LSSU Journey of Change: Connecting the stage theory dots

Reidy Interactive Lecture Series October 6, 2006

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Managing Multiple Realities & the Paradox of Change

- A thoughtful application of “Change Theory” is essential to my success as a systems level leader. My actions must be grounded in individual relationships at the “shop floor” level.
- I must manage for system coherence and sustainability by constantly changing and adapting the discrete elements that folks have invested their time and energy to create.
- “Espoused theories” of change do not capture the imagination and energy of folks on the implementation shop floor – clear action and concrete results (Quick Wins) speak the loudest.
- As Assistant Superintendent and a regional ESA Director I must help my SU and my region to comply with NCLB dealing with both the harsh realities and the opportunities for growth.
- As a member of VT TAC, I must help the DOE make good decisions re state assessments and district level interface.
- As VSA Assessment Chair, I must be a visible advocate for reform. NCLB must be substantially changed or eliminated.
Operating Assumptions & Planning Design Considerations: Fullan’s Eight Elements of Sustainability

1) Public Service With a Moral Purpose

2) Commitment to Changing Context at All Levels

3) Lateral Capacity Building Through Networks

4) Intelligent Accountability and Vertical Relationships

5) Deep Learning

6) Dual Commitment to Short term and Long Term Results

7) Cyclical Energizing

8) The Long Lever of Leadership
The Back Drop or Context for Change: Systems Level Guiding Questions

- What do we want all LSSU students to know and be able to do?
- How will we know if all LSSU students are meeting our standards?
- What will we do to help all LSSU students meet our standards?
- What will we do when some LSSU students don’t meet the standards and others exceed them?
- How will we create a coherent system to address the implications of answering our four guiding questions?
- Do we have the courage and moral purpose it will take to change our system?
LSSU Leverage Goals: 06-07

1. Research, develop and implement curricula & assessments that result in enhanced student learning and maximizes faculty performance.

2. Create a strong local network of professionals who can work collaboratively in teams to support enhanced learning for all students.

3. Build district capacity by nurturing the growth and development of local practitioners who can and will provide quality professional development at the shop floor level.

4. Provide leadership and supervision assistance to schools as they develop and sustain their support systems for students.

5. Secure financial and human resources necessary to sustain and advance the implementation of differentiated instruction for all students.
Creating Systems Coherence

Curriculum Development

Supervision Evaluation

Assessment Link

Differentiated Implementation Plan

ALIGNMENT MODEL
When you have an impossible task to accomplish.....

You better get started!!!
Quality Assessment in LSSU is:
• Defined by agreed upon standards
• Multifaceted, comprehensive, continuous and flexible
• Measures the effectiveness of instruction and appropriateness of curriculum
• Measures the individual’s learning process
• Communicates information effectively to students, teachers, parents, administration and the public at large
“Well, men, we’ve got a heck of a wall to build, so let’s get started.”
The LSSU Assessment Angle

- We must monitor & measure what matters most to us at the local level.
- We must create a technically sound & balanced assessment system that informs our instructional judgments and has vertical alignment with the state wide system.
- Assuring individual student growth must be our primary aim.
- Learning targets that are hard to measure must continue to be valued and pursued.
- We must build on our success and learn from our mistakes.
(a) By September 1, 2006, each school district shall develop a local comprehensive assessment system that:

1. Is aligned with the Framework (*and grade expectations*),
2. Is consistent with the Vermont Comprehensive Assessment System adopted by the State Board of Education in November 1996, as amended from time to time,
3. Enables decisions to be made about instruction, professional development, and educational resources and curriculum, and
4. Employs a balance of classroom-based and school-level assessments
Operating Assumptions & Parameters

- Our local assessment plan must be based on our LSSU vision.
- All professional staff will need to be involved in the assessment work.
- The assessment plan is part of an overall LSSU systems improvement plan.
- Change is “resource hungry”.
- This is a multi-year endeavor.
- We will not get there in one ascent. We will need to review, refine and refocus our plan several times.
- We have been at this a long time, and we can and will build on our pre-NCLB experience and success.

- We will move forward at a pace that we can manage. We will utilize a phased in implementation plan focusing on one content area at a time to start.
- We will begin with literacy, followed by math and science.
- We will build from the inside out, common district level assessments will be our first deliverable.
- Human, technical and financial resources will be built into each phase of the implementation design before we go forward.
- Principals will be held accountable for building level implementation.
- We will not release assessment results to parents or external customers during our design and pilot phases.
LSSU Comp. Assessment System in Literacy

- LSSU Vision
  - NAEP
  - NECAP
  - POA, DRP, ODWP
  - BPST

- Spotlight on Literacy, Open Court

- Curriculum aligned to Framework and G.E.

Operating Assumptions and System Parameters

Grade Expectations
Journey Artifacts
O.D.W.P. Workshop leaders
# Lamoille South Supervisory Union Assessment Profile

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<th>State Assessment</th>
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<th>Intermediate</th>
<th>Middle Level</th>
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“Stop asking me if we’re almost there! We’re nomads, for crying out loud!”
“Some Lessons Learned” – I Hope

- Apply change theory to everything you do.
- Surround yourself with talented people who can make a difference. You will have to look both inside and outside the organization for talent and support.
- When trying to make systems wide change be prepared to go slow and fast simultaneously, become a “pace artist.”
- Be on the look out for quick wins, you will need them to stay the course. Enable folks to “own” the work.
- Build capacity all along the way, sustainability depends on the horses you have added to the local stable.
- When things go poorly, accept responsibility, learn from it, and adjust your plan as needed.
- When things go well, give the credit to others, they want it, they need it and they usually deserve it.