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### **NEW BOOK: *Will and Skill***

There are two forms of change: 1) Technical and 2) Cultural

- Culture will eat structure for breakfast.
- If you improve productivity – you will change minds.
- We must deal with the mentality of individuals within the organization.
- Adult-centered cultures are toxic for reform.
- Changing the structure cannot make up for human deficiencies.

#### Technical Change – changes in tools/structure

- Collaborative time
- Common assessments
- Data
- Educational Technology
- Support classes

#### Common misconceptions about technical change

- Changing the structure will lead to higher levels of productivity – rearranging the seats on the Titanic.
- Technical changes make up for human deficiencies like poor instruction or unprofessional behavior.
- Technical changes will “fix” kids or “fix” schools which are broken (i.e. dress codes, longer school day).

*Schools in America are the most difficult organizations to change due to the culture. – Dr. Dan Lordy*

#### Apprenticeship of Observation

- Educators have been socialized in their field since childhood and adopt the norms.
- The average educator was a good student. *Average 3.4 GPA*
- It is illogically acceptable to think that people who succeeded within the system would want to change the system....individuals are not empathetic for those who missed out on attendance – or assignments – etc.
- The fox is guarding the hen house

*-Bell curve example: + gifted and talented, AP courses, etc. / at the norm: average / FBB – at risk*

#### Predetermination – *The Elephant in the Room*

- Perceptual – how we see things – Everything is relative
  - Schools that are healthy are the ones who have dealt with the “Elephants in the Room.”
  - They addressed adult behaviors that were getting the way of student learning.
  - We all don’t see the world the same...we must deal with that.
  - Sigmund/Freud – ego – if it becomes of danger...we must address it.
  - You have to replace unscientific conclusions with more scientific conclusions.
  - Race is a social construct...no correlation between intelligence and skin pigmentation.

- Intrinsic – Victims remain victims – a negative self-image of self that interferes with their ability to believe they can learn and succeed
  - Efficacy – a consistent articulation from a group of adults to a group of students that say we believe more in you than you believe in yourself.
  - Innocuous symbolism doesn't work –
  - We must remake what students think of themselves – we must address this with highly focused attention.
- Institutional – e.g., *master schedules, time for collaborative practices, etc.*
  - Systemic and structural issues that get in the way of student learning and progression.
  - Deal with these issues to support students!
  - Union agreements are more important than the needs of the students.

*How has the Achievement Gap manifested itself at your school/district (Racial, SES, Disabilities, and Male/Female)?*

*What technical changes have your district proposed or implemented as an attempt to raise achievement and close the gap? Did the technical change produce the desired boost in achievement? Why or why not?*

- Examining the ramifications of decisions that affect the organization.
- Cook School – video of students with disabilities in a school (Northville, Michigan)
- Juvenile Justice Journal – Educators
- We can only do better when we know better.
- Always challenge the concept of “We have tried ‘everything’!” Ask for evidence – progress monitoring tools for ‘trying everything’.

Kent Peterson – School Culture (p. 4)

Healthy Culture: *Educators have an unwavering belief in the ability of all of their students to achieve success, and they pass that belief onto others in overt and covert ways. Educators create policies and procedures and adopt practices that support their belief in the ability of every student.* – Peterson (2002)

Must be on the same page philosophically – they have addressed the culture – have dealt with issues getting in the way of learning for ALL.

Policies, procedures, practices that support the belief that all students can learn and become successful.

Toxic cultures: are extremely descriptive – deflective – re-describe obvious symptoms.

Work to diagnose issues and address them. Work on the HOW TO ADDRESS THE ISSUES rather than diagnosing them. There must be a balance between assessment and implementation of instructional practices to address student learning needs.

We are not defined by our problems....we are defined by how we address them. Healthy cultures take the time to develop healthy policies, procedures, and practices. They examine internally which of the 3 Ps (*policies, practices, and procedures*) are getting in the way of student learning.

Characteristics of Culture – Kent Peterson (University of Wisconsin) 2002, *Is your school culture toxic or positive?* Education World (6) 2.

Healthy Cultures	Toxic Cultures
<ul style="list-style-type: none"> <li>• Promote positive policies, procedures, and practices</li> <li>• Promote a system of support to help all students learn</li> <li>• Promote accountability for all</li> <li>• Take responsibilities for how information is being distributed to prevent toxic roots</li> <li>• They seek and find “brutal facts”</li> <li>• They get the right people on the bus and sit them in the right seats</li> <li>• Speak a language of pragmatism</li> <li>• Use colleagues as resources rather than arch enemies</li> <li>• Preface their comments with where they are coming from...”We have had...”</li> <li>• Look for support from their team members</li> <li>• Retain new educators</li> </ul>	<ul style="list-style-type: none"> <li>• Spend time diagnosing issues but never addressing them</li> <li>• Spend time with punishing policies, procedures, practices</li> <li>• Frustration is at the root of toxic culture</li> <li>• Employees that engage in slander, rumors, etc.</li> <li>• Always begin with an emotionally charged tone when sharing information with team mates</li> <li>• Start with...”OMG...”, Have you heard..., Can you believe...</li> <li>• Bleed employees</li> <li>• Failure to gain enough momentum and synergy in a team</li> </ul>

**Highly Encouraged Department Activity:** *Conduct an internal review of current policies and procedures that manage employees.*

1. Does this policy promote or hurt our students? Our employees?
2. What is the purpose of schools? To cultivate learning in students!

Frustration is at the root of a toxic culture.

- Frustration – *a feeling of anxiety as a result of the inability to perform a task.*
- A miss match between skill set and task
- Causes people to deflect blame onto others and create covert alliances with people experiencing similar struggle

*How did that employee get that bad? What lead to their demise? How can we allow people to function at that level for so long that we never provide support to help them overcome their inexperience and lack of skills?*

The optimal system of health in any organization is support followed by accountability! Accountability is unethical is not preceded with support?

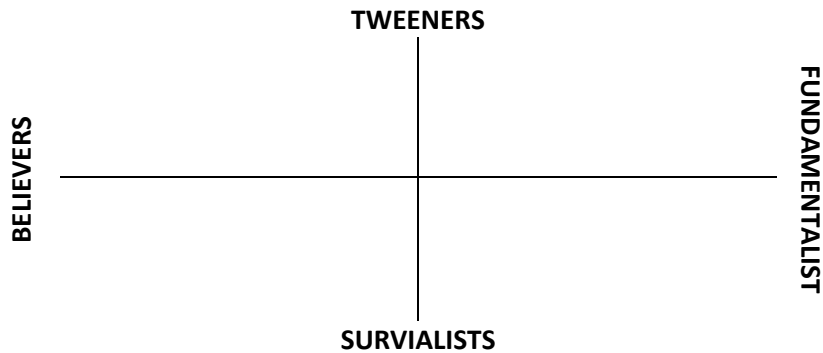
We need to provide staff / professional development based on data results –

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Butte County SELPA Notes:

- IEP reviews
- Rates of inclusive practices
- Collaborative practices between SE and GE
- Chart strengths and improvement areas

How long does it take with your colleagues to get from problem identification to problem solving? What gets in the way is adult drama.



CTA – CA Teacher Association/Union – take back ownership of your voice and representation. Fundamentalists have clogged the communication airwaves for TOO long. Yes – continue to communicate that teachers need good salaries and benefits – BUT THAT THEY ALSO WILL PROVIDE A GOOD EDUCATION FOR KIDS.

**Four Types of School Employees**

**Believers** – Objective: Success for all students

Characteristics for Moving Forward	Characteristics for Moving Backward
<ul style="list-style-type: none"> <li>• Intrinsicly motivated</li> <li>• Flexibility of students (academically and behaviorally)</li> <li>• Mission driven/connection to school or community</li> <li>• Willing to confront negative talk and attitudes towards children, but only under extreme circumstances</li> <li>• Varied levels of pedagogical and professional skill</li> </ul>	<ul style="list-style-type: none"> <li>• Not considering input from those who have experience in using various curriculums, etc.</li> <li>• Isolate themselves when challenged</li> <li>• Don't know what to say or do so they will continue to "flight" rather than "fight"</li> </ul>
Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Can mobilize an entire faculty in a formal manner</li> </ul>	<ul style="list-style-type: none"> <li>• Can retreat when not given support or challenged in the "informal realm" by fundamentalists</li> </ul>

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**Tweeners** (Two Levels) – *Objective: To find comfort zone within the organization*



*Level 1: New to the profession*

*Level 2: Experienced educator – their experience supersedes their*

Characteristics for Moving Forward	Characteristics for Moving Backward
<ul style="list-style-type: none"> <li>• <i>Enthusiastic about the idealistic nature of schools, but have not quite hit the tipping point</i></li> <li>• <i>Stay out of the politics of the school/district</i></li> <li>• <i>Follows instructions as given by administration creating a 'Wall of Silence' (considered "good" teachers)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Loosely coupled with mission</i></li> <li>• <i>Not connected with community</i></li> </ul>
Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• <i>May be brought to a level of believers when given support and mentoring from a believer</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>May sink to level of fundamentalist if not given the right support</i></li> </ul>

Extreme experiences (Moment of Truth) can swing them to be a believer or fundamentalist. Will often lose 50% of them in the first 5 years.

**Survivors** – *Objective: Survival!*

Characteristics for Moving Forward	Characteristics for Moving Backward
	<ul style="list-style-type: none"> <li>• <i>Overwhelming nature of the job or life has caused clinical depression (Burnout)</i></li> <li>• <i>No political or organizational aspirations</i></li> <li>• <i>Create subcontracts with students to broker a "cease fire" agreement</i></li> <li>• <i>Little to no professional practice is evident</i></li> <li>• <i>All members of the organization agree that they do not belong in the profession</i></li> <li>• <b><i>Removal and treatment is the only possible remedy</i></b></li> </ul>
Strengths	Weaknesses
	<ul style="list-style-type: none"> <li>• <i>Negotiators with students to convince them to leave them alone</i></li> <li>• <i>Dramatically effect students in their classrooms – it is the best interest of the organization to remove that individual</i></li> </ul>

Indianapolis Public Schools (*Recommended school district to look to when addressing psychological support for employees.*)

A student who is exposed to a clinically depressed teacher will need 3 years to make up what was lost in the one year being with them. Districts must address Educators in this place of mental health.

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**Fundamentalists** (Four Levels) – *Objective: Maintain status quo (Leave me alone!)*

Characteristics for Moving Forward	Characteristics for Moving Backward
<ul style="list-style-type: none"> <li>• <i>Great lobbyists</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Personal agenda interferes with organization or team goals</i></li> <li>• <i>A “Me” first agenda rather than a “We” first agenda</i></li> <li>• <i>Believe that not all children can learn (Social Darwinists)</i></li> <li>• <i>Believe in autonomy and academic freedom</i></li> <li>• <i>Organize to resist threat(s) to status quo</i></li> <li>• <i>Believe that gaps in learning are due to outside forces (students, parents, administration)</i></li> <li>• <i>Have varied levels of pedagogical skills</i></li> </ul>
Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• <i>Tend to have great control in the “informal realm” of staff</i></li> <li>• <i>Know their legal rights inside and out</i></li> <li>• <i>Informal culture</i></li> <li>• <i>Emotional realm</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Struggle to gain influence in the formal realm</i></li> <li>• <i>Struggle to gain influence in the rational realm</i></li> <li>• <i>Uninterested in engaging in reflective practices</i></li> <li>• <i>Belief that they have high standards and not all can reach them</i></li> </ul>

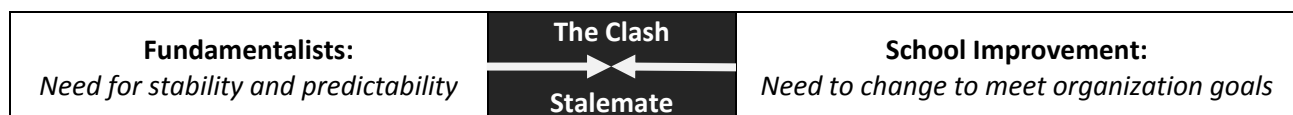
**3 D’s of Fundamentalists:**

1. **Defame**-personal attacks
2. **Disrupt**-cause delays in implementation of policies, procedures, etc.
3. **Distract**-flippant conversations and come to meetings not prepared, etc.

Leadership Strategy:

**Flippin’** – changing negative energy/comments by repeating what you are hearing being said and asking the speaker to contribute their solutions to their peers since the group’s ideas are being rejected.

The Current State of School Reform



If you shun opposition – you are giving the informal culture the advantage to take control and trump the work you are seeking to accomplish. **GET CONTROL OF THE LANGUAGE WITHIN THE ORGANIZATION!!!!**

If we can change the language – we can start to change the thought process. If we act like a productive organization – we might become one. Behave your way into success. **30 day challenge given to all staff to STOP COMPLAINING!**

WILL	SKILL
<ul style="list-style-type: none"> <li>• A strong desire to promote positive change</li> </ul>	<ul style="list-style-type: none"> <li>• The know-how to create positive change</li> </ul>

There must be a breakthrough with will and results. Today’s believer will become tomorrow’s survivalist or fundamentalist.

**P.M. SESSION WITH EDUCATORS and PROGRAM STAFF**

<b>Characteristics of a Transformational Leader</b>	
<ul style="list-style-type: none"> <li>• Insight</li> <li>• Patience</li> <li>• Vision</li> <li>• Identify strength</li> <li>• Courage</li> <li>• Humility</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solver</li> <li>• Motivating</li> <li>• Approachable</li> <li>• Fair</li> <li>• High expectations</li> <li>• Good listening skills</li> </ul>

We are going to have to change. It is imperative that we change.

Cultural changes are MORE difficult than technical changes. Culture is like the soil of a garden. Technical changes are like the seeds in a garden. We must develop a healthy soil to grow positive change within our schools to meet the needs of students.

We must get on the same page philosophically – MISSION – VISION – VALUES – GOALS.

**The first level of alignment is PHILOSOPHICAL.**

Kent Peterson (2002) -

Toxic School Culture: *“Educators believe that student success is based upon students’ level of concern, attentiveness, prior knowledge, and willingness to comply with the demands of the school, and they articulate that belief in overt and covert ways. Educators create policies, procedures and adopt practices that support their belief in the impossibility of universal achievement.”*

- Descriptive in nature to explain “why” they are not doing well
- Deflective in terms of “how” is to blame
- Highly frustrated staff is a sign of highly unproductive staff
- Teachers: highly frustrated students are a sign of a highly unproductive students – rigor is lacking!

Healthy School Culture: *“Educators have an unwavering belief in the ability of ALL of their students to achieve success, and they pass that belief on to others in overt and covert ways. Educators create policies and procedures and adopt practices that support their belief in the ability of every student.”*

- Prescriptive in nature – spend time “doing” something about problems/issues related to student learning
- Take responsibility for doing something about issues/problems related to student learning – they address adult behaviors that get in the way of student learning.

Healthy and Toxic cultures are a two way street. There are parts of EVERY system that frustrate individuals. Leadership must look in the mirror and ask *“How can I eliminate the issues/problems within the system?”* Bonding can occur with those individuals who are frustrated and it can create a toxic culture.

If there is a culture in leaders who slander their staff – they are contributing to the culture of toxicity in a school.

Being correct is no substitute for being effective. Being professionals at finding fault in others...spending more time looking out of a window rather than in the mirror. (Rick DuFour)

If one is toxic – the other is toxic. If one is healthy – the other is healthy.

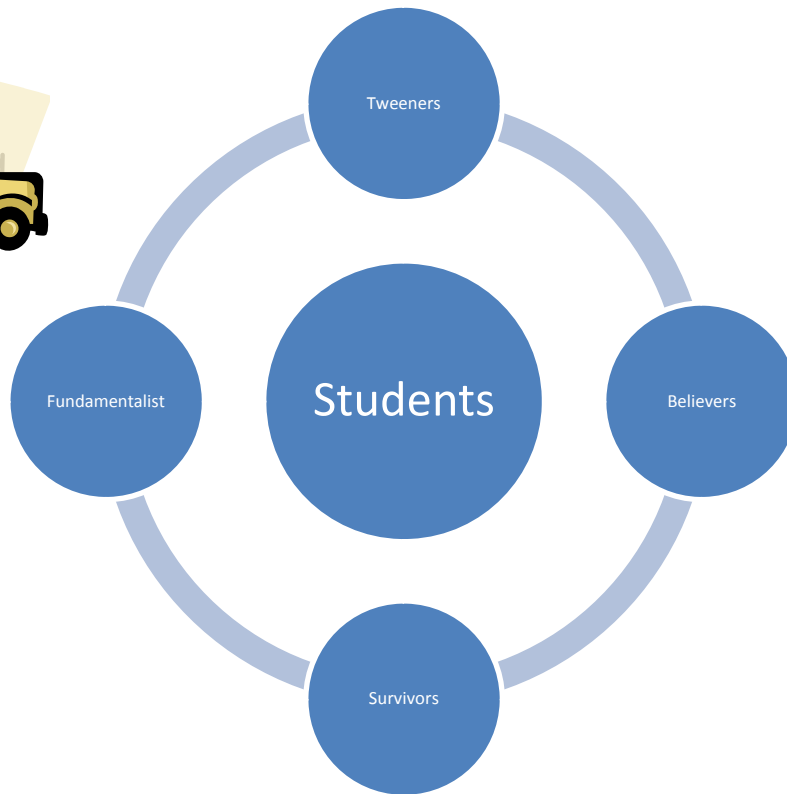
We are in the business of building lives!

Jim Collins – *From Good to Great*

CHARACTERISTICS OF GREAT ORGANIZATIONS
<ul style="list-style-type: none"><li>• They seek out and find the “brutal facts.”</li><li>• They get the right people on the bus and sit them in the right seats.</li><li>• Move swiftly from problem identification to problem solving.</li></ul>

**Adult drama:** Adult behaviors that get in the way of a team of educators to accomplish their fundamental purpose – to educate ALL students.

**The Quandary**

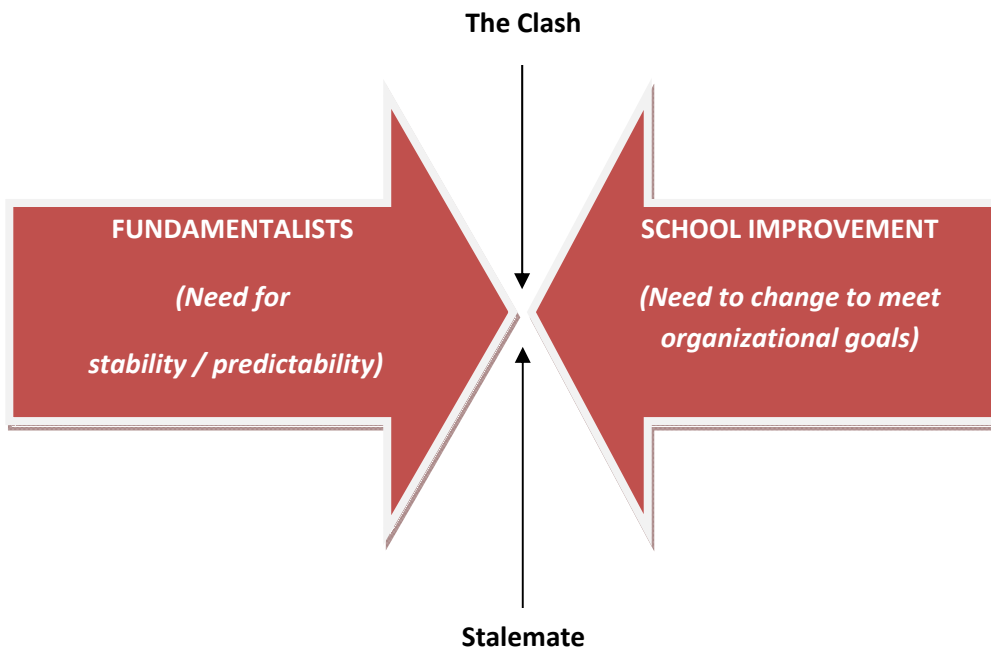




**High leverage strategy:** Look at how to nurture, develop, and retain teachers in the system.

<b>Believers</b>	<b>Tweeners</b>	<b>Survivors</b>	<b>Fundamentalists</b>
<ul style="list-style-type: none"> <li>• Core belief is success for EVERY student</li> <li>• Student interests are above their own</li> <li>• Accepts that change is necessary to improve student performance</li> </ul>	<ul style="list-style-type: none"> <li>• On the fence – not fully invested in the organization</li> <li>• May have potential to slide into becoming a believer or a fundamentalists</li> </ul>	<ul style="list-style-type: none"> <li>• Goal is to survive</li> <li>• Best option for administrators at this point is to “cut bait” by removing them so they can get help</li> </ul>	<ul style="list-style-type: none"> <li>• Puts personal needs above the organization’s needs</li> <li>• Interested in maintaining the status quo</li> <li>• Reject change</li> </ul>

***The Current State of School Reform***



Can Fundamentalism be reversed? (*Drop Your Tools Research - Firefighters*) – Maclean, Young Men and Fire, 1992

- People persist when they are given no clear reason to change.
- People persist when they do not trust the person who tells them to change.
- People persist when they view the alternative as more frightening.
- To change may mean admitting failure.

The worst way to change behavior is to provide an illogical reason for changing. Make a clear case for change!

4 Levels of Fundamentalism – How We Respond

*Level One: Make a clear case for change*

*Level Two: Develop relationships, do NOT ostracize*

*Level Three: Increase capacity and consider the context (Recommended book: Inside Teaching by Mary Kennedy)*

*Level Four: Monitor strongly*

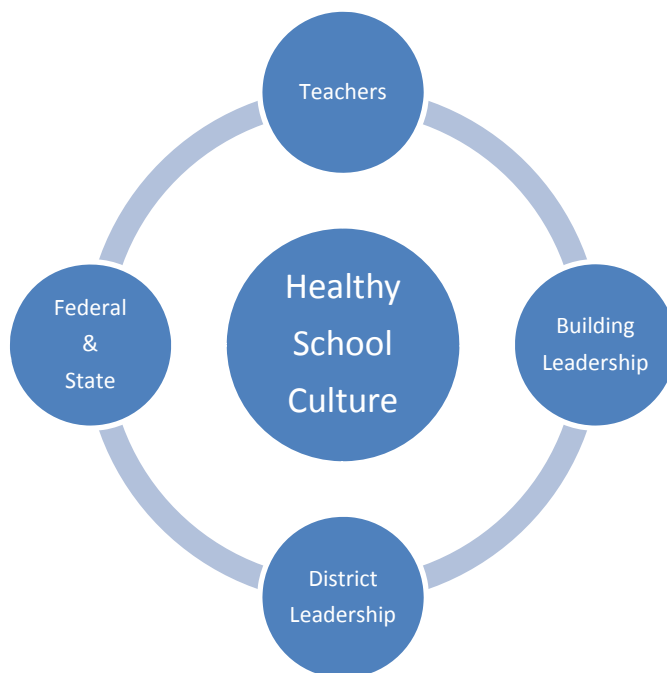
Trustworthiness and humility is essential to getting Fundamentalists to move with you in leading change.

If a teacher is struggling with the day-to-day tasks – coming back from a conference with six objectives does not sound appealing! Leaders must recognize what must come off the plate of educators when seeking to add new tasks.

Four reasons why schools fail to reform: *By Mary Kennedy (Harvard)*

1. Leaders ask teachers to do things they don't know how to do?

**Healthy Cultures provide leadership at EVERY level of the organization.**



“Underperformance will not become synonymous with our organization.”

***Transforming School Culture***

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<b>Micro - Colleagues</b>	<b>Macro - Leadership</b>
<ul style="list-style-type: none"><li>• <i>Control the language of the informal organization</i></li><li>• <i>Remove emotional tone from informal interactions</i></li><li>• <i>Focus peers on mission and problem solving</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Develop and maintain healthy organizational vision</i></li><li>• <i>Develop and maintain healthy policies, procedures, and practices</i></li><li>• <i>Institutionalize organizational health</i></li></ul>

