



Leading the Learning® A Collection of Practices and High Yield Strategies to support second order change

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Change Leadership and Organizational Goal Setting

When considering organizational change, Wagner identifies three phases that must be traversed if the change is to be fully implemented and sustainable. There are three phases that create the ecology of change framework: preparing, envisioning and enacting.

Preparing phase- The leader develops a plan for the changes ahead. A shared and informed understanding of the needed change is developed, which is based in data to invoke a sense of urgency.

Envisioning phase- The understanding and urgency for the change is deployed to all levels and shareholders of the organization. As clarity about the adaptation of roles spreads, trust and respect deepens within and between shareholders.

Enacting phase- Change efforts focus on instructional practices and all areas needing improvement. Communication and clarity are key during this phase as the leader seeks to develop collaboration, professional respect and mutual trust. Wagner states, "By attending to the phases of a change process, leaders can lay the groundwork for movement along the continua toward the greater purpose, focus, engage-

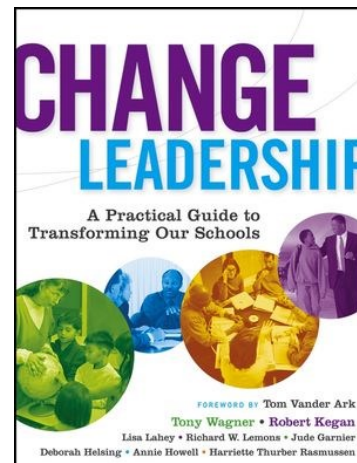
ment, and collaboration that are vital to successful change efforts."

Furthermore he discusses the importance of change levers: **data, accountability and relationships.**

These are the levers that lead into deep dialogue around the essential questions involving the what, why and how of the change.

Data refers to all information related to student learning and achievement that can help us define the various challenges related to improving and tracking the impact of the change effort. **Accountability** is based on a set of mutual understandings to which the community holds themselves responsible. These shared commitments create a sense of purpose that develops into communities of practice to support all learners. As the shared accountability is developed among shareholders, the need to work collaboratively and develop relationships will arise! Wagner refers to **relationships** as, "the quality of attitudes, feelings and behaviors of various individuals and groups toward one another as they engage in the work of helping all students learn."

According to Wagner, when considering organizational



change, we also must consider the arenas of change, which create a framework through which we should analyze and guide the work of transformation our schools. The arenas for systemic levels of organization change are as follows:

Context — the new skills needed by students for work, learning, and citizenship.

Culture — the shared values, beliefs, assumptions, and behaviors about students, teachers, learning, and leadership

Conditions — the external "architecture" that must be in place to support learning like time for learning and collaboration, clear expectations, physical space, and staffing)

Competencies — the repertoire of skills and knowledge that positively impacts student learning and is supported by high-quality staff development.

“the quality of attitudes, feelings and behaviors of various individuals and groups toward one another as they engage in the work of helping all students learn.”

Tony Wagner

Change Leadership and Organizational Goal Setting continued....

The areas of context and culture are defined in the initial two phases of the change process.

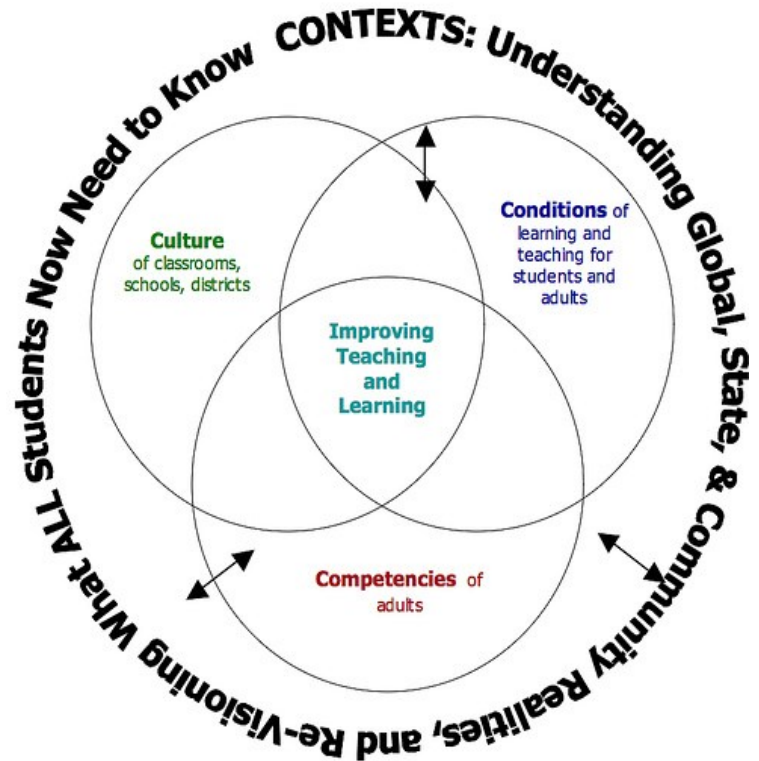
During **preparation and envisioning** the leader must focus upon the collection of data, clarity of accountability as well as building those relationships. The need for a shared vision, shared leadership and moral purpose are identified and deployed in these initial 2 phases.

As the organization moves into the **third phase**, enacting, the need for smart goal setting will be evident during this strategic implementation period.

The organization must now focus on the cycle of continuous improvement, collecting the data to inform the depth, level and scope of the desired change.

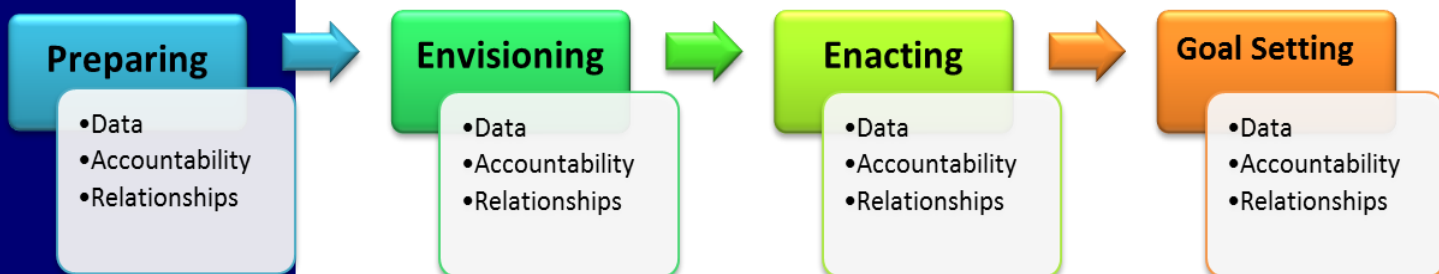
As we view this third arena for school improvement we need to also take into account the “what” and the “how” of the change that must occur for depth of action and sustainability of the transformation.

To offer direction and focus in directing and guiding the process and work of change,



we will use **Marzano's levels of operation for High Reliability Schools** as well as the *Re-Inventing Schools O-Path*. As we start to initiate change through action steps and strategies, we will need to also monitor the impact of our initiatives. For this we will use the High Relia-

bility Schools leading and lagging indicators. This will allow for a focused and aligned process for deep transformational change that addresses all levels and areas need for systemic change to occur. This process for leaders will aid in building culture, conditions, competencies as they apply to a given context.



Marzano's High Reliability Indicators for Implementing Organizational Change

Levels 1 through 3 are considered foundational and practical in relation to bringing change to a learning organization. The idea of making sure everyone feels safe is basic to any learning situation, as is an understanding of intentional instructional practices as they relate to student learning and outcomes. The idea of the guaranteed and viable curriculum is a curriculum which provides clear guidance regarding the content to be addressed in specific courses and at specific grade levels. Viability means that the content teachers are expected to address can be adequately addressed in the time teachers have available for instruction. Unfortunately, for years, K–12 education has ignored the problem of too much content in their standards. In addition to a curriculum that is guaranteed and viable, level 3 status requires a curriculum that enhances stu-

dent learning. This means that in addition to traditional content, the curriculum also addresses skills that help students learn.

Level 4- “John Kendall and I [Robert Marzano] highlight this distinction as critical to well-informed school reform efforts. We note: In a standards-based system, students must demonstrate that they have met the standards at one level before they are allowed to pass on to the next level. In a standards-referenced system, students’ standings relative to specific standards are documented and reported; however, students are not held back if they do not meet the required performance levels for the standards. This provides students and parents with highly specific information about students’ standing relative to standards but allows students to progress through the system even if

they have not met specific standards.” (Marzano & Kendall, 1996 p. 190)

Marzano states that schools looking to move to level 4 for high reliability to have two critical commitments:

- (1) **develop proficiency scales for the essential content**
- (2) **report status and growth on the report card using proficiency scales**

Both represent major shifts in how schools are run.

Finally, **level 5** directly addresses the extent to which a school has replaced a system that matriculates students based on time in favor of one that matriculates students based on their demonstrated competence. This is in essence the system that places time as a variable and learning as the constant. We call it personal mastery learning.

In a standards-based system, students must demonstrate that they have met the standards at one level before they are allowed to pass on to the next level.

Marzano and Kendall

Marzano's Levels of Operation

Level 1 Building a Safe and Orderly Environment (Supports Cooperation and Collaboration)

Level 2 Instructional Framework

(Develops/Maintains Effective Instruction in Each Classroom)

Level 3 Guaranteed and Viable Curriculum

(Focused on Enhancing Student Learning)

Level 4 Standards Based Reporting

(To Inform Student Progress)

Level 5 Competency Based System

(Ensures Student Mastery of Content)



“Strategies are most powerful when linked directly to the most urgent needs of students.”
Doug Reeves

A HANDBOOK FOR
High Reliability Schools
...The Next Step in School Reform

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PDCA- A blueprint for successful implementation of Change Level 4



O-Path Connection:

Personal Mastery Recording and Reporting (PM.RR.03) Organizational leadership ensures a real-time electronic system that is accessible by all stakeholders which would include tools to support.

- Teacher's ability to monitor learning process and navigate learning pathway
- Student's ability to monitor progress and navigate learning pathway
- Parent and Guardian ability to monitor progress and navigate the learning pathway.

Level 4 Standards-referenced Reporting- the extent to which a school's reporting system clearly identifies specific topics for which subject area at each grade level for each stu-

Level 4 Leading Indicators

Leading Indicator 4.1: Clear and measureable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

Leading Indicator 4.2: Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

Essential Practices

- Students keep data notebooks
- Student-Led conferences focus on individual student goals
- Parent-teacher conferences focus on individual student goals
- Individual student achievement is examined from the perspective of value-added results

Integration of MRL High Reliability Schools with RISC Framework: PDCA approach -

P (plan): Shared Vision, Leadership, Personal Mastery and Continuous Improvement

D (do): O-path continuum as well as the leading indicator as related to focus area and corresponding HRS level

C (check): HRS Lagging indicator and scales

A (adjust): Other potential O-Path and organizational change strategies in relation to Leadership, Instruction, Programmatic and Organi-

Strategic Implementation: The What, Why and How of a change.



Level 4 Lagging Indicators and O-path Deliverables

Lagging Indicator 4.1: Written goals are available for each student in terms of their performance on state assessments, benchmark assessments, or common assessments.

Lagging Indicator 4.2: Documents articulating the learning progression for each essential element are available for each subject area.

Lagging Indicator 4.3: Written goals are available for each student in terms of their knowledge gain regarding essential elements.

Lagging Indicator 4.4: Reports, charts, and graphs are available for individual students depicting their status and growth on their learning goals.

Lagging Indicator 4.5: Report cards display student status and growth on essential elements and individual learning goals.

O-Path Deliverables

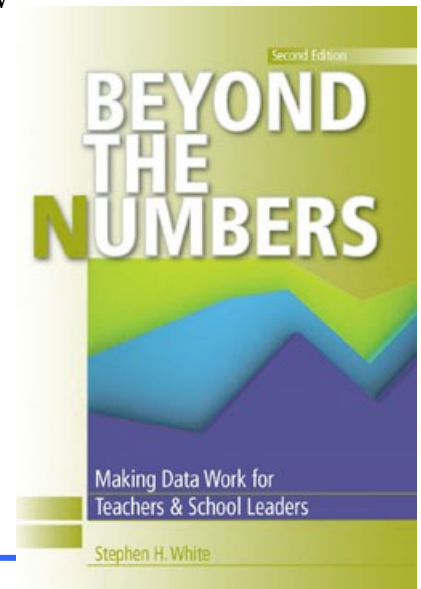
Complete scope and sequence with aligned assessments, complete set of student data (including assessment results, learner needs and profile), format that encourages collaboration through social networking and individual goal setting indicating continual stakeholder use.

“Strategies are most powerful when linked directly to the most urgent needs of students.” D. Reeves (2008)

How have adult actions impacted student achievement?

Consider the following areas for potential adjustments

- **Instructional-** what best practices already exist in my building?
- **Organizational-** how does our organization identify and support learner needs?
- **Leadership-** how does the leader model or measure the impact of best practices?
- **Programmatic-** what evidence is there showing that the predominant instructional practices are engaging students?



Data-driven Decision Making

- Reeves strategies/SMART Goal process/Continuous Improvement- The goals identified are designed to be analyzed, monitored and adjusted as professional practices that leverage student achievement. The analysis should identify specific areas and strategies that need to be adjusted in order to see that the organization and the students move to the next level of performance.



Check out: Re-InventingSchools Blog: Personal Mastery
 Worksblog.reinventionschools.org



The Re-Inventing Schools Coalition (RISC) is a national nonprofit foundation established to transform education systems around the world and produce dramatically improved learning environments and achievement results for all children. We are committed to re-inventing schooling as we know it so that *all students* are successful in school and life, regardless of their background, their culture, their home life, or their previous educational experiences.

Stay in touch with us.....



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One Thousand Districts Realizing Their Unique Vision of Excellence

Re-Inventing Schools Coalition and growing.....

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[Lindsay Unified School District, Lindsay](#)
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