeper, Temperature Taker</td>
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<td>10 minutes</td>
<td><strong>New Item:</strong> Discuss <em>Hot Topic</em> and make decision to present to your stakeholder.</td>
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<tr>
<td>5 minutes</td>
<td><strong>Decision:</strong></td>
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Tracking is the most commonly used term for ability grouping, the practice of lumping children together according to their talents in the classroom. On the elementary level, the divisions sound harmless enough: Kids are divided into the Bluebirds and Redbirds. But in the secondary schools, the stratification becomes more obvious—some say insidious—as students assume their places in the tracking system.

Opponents of tracking trace the practice to the turn of the century when most children attending public schools were from upper-middle-class families, but large numbers of black and working-class students were starting to enter the schools as the result of compulsory schooling laws and rising immigration. Separate curricula were developed for the relatively small percentage of students destined for higher education and for the masses who went on to menial industrial jobs. Tracking quickly took on the appearance of internal segregation. Today, though the world outside schools has changed, the tracking system remains much the same.

Should schools—as the engine of democracy—provide relatively similar curricula for all students? Or should they instead sort students by skill levels and prepare them for their different roles as adults?

Opponents of tracking fear that the labels students are given early on stay with them as they move from grade to grade. And for those on the lower tracks, a steady diet of lower expectations leads to a steadily low level of motivation toward school. In high school, the groups formerly


"Where Have All the Reading Groups Gone?" Commentary, May 14, 2003.
known as the Bluebirds and Redbirds have evolved into new tracks: College Preparatory and Vocational.

A growing number of educators denounce tracking, arguing that the labels students are given early on stay with them as they move from grade to grade. They oppose a system which they say permanently condemns many students—a disproportionate number of whom are minorities—to an inferior education, both in terms of what and how they are taught.

In some cases, a tracked school can literally be unconstitutional. The U.S. Department of Education’s Office for Civil Rights has been called upon to work with schools in cases where the effects of tracking students have been a violation of the Civil Rights Act of 1964. This legislation bars racial discrimination in federally financed education programs and prohibits tracking under some circumstances.

The arguments for tracking are more subtle today than they were 90 years ago. Tracking proponents say it is easier to teach relatively homogeneous classes and unrealistic to expect everyone to master the same curriculum. They say students feel more comfortable and learn better when they’re grouped with peers of similar abilities. And they say tracking enables teachers to tailor instruction to the needs of respective groups of students. How, after all, can the same English teacher in the same class prepare some students for the Advanced Placement test in literature while others are still struggling with basic grammar?

Many fear that the transition to mixed-ability grouping may hurt gifted and other high-achieving students who have done well in an accelerated program of study. Some parents do not want to see their children’s progress slowed down, as they perceive it would be, in order to accommodate slower learners.

Critics of ability grouping are trying to loosen or eliminate the practice, but they often find it’s not so easy. Lumping students of all abilities together in one lecture-oriented class won’t work; teachers must adopt new methods of instruction and flexible curricula to cope with these more diverse groups of students. As a result, tracking remains the most widely used method for dealing with student diversity, particularly in secondary schools.

Although much of the flap over tracking has been made by factions outside of the schools, teachers find themselves at the center of the issue—and they are far from united. One National
Education Association official calls tracking "probably the most professionally divisive issue in the association." Those who teach specialized groups of gifted or learning-disabled students have an extra stake in the grouping process. But for most teachers, the issue boils down to how to give slower students the extra attention they need without shortchanging the more able students who may lose interest.

ON THE WEB

"Does Ability Grouping Help or Hurt?," an interview with Anne Wheelock, author of *Crossing the Tracks: How "Untracking" Can Save America's Schools*, from Scholastic.com.

Read "Should Students Be Tracked in Math or Science?," a May 1999 report from the ERIC Clearinghouse for Science Mathematics and Environmental Education. The report finds that "the continuation of tracking seems unwarranted," considering that any gains come at the cost of increased barriers to lower-achieving students.

Lecturette 1: Leaders’ Guide to Change

Developing Trust
• Concentrate on relationships first
• Acknowledge different kinds of knowing
• Create a group plan and agreements
• Define decision making

Group Development
• Forming
• Storming
• Norming
• Performing
• Adjourning/Transforming

Change Audience
• Students
• Researchers
• Parents
• Colleagues
• Administrators
• Community

Basic Communication Skills
• Know what the other person needs
• Listen in sophisticated ways
• Demonstrate empathy
• Satisfy the “basic self” in others, then…
• Appeal to the “better self”
• Build capacity for collegiality
• Accomplish small “wins” early and celebrate

Cultural Influence on Communication Style
Language
Temporality
Space and Proxemics
**Change Agent Roles**

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<thead>
<tr>
<th>Them</th>
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<tr>
<td>Awareness</td>
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<td>Self-concern</td>
<td>Guide</td>
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<td>Mental tryout</td>
<td>Demonstrator</td>
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<td>Testing</td>
<td>Instructor</td>
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<td>Adoption</td>
<td>Technical assistant</td>
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**Changing People**

- Relaters
  - Analyzers
  - Actors
  - Organizers

**Changing Organizers**

- 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 be any surprises or changes?

**Changing Actors**

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- What role can I play?
- Will we have it be fun?
- Can we move ahead?
- What are we going to do?
- What are the absurdities?
- Will you and will we be competent in the work?

**Changing Analyzers**

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- Why are we together?
- What are the trends?
- What are the ironies?
- What is the intended outcome?
- What is the whole picture and gestalt?
- Do we have the right path planned?
- What are the big elements and categories?

**Changing Relaters**

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- Who is my network?
- What are the stories?
- Is there a greater good in this work?
- Are we going to focus on people and children?
- Will we get to know each other via this work?
- What are the places of importance and success?
**Things to Remember**

- Develop trust.
- Lead change by focusing on the needs of your team members and organization.
- Know your change audience.
- Practice communication skills.
- Be aware of cultural influences and personality traits that affect communication styles.
- Finally, listen and correct your course according to feedback.

**Questions**
Change Personality Profiles

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.

Analyze

Relate

Act

Organize

**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 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?
Stakeholder Summary

Who is your stakeholder? Below are four people you may need to persuade to adopt a change you want to make in your educational community. Identify 3 things that would be important to these people in order for that person to approve your change.

ANALYZER:
Paula Sanchez is a principal in an urban school with 72% of her students on reduced or free lunch. She frequently calls staff meetings to discuss school-wide issues such as how the mission of the school is being followed-through in everyone’s practice. As school projects are carried out, Paula urges her staff to keep the big picture in mind. She feels that no one can work effectively by themselves; teachers and staff must rely on each other to create the best learning environment possible. Paula is an Analyzer.

ORGANIZER:
Len Norton is a parent of a sixth grader at a middle-school. He is a PTA member and participates in school-wide activities. He likes the meetings and activities to run on time and doesn’t like to change the agenda once it is set. Len is often frustrated with other parents who volunteer, but fail to follow-through on their promises. Len is an Organizer.

ACTOR:
Sandra Jackson teaches world history to eleventh graders. She finds that students learn best when she makes history fun and relates it to her students’ experiences. Even she gets bored when she must teach dates and other rote information. So she keeps the class flowing at a quick rate, challenging the students to enjoy history while still learning the curriculum. Sandra is an Actor.

RELATER:
José Rodriguez teaches music in an after school program at an urban school. This is a grant-funded program that is in its second of five years. He spends three afternoons a week teaching band to third through fifth graders. It has been frustrating; the students haven’t consistently attended the practices. But José is determined to make the program successful: he visits the students’ homes, he appeals to the teachers and principal to urge the students to attend and he networks with other music teachers to get ideas about improving his program. José is a Relater.
Lecturette 2: Components of Effective Change

**Elements of Change**

- **Vision**: A well-conceptualized description of the outcomes of the change process. Vision captures the emotions and the intellect; it propels effort in the change process.
- **Skill**: The technical part of change – knowledge and ability to implement a set of thinking processes, complex assessment and implementation procedures to reach the vision.
- **Incentives**: Fuel motivation to learn new skills, reframe work efforts, encourage innovation.
- **Resources**: People, things, money, time and arrangements that support the process and facilitate change.
Lecturette 2: Components of Effective Change

Absent Elements

- The elements work together to bring about effective change.
- What happens when an element is missing?

Absent Vision

- Action Plan
- Skill
- Confusion
- Resources
- Incentives

Absent Skills

- Vision
- Anxiety
- Resources
- Incentives

Absent Incentives

- Vision
- Slow Change
- Skill
- Resources

Absent Resources

- Vision
- Frustration
- Skill
- Incentives
Lecturette 2: Components of Effective Change

Absent Action Plan

Vision

Skill

False Starts

Resources

Incentives

Change Elements

Vision

Skill

Action Plan

Effective Change

Resources

Incentives

Questions
Module 1: Building Leadership Teams - Academy 1: BLTs Leading Change

**Gaps in Change Management**

Choose a change effort you are currently trying to implement. Use this handout to identify the component(s) you are missing and that are keeping the change from occurring: vision, skills, incentives, resources, or action plan. Next, strategize solutions to fill in the gaps.

Adapted from: Enterprise Management Ltd., 1987.

- **Vision** + **Skills** + **Incentives** + **Resources** + **Action** = **Effective Change**
- **0** + **Skills** + **Incentives** + **Resources** + **Action** = **Confusion**
- **Vision** + **0** + **Incentives** + **Resources** + **Action** = **Anxiety**
- **Vision** + **Skills** + **0** + **Resources** + **Action** = **Slow Change**
- **Vision** + **Skills** + **Incentives** + **0** + **Action** = **Frustration**
- **Vision** + **Skills** + **Incentives** + **Resources** + **0** = **False Starts**
Self Assessment

This is a non-graded, anonymous self-assessment. You have 10 minutes to complete the following questions taken from the content of this academy. After that time the group will have the opportunity to share answers. Note that occasionally we collect these self-assessments to measure the effectiveness of the academy.

1. List the roles of a team and explain how they lead to productive meetings.

2. Describe strategies for easing change process for different personalities and provide an example of one way to present a change effort.
Academy Evaluation

BLT Academy 1: BLTs Leading Change

I am a

- General Ed Teacher
- Administrator
- Special Ed Teacher
- Parent
- Paraprofessional
- Other

I am affiliated with a(n):

- Elementary School
- Middle School
- Secondary School

If I were on the next academy planning team, I would ...

Please let us know how useful you found the topics and activities:

Activity 1: BLT Roles and Responsibilities

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<th>4</th>
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Activity 2: Change Persuasion

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Activity 3: Components of Effective Change

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Self Evaluation

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Three things I learned that made me go... AH HA!

1. ____________________________________
2. ____________________________________
3. ____________________________________

As a result of my participation in this academy, I am going to ...
Resources


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.

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.

Fullan, M. (2003). *Change forces with a vengeance*. New York: RoutledgeFalmer. Educators have already taken on board the idea that educational change and school reform are not as easy to accomplish as first expected. In this book, Michael Fullan, arguably one of the world's leading authors on the issue of educational change, explores why this continues to be the case, and builds on the lessons that he set out so clearly in the first two volumes of his trilogy on the subject. This book is concise, accessible and the message contained is clearly written with a broad audience mind both for academics in education and general reader.
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.

One of the great strengths of Schools That Learn is its description of practices that are meeting success across the country and around the world, as schools attempt to learn, grow, and reinvent themselves using the principles of organizational learning. Featuring articles, case studies, and anecdotes from prominent educators such as Howard Gardner, Jay Forrester, and 1999 U.S. Superintendent of the Year Gerry House, as well as from impassioned teachers, administrators, parents, and students, the book offers a wealth of practical tools, anecdotes, and advice that people can use to help schools (and the classrooms in them and communities around them) learn to learn.

The writers discuss the systems approach to educational reform. They examine the various meanings of the term "systems" and outline the resulting approaches for the improvement of education. Suggestions for avoiding the confusion that surrounds much of the current debate on the topic of systemic change in education are provided.

Examines three factors contributing to organizational success: use of a systemic model to design and guide the change effort; analysis of interdependencies within the system and of the change potential; and use of communication methods to help ensure that the change will be supported. Presents characteristics of successful change efforts with related questions that are typically asked about a change.