



LSSU Journey of Change: Connecting the stage theory dots

Reidy Interactive Lecture Series October 6, 2006

Bob Stanton Assistant Superintendent

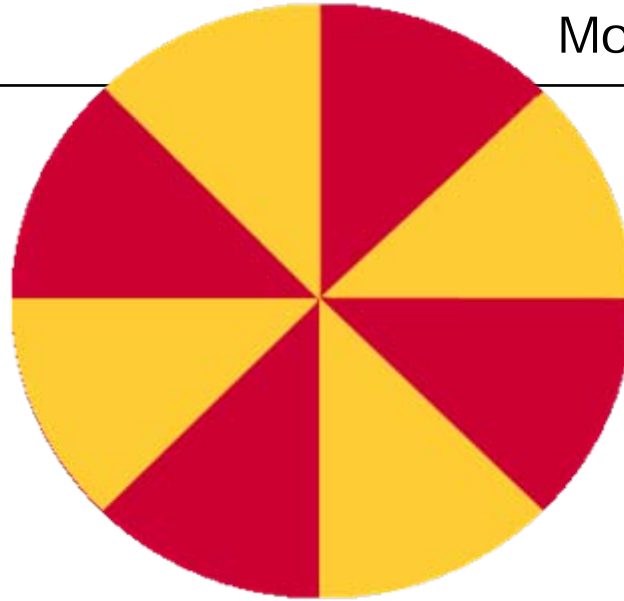
Managing Multiple Realities & the Paradox of Change

- 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

8) The Long Lever of Leadership

1) Public Service With a Moral Purpose



7) Cyclical Energizing

2) Commitment to Changing Context at All Levels

6) Dual Commitment to Short term and Long Term Results

3) Lateral Capacity Building Through Networks

5) Deep Learning

4) Intelligent Accountability and Vertical Relationships



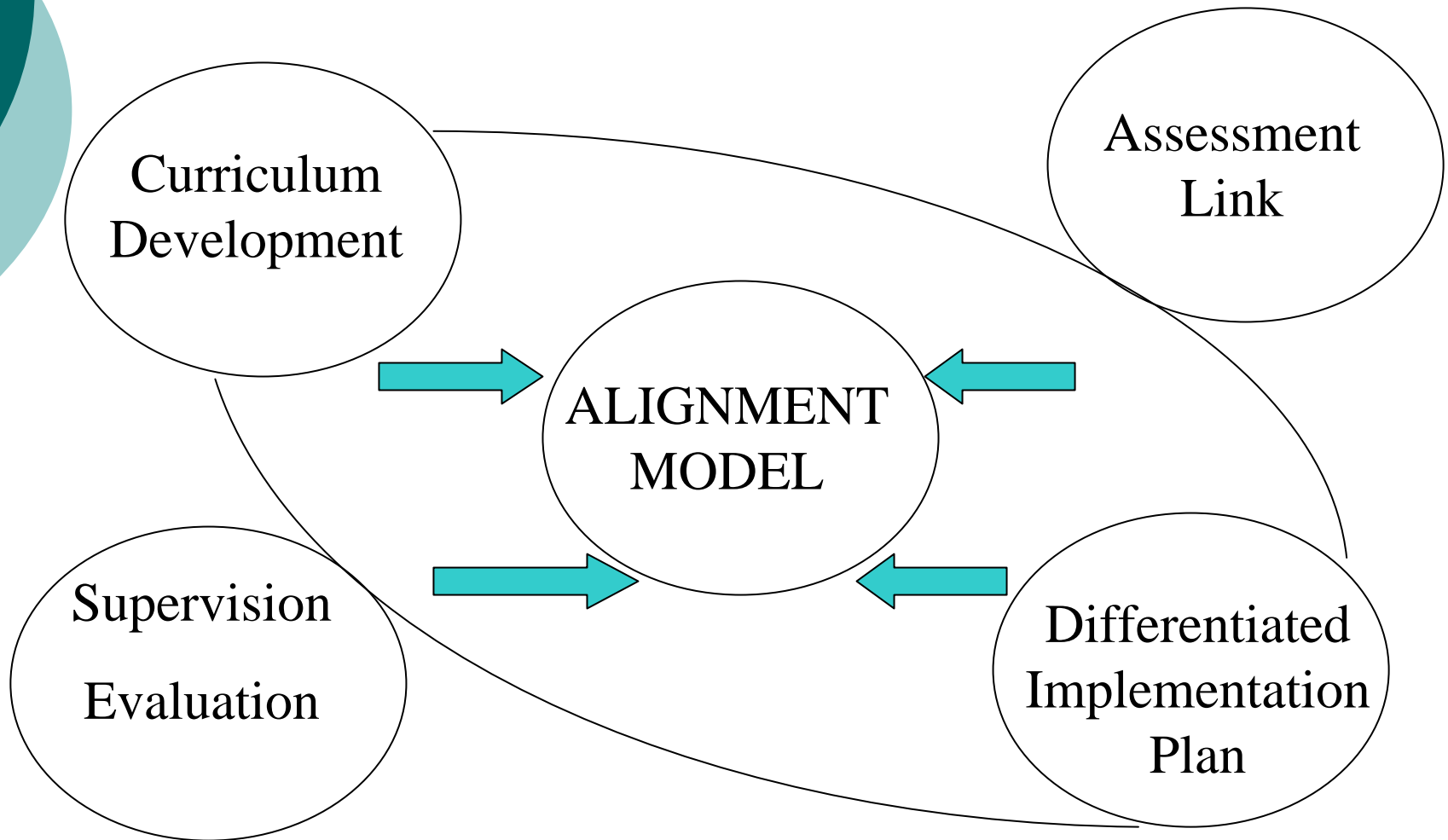
The Back Drop or Context for Change: Systems Level Guiding Questions

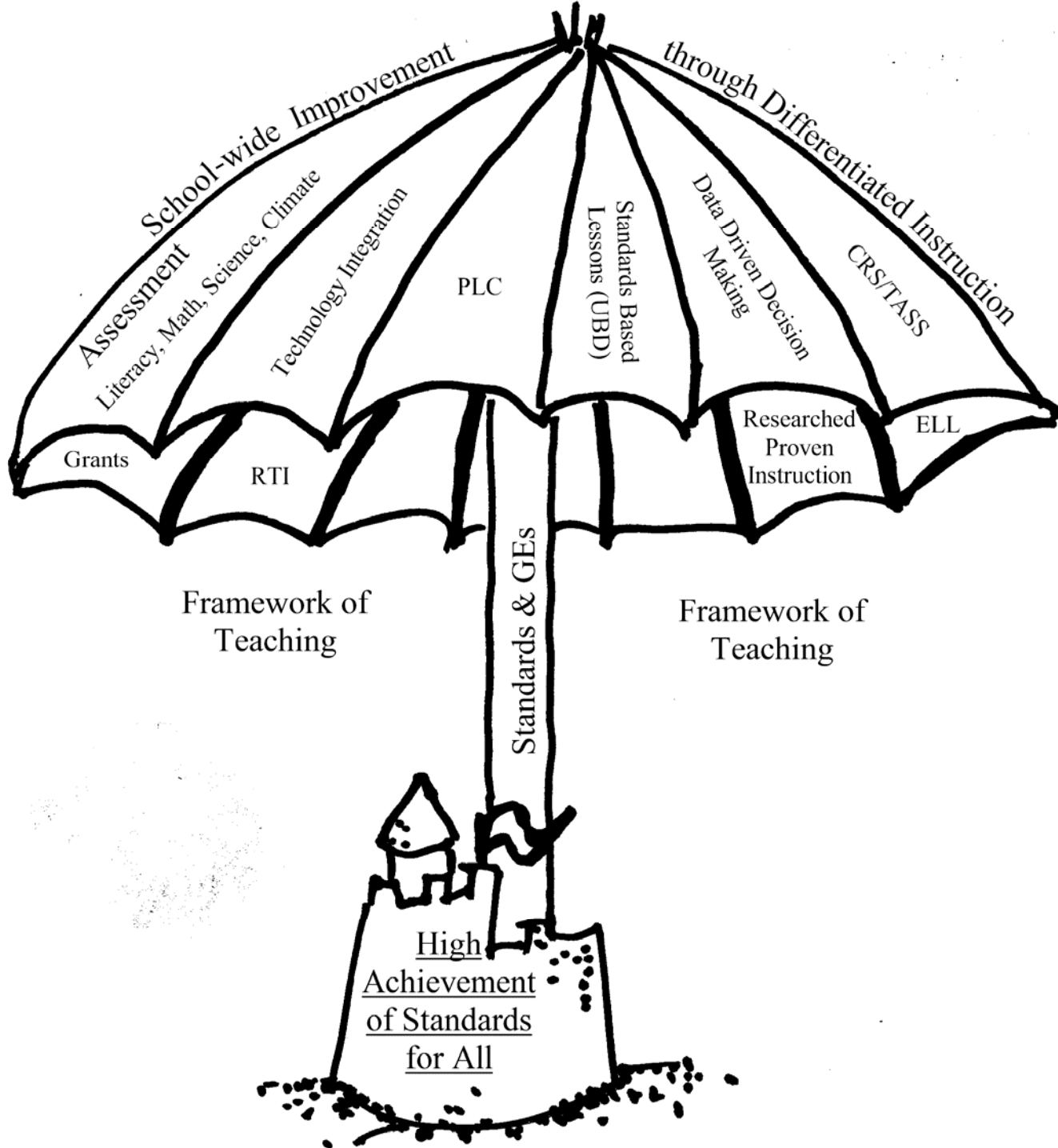
- What do we want **all** LSSU students to know and be able to do?
- How will **we know** if all LSSU students are meeting our standards?
- What will **we do** to help all LSSU students meet our standards?
- What will we do when some LSSU students **don't meet** the standards and **others exceed** them?
- 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







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

**You better get
started!!!**



Vision

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

STEINER
USA

© 1997, CARTOONISTS & WRITERS SYNDICATE



P. Steiner

“Well, men, we’ve got a heck of a wall to build,
so let’s get started.”

5-27



The LSSU Assessment Angle

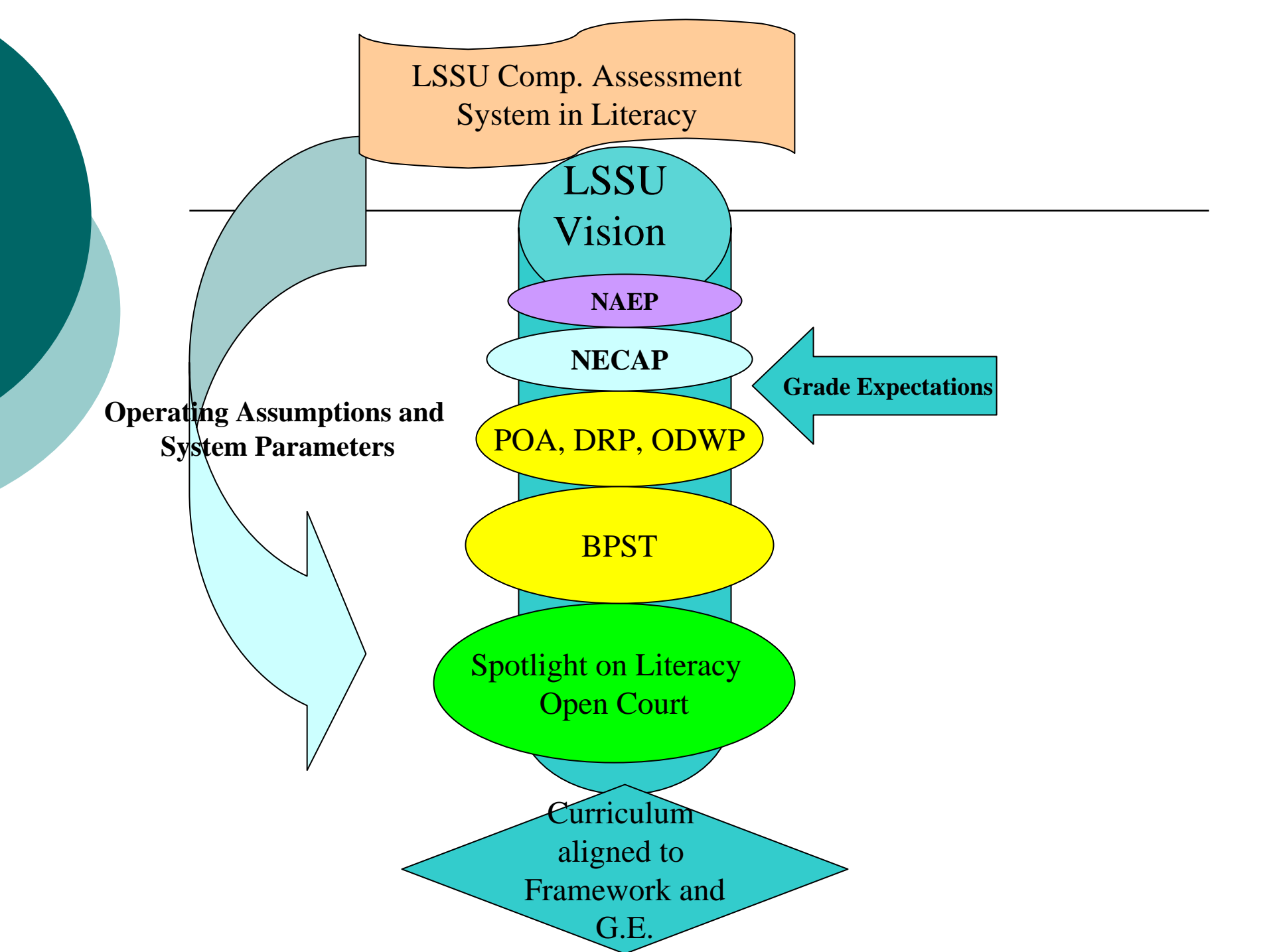
- We must monitor & measure what matters most to us at the local level
- We must create a technically sound & balanced assessment system that informs our instructional judgments and has vertical alignment with the state wide system
- Assuring individual student growth must be our primary aim
- Learning targets that are hard to measure must continue to be valued and pursued
- We must build on our success and learn from our mistakes

2120.2.2 Development and Implementation of Local Comprehensive Assessment System

- (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.

Grade Expectations

Operating Assumptions and
System Parameters

Journey Artifacts

O.D.W.P. Work shop leaders



Lamoille South Supervisory Union Assessment Profile

	Primary			Intermediate			Middle Level			High School			
	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
State			Develop- mental Reading Assess- ment (DRA)	New England Common Assessment Program NECAP Reading NECAP Math	NECAP Reading NECAP Math NECAP Science	NECAP Reading NECAP Math NECAP Writing	NECAP Reading NECAP Math	NECAP Reading NECAP Math	NECAP Reading NECAP Math NECAP Writing NECAP Science			NECAP Reading NECAP Math NECAP Writing NECAP Science	
District Literacy	<i>Primary Observa- tion Assess- ment (POA)</i>	POA	POA	<i>On Demand Writing Prompt (ODWP) 2</i>	ODWP 2	Degrees of Reading Power (DRP) ODWP 2	DRP ODWP 2	DRP ODWP 2	DRP ODWP 2	DRP ODWP 2	ODWP 2	ODWP 2	ODWP 2
District Math		Pre - Post Math *	Bridge Assessment	Pre - Post Math *	Pre - Post Math *	Bridge Assessment	Pre - Post Math *	Pre - Post Math *	Bridge Assess- ment	Pre - Post Math *	Bridge Assess- ment		
District Science **						Science Assessment		Science Assess- ment			Science Assess- ment		



“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.