Thank You!

Swinney vs. Saban

Clemson vs. Alabama

Culture vs. Process

Swinney & Saban

Clemson & Alabama

Culture & Process

ELDORA-NEW PROVIDENCE

- Builds school and community relations
- Visible in the school and community
- Effectively manages district resources
- Ability to lead school improvement
- Is approachable and open-minded
- Follows through on tasks and responsibilities
- Strong written and verbal communication skills

★ Builds school and community relations
★ Visible in the school and community
★ Effectively manages district resources
★ Ability to lead school improvement efforts
★ Is approachable and open-minded
★ Follow-through on tasks and responsibilities

HUBBARD-RADCLIFFE

- Builds school and community relations
- Visibility in school and community
- Ability to lead school improvement
- Is approachable and open-minded
- Effectively manages district resources
- Follows through on tasks and responsibilities
- Vision for the district/Markets the district

Transforming (Changing) Schools:
Culture & Process

Communication: Why???
Relationships: Who???
Support: How???
Accountability: Do!!!

"**Real progress only comes from true commitment to a shared vision and through a culture built on _trust_.**"

- *Beth Houf*

Teamwork

Collaboration

Collective Efficacy

Collective teacher efficacy	1.57
Student expectations	1.44
Response to intervention	1.07
Formative teacher evaluation	0.90
Feedback	0.75
Metacognitive strategies	0.69
Direct instruction	0.59
Peer tutoring	0.55
Classroom management	0.52
Parental involvement	0.41
Writing programs	0.40
Cooperative learning	0.40
Integrated curriculum	0.39
Computer-assisted instruction	0.37
Inquiry-based teaching	0.31
Homework	0.29
Teaching test-taking skills	0.27
Programmed instruction	0.23
Class size	0.21
Co-/team teaching	0.19
Mentoring	0.15
Ability grouping	0.12
Teacher subject matter knowledge	0.09
Summer vacation	-0.02
Television	-0.13
Mobility	-0.34

visible Learning Research

based on

1,000 Research Reviews

comprising

50,000 Studies

involving

250 Million Students

visible learning plus

Collective Efficacy: 1.57 Effect Size

❏ Shared belief that through collective action, we can positively influence student outcomes, including impacting those who are disengaged and/or disadvantaged.

❏ Has been found to be strongly, positively correlated with student achievement.

❏ School staff who believe that they can collectively accomplish great things are vital to the health of a school.

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Goals & Activities of Synthesis & Sharing Phase:

❏ Assemble a valid set of observations and recommendations based on findings.

❏ Present observations and recommendations to the Boards of Education.

❏ Share the process, findings, and next steps for the district with stakeholders.

❏ Establish long-term goals and plans to build on current success and to address the barriers and threats to reaching even greater levels of success.

❏ Engage key individuals and groups to collaboratively develop action plans for implementation.
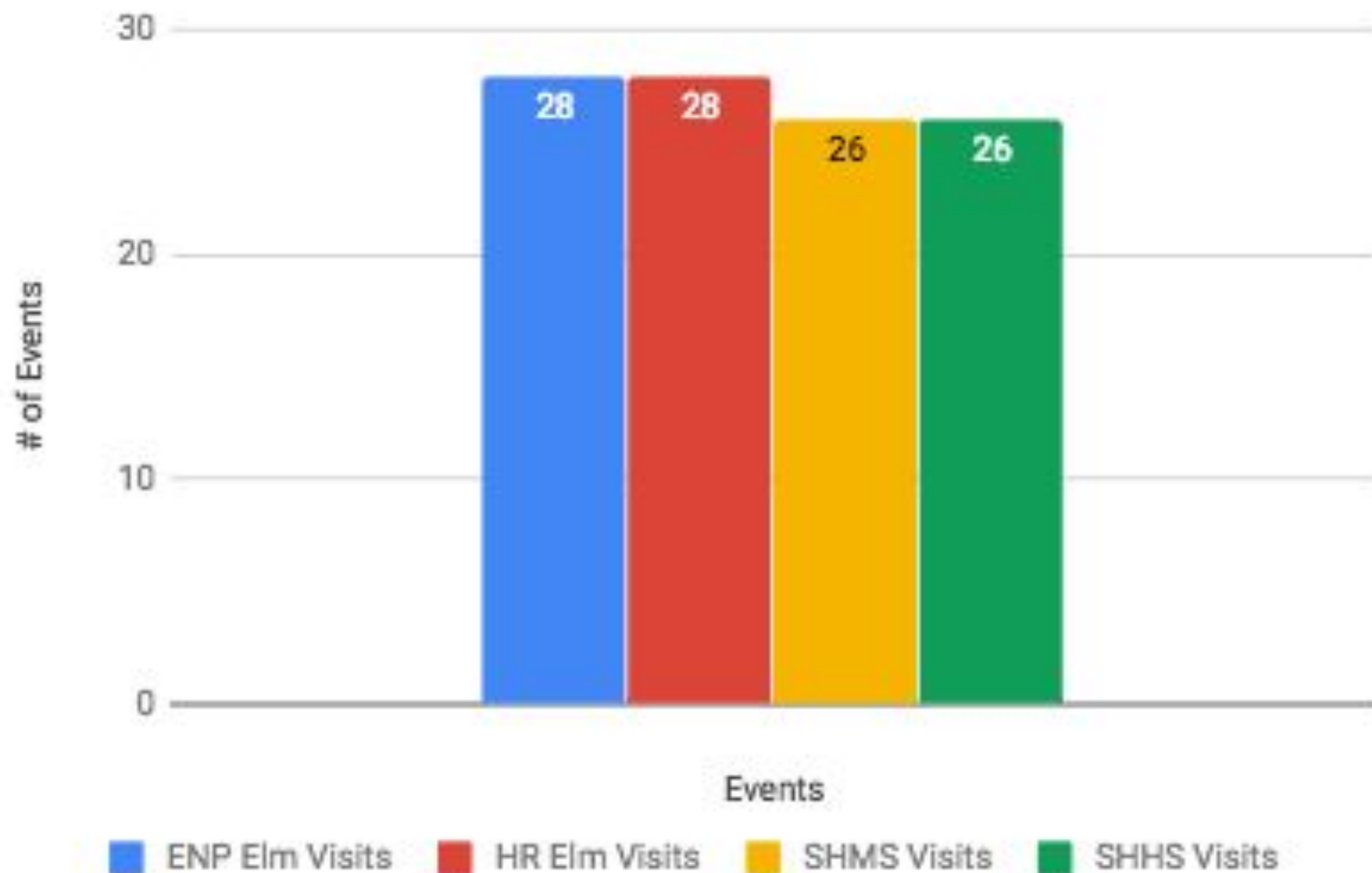
2018-19 Totals of Where Days Spent
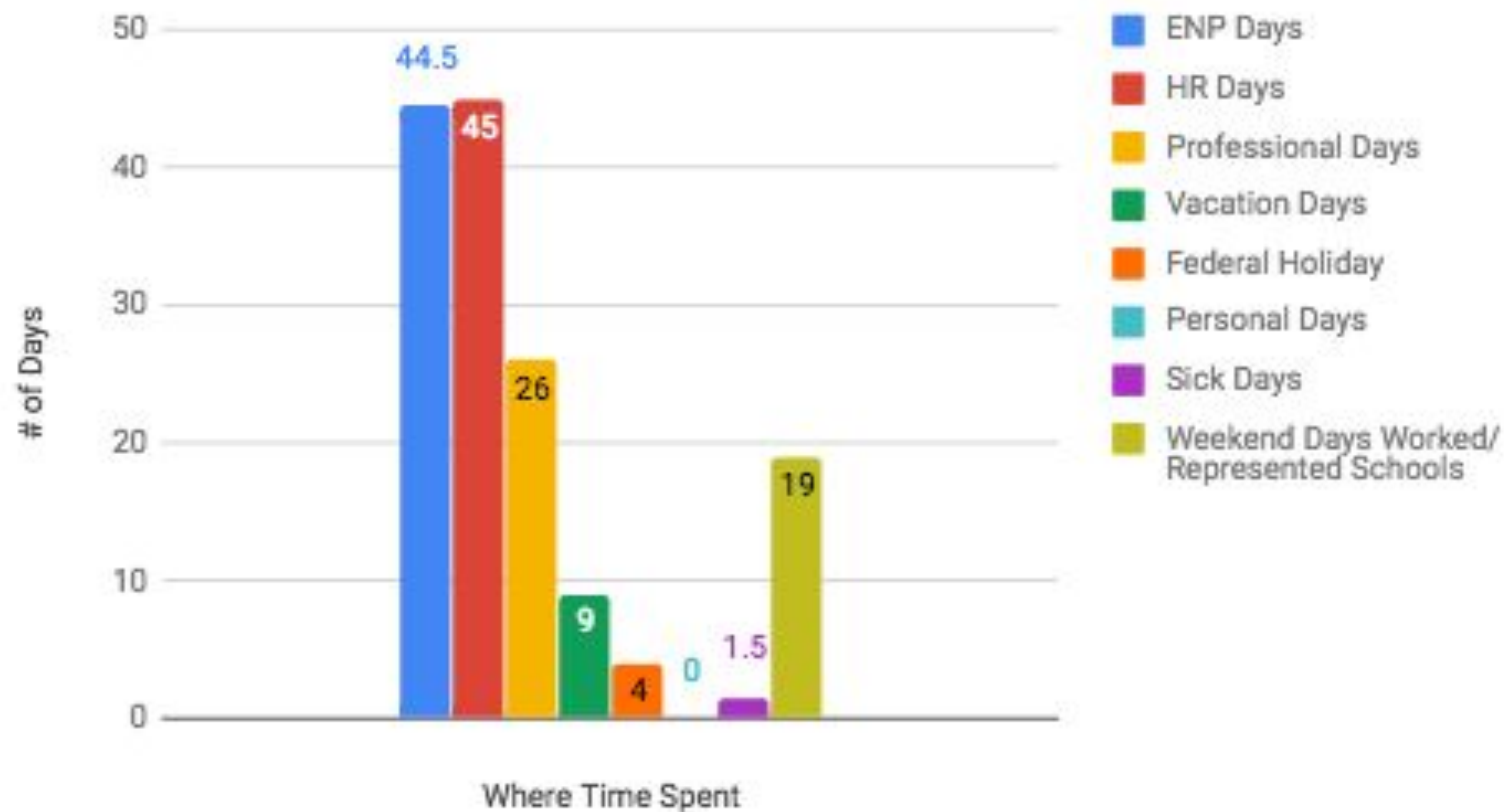
Community Events
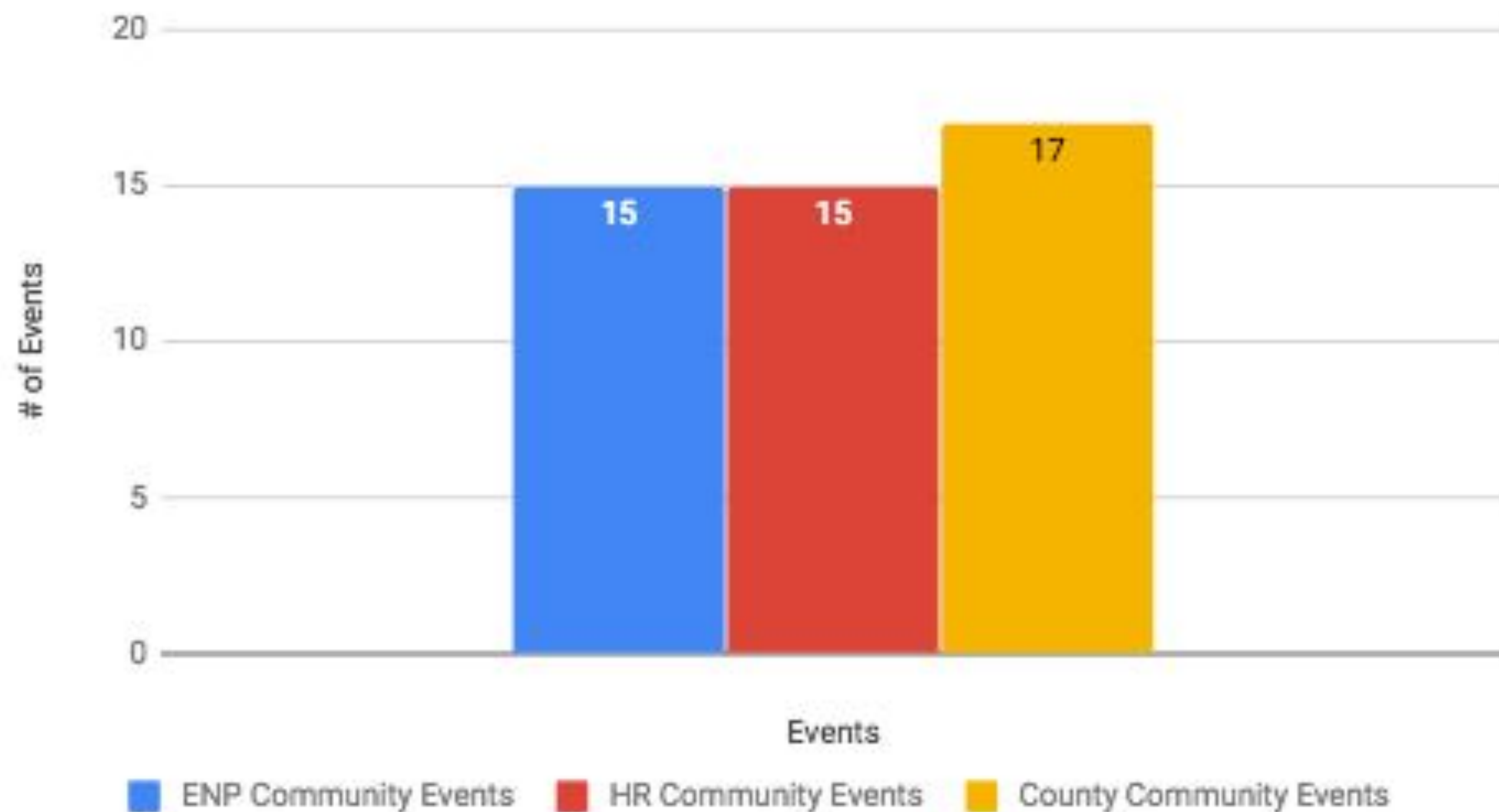
District Meetings
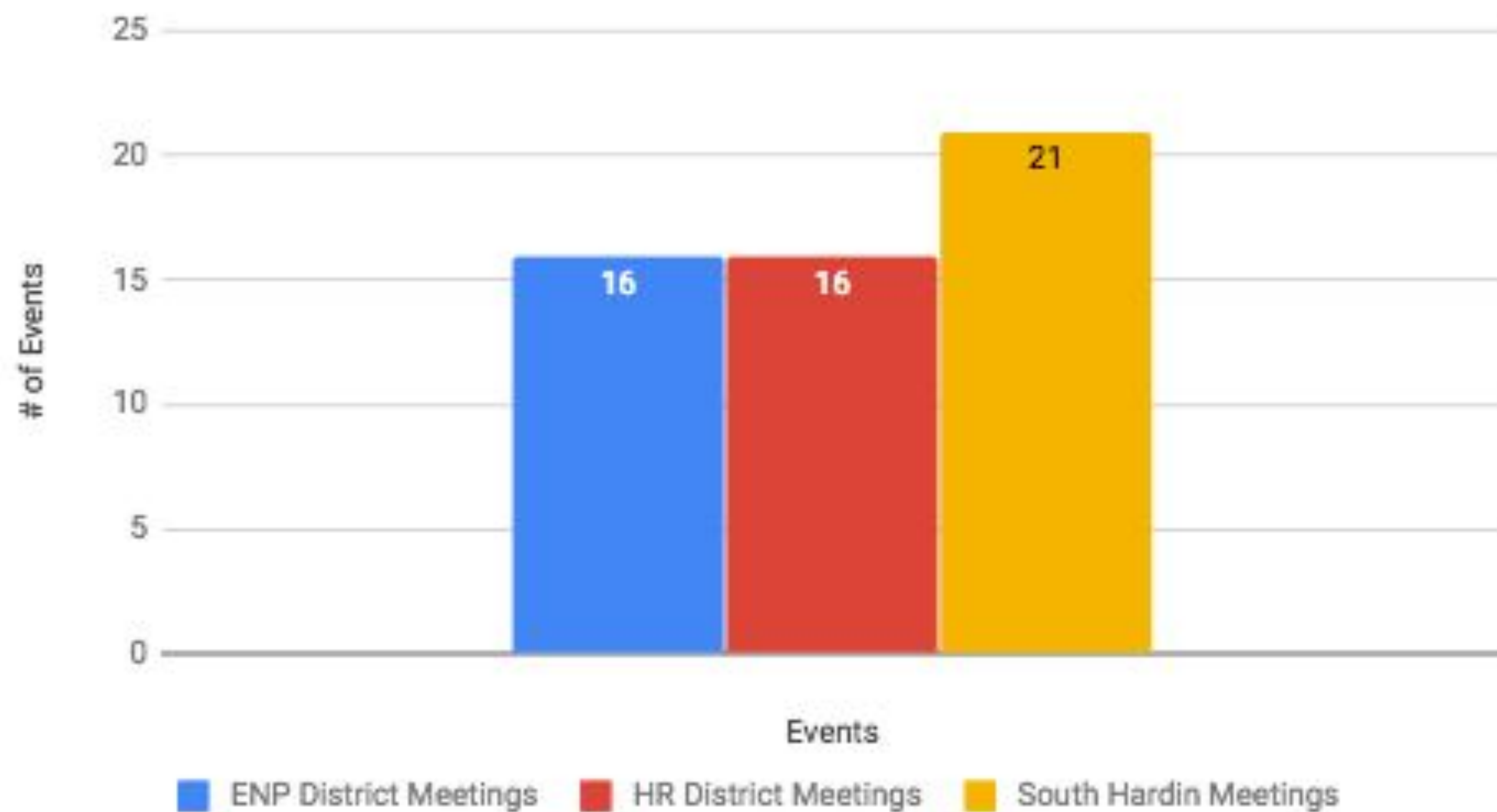
Building Events
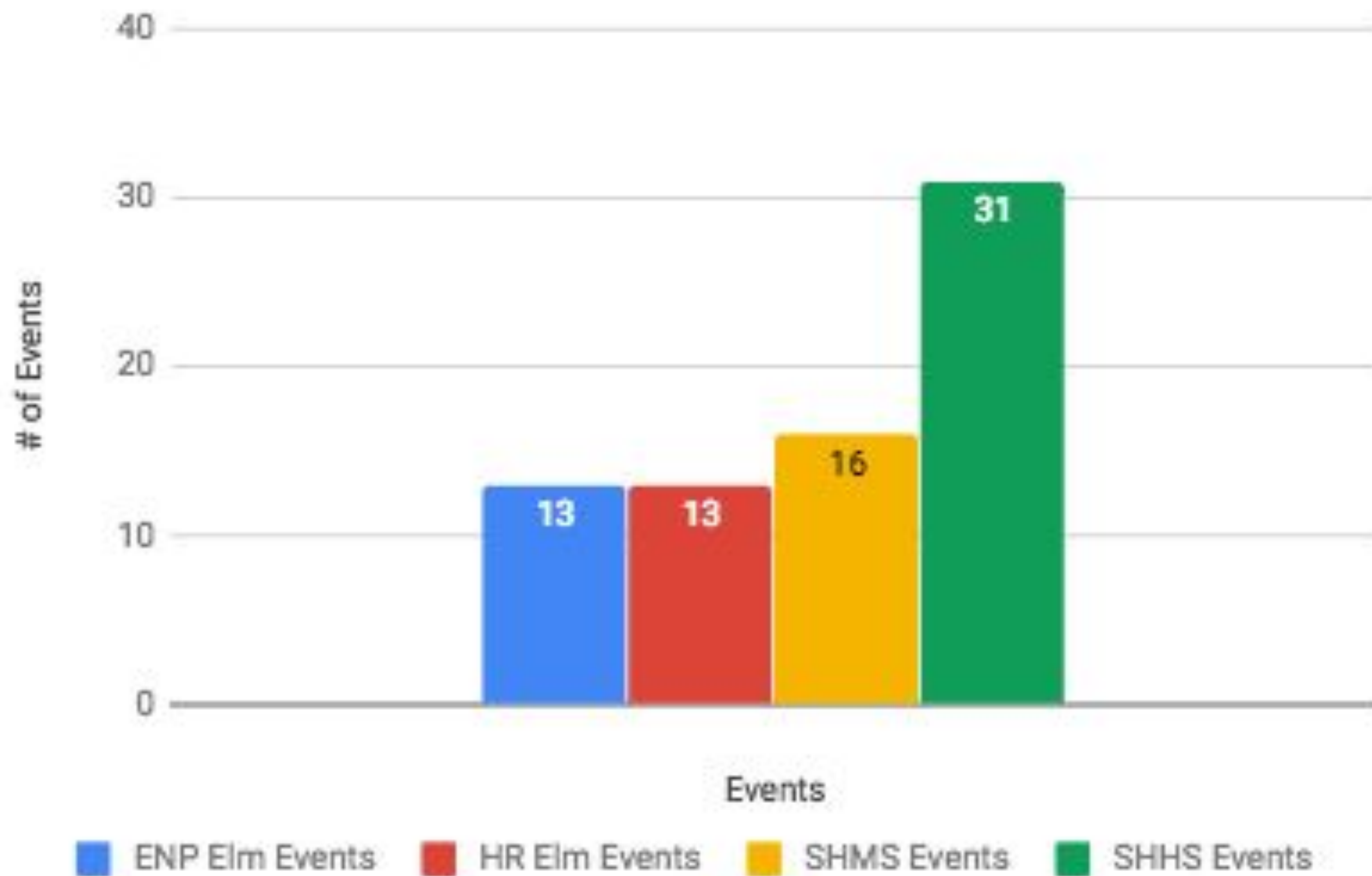
School Day Building Visits

Looking, Listening, Learning

- ❏ 600 Pages of Notes taken from stakeholder discussions, e-mails, letters, & phone calls.

- ❏ Talked with over 700 different district stakeholders.

- ❏ 500 Pages of Observational Notes taken during walkthroughs, meetings, data reviews, policy reviews, file reviews, budget reviews, etc…

- ❏ April 25th-December 19th: 238 days of daily reflective journal writing & summarization.

SWOT Analysis

	Positive	Negative
Internal	Strengths	Weaknesses
External	Opportunities	Threats

Warning: Generalizations

Warning:
Blunt

Strengths

❏ Committed & Dedicated Staff Who Love Kids & Want to Make Positive Difference in the Lives of Kids!

❏ We have Supportive Communities, Businesses, Churches, & Civic Organizations that Step-up when asked and willing to partner with us!

❏ Teachers at all levels and in every building working hard to engage kids and teach them needed skills for success.

❏ We have Great Kids!

Strengths

- ❏ Strong Math Scores Across Board

- ❏ ENP has a stable General Fund, with the emergency cash reserves needed to weather difficult financial times!

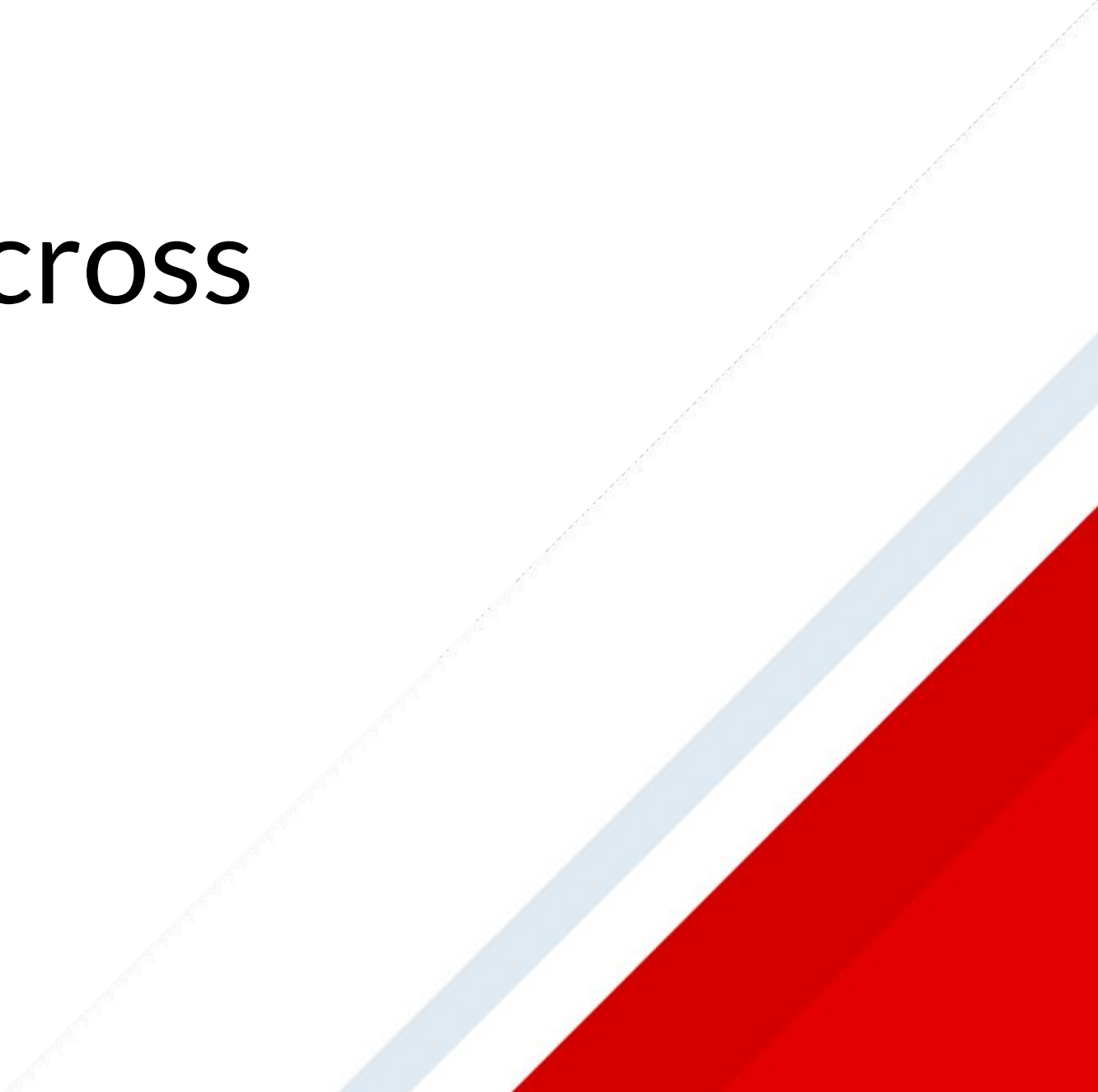- ❏ HR has updated facilities and a Healthy PPEL/ SAVE Fund.

Weaknesses

❏ We have some staff who haven't accepted All Kids as Our Kids.

❏ We have some staff and some community members who don't believe We Are Stronger Together.

❏ We don't have a consistent, viable, aligned curriculum; and we don't currently have the systems, structures, & staffing alignment to make a reality.

❏ We have some students in all of our schools with behavioral and social emotional needs that we don't have the systems, staff training, and/or resources to effectively support.

Weaknesses

❏ Literacy Scores

❏ Lacking consistent, quality, engaging communication with stakeholders.

❏ Lots of varied opinions on extracurricular activities: wins vs. losses, program continuity (youth, junior high, high school), Wednesday middle school practices, participation numbers.

❏ HR has an unstable General Fund, with no cash reserves available to weather difficult financial times & current legislative realities!

❏ ENP has aging facilities whose PPEL/ SAVE Fund Revenues each year are committed to highest areas of priority and lack flexibility.

Opportunities

- ❏ Expand Partnerships with Businesses & Communities, & Across School Buildings.

- ❏ Expand & Market Innovative Programming.

- ❏ Bring Community & County Resources together to Streamline and Expand Needed Services for Students and Families.

- ❏ Opportunities to Learn from Each Other in Buildings, Across Buildings, & Across Districts.

Threats

- ❏ HR Declining Enrollment & Open Enrollment.

- ❏ Lack of High Skill, High Wage Jobs in our Communities.

- ❏ Increasing levels of Poverty in all of our Communities.

- ❏ Legislative Requirements & Red Tape

- ❏ New ESSA School Accountability (Have & Have Nots)

- ❏ State Budget & Budget Priorities

- ❏ Lack of Quality Housing, Rentals, Etc...

Time to Get Up & Move!

4 A's Protocol:

Agree

Aha (Suprised)

Audit (Question)

Amend (Delete/ Change)

Prioritizing Weaknesses & Break (25 min.)

❏ **One group member come get packet from Dr. Z.**

❏ **Individually Rate Weaknesses (white sheet).**
 1 (most important) to 8 (least important)

❏ **Add up total points of all group members on totals sheet (yellow sheet).**

❏ **Turn in Totals Sheets to Dr. Zellmer.**

"HOW PROCESS IS MUCH MORE IMPORTANT THAN RESULTS?"
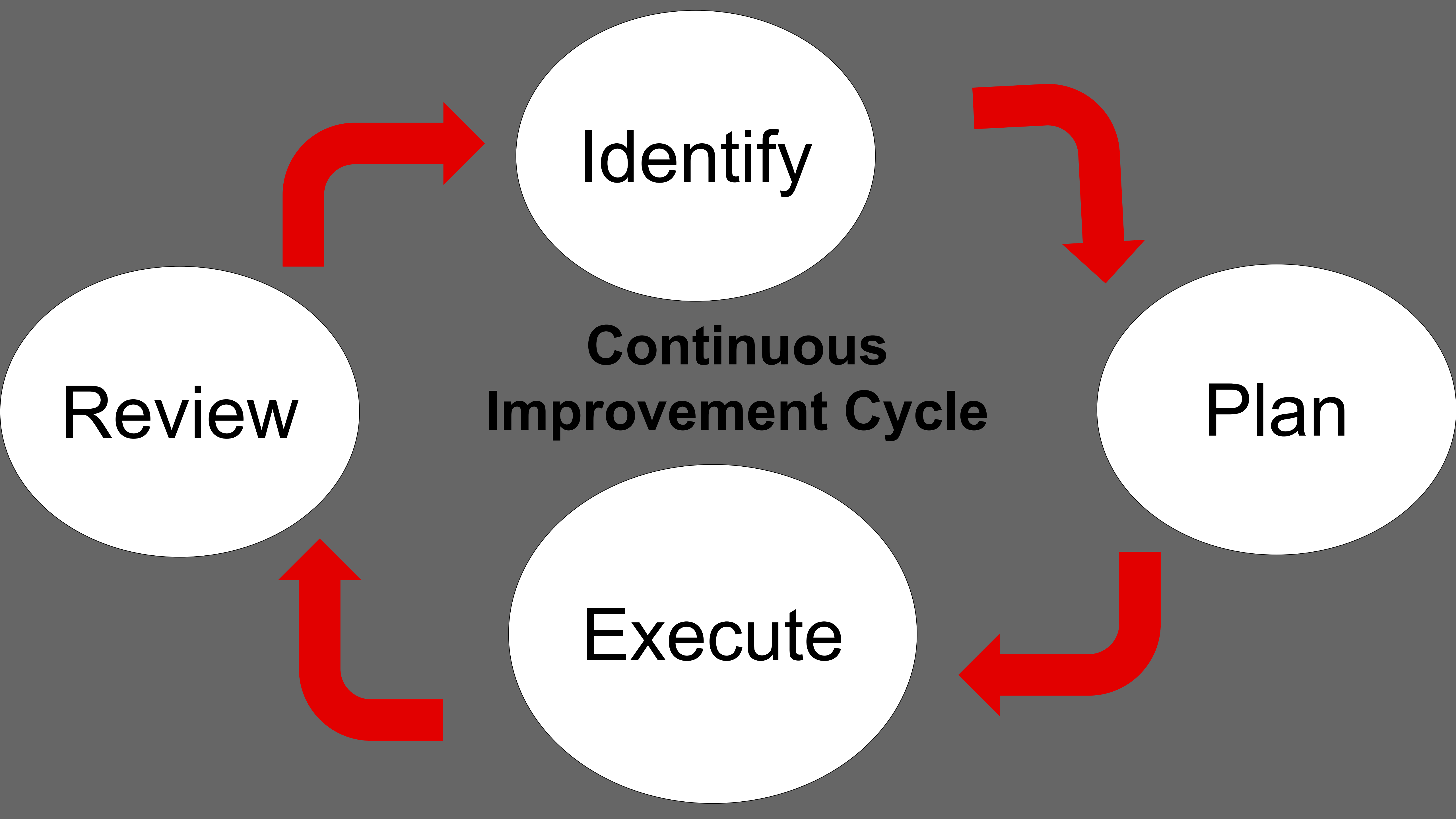
Next Steps

in the **Process**

Transforming (Changing) Schools:
Culture & Process
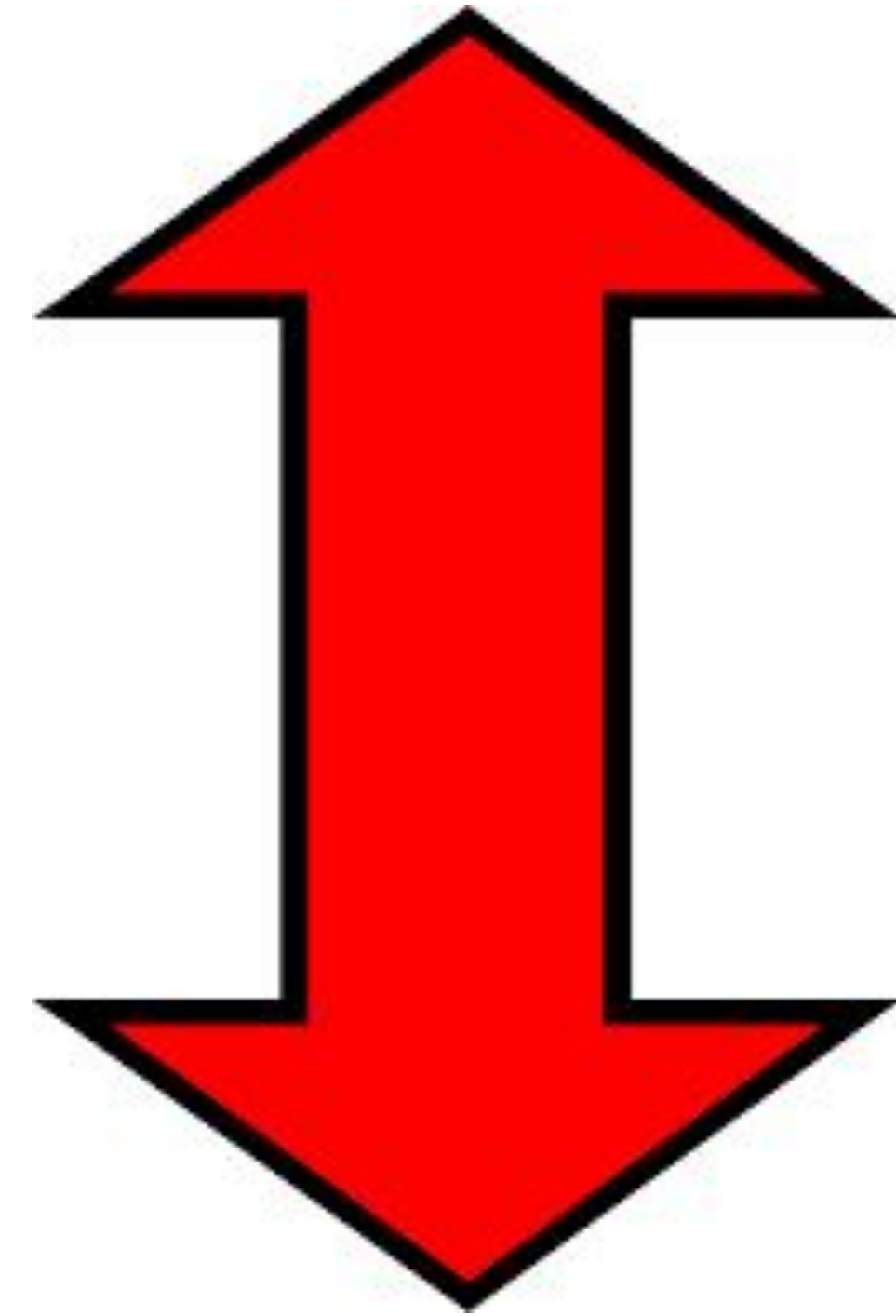
Communication: Why???
Relationships: Who???
Support: How???
Accountability: Do!!!

Identify

Plan

Execute

Review

Continuous Improvement Cycle

Leadership Structures

❏ **School Boards**
❏ **South Hardin Admin Team**
❏ **Leaders of Learning Team**
❏ **Building Leadership Teams**
❏ **Building Staff Teams**
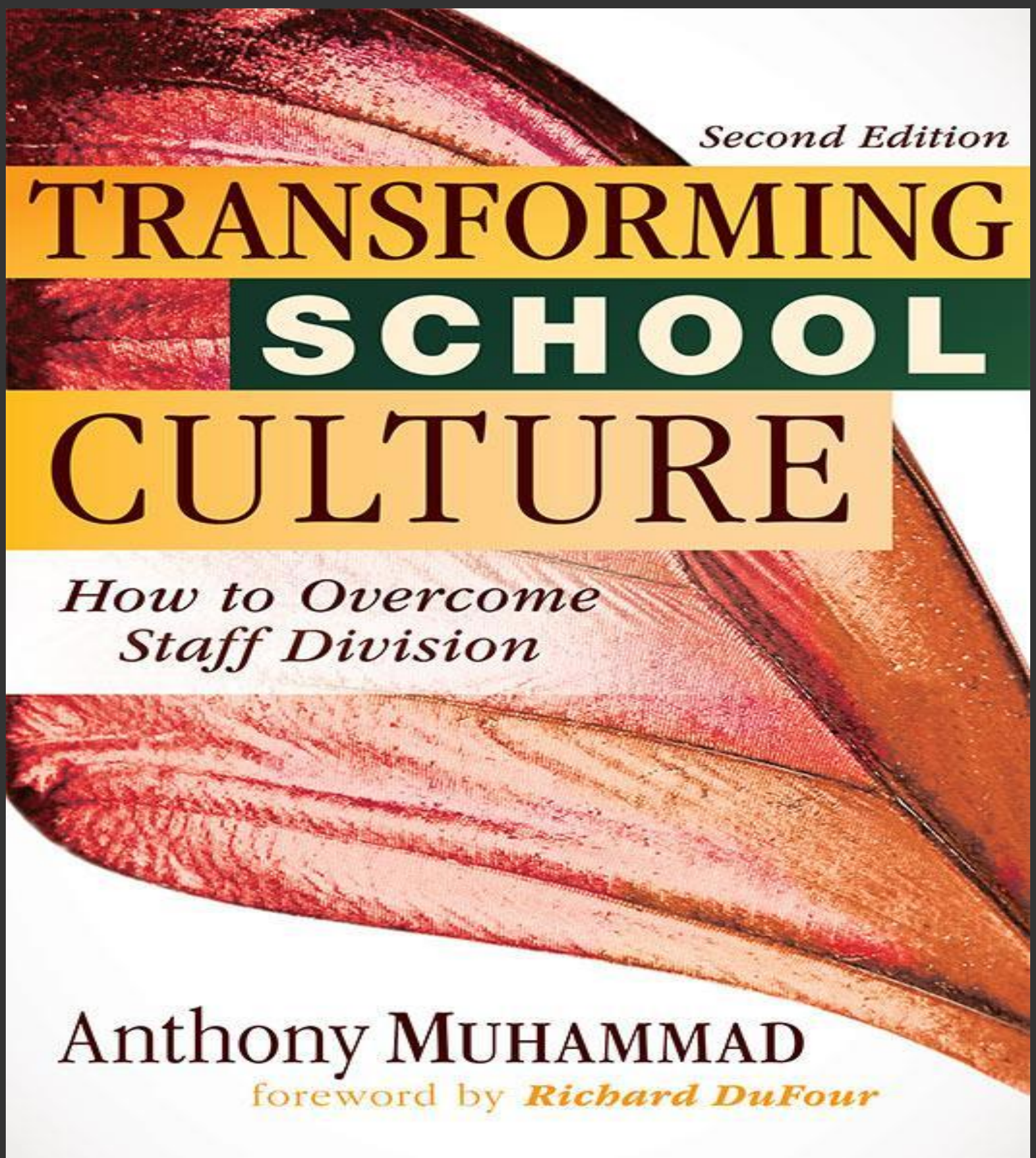❏ **Grade Level/ PLC Teams**
❏ **District Initiative Task Forces**

Transforming (Changing) Schools:
Culture & Process

Communication: Why???
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Support: How???
Accountability: Do!!!

Transforming School Culture

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."

—Kent D. Peterson in Cromwell, "Is Your School Culture Toxic or Positive?" *Education World* (2002)

Toxic School Culture

"Educators believe that student success is based on 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 and procedures and adopt practices that support their belief in the impossibility of universal achievement."

The Real Difference

| Healthy	Toxic
☐ Reflective	☐ Descriptive
☐ Prescriptive	☐ Deflective

Real Objective

School culture is about creating an environment that improves *productivity*!

Adult Drama

Dysfunctional social interactions between adult professionals within a school environment that interfere with the proper implementation of important policies, practices, and procedures that support the proper education of students.

The Quandary

Tweeners

Fundamentalists

Believers

Survivors
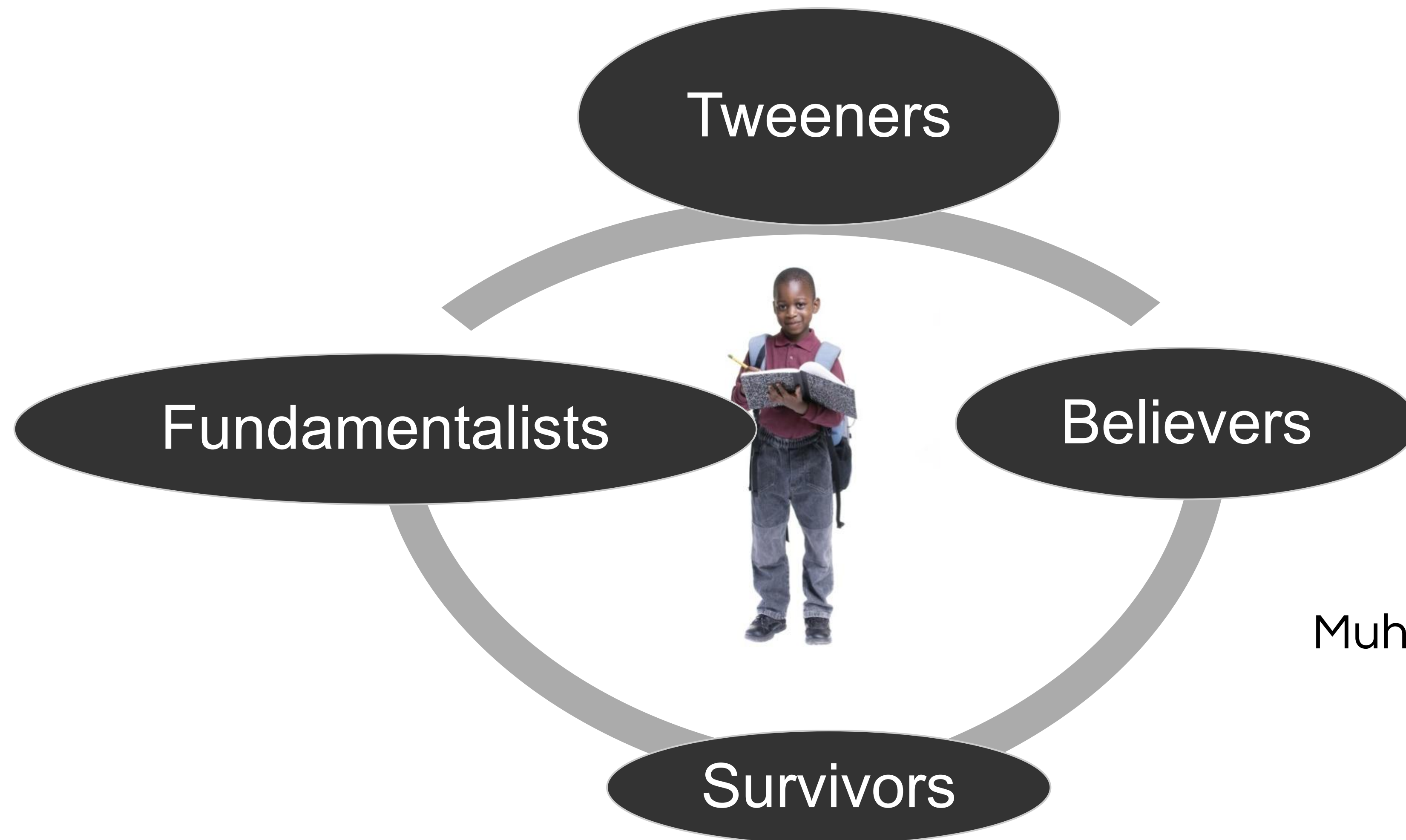
Muhammad, *Transforming School Culture 2nd Edition*, (2018)

Believers

Objective:

Success for All Students

The Believers

- ☐ Are very intrinsically motivated

- ☐ Are flexible with students (academically and behaviorally)

- ☐ Are mission driven or connection to school or community

- ☐ Are willing to confront negative talk and attitudes toward children, but only under extreme circumstances

- ☐ Have varied levels of pedagogical and professional skill

Tweeners

Objective:

To Find Comfort Zone Within the Organization

The Tweeners

- Are loosely coupled with the school mission

- Are enthusiastic about the idealistic nature of school, but have not quite hit the tipping point

- Stay out of school and district politics.

- Follow instructions as given by administration, creating a wall of silence (considered "good" teachers).

One extreme experience (moment of truth) can swing them to be believers or fundamentalists.

The Survivors

Objective:

Survival

The Survivors

☐ Overwhelming nature of the job or life has caused clinical depression (burnout).

☐ They have no political or organizational aspirations.

☐ They create subcontracts with students to broker a ceasefire agreement.

☐ Little to no professional practice is evident.

☐ All members of the organization agree that they do not belong in the profession.

☐ Removal and treatment is the only possible remedy.

Fundamentalists

Objective:

Maintain Status Quo (Leave Me Alone!)

The Fundamentalists

☐ Believe not all children can learn (social Darwinists).

☐ Believe that school reform is a waste of time.

☐ Believe in autonomy and academic freedom.

☐ Organize to resist threats to status quo.

☐ Believe that gaps in learning are due to outside forces (students, parents, administration).

☐ Have varied levels of pedagogical skills.
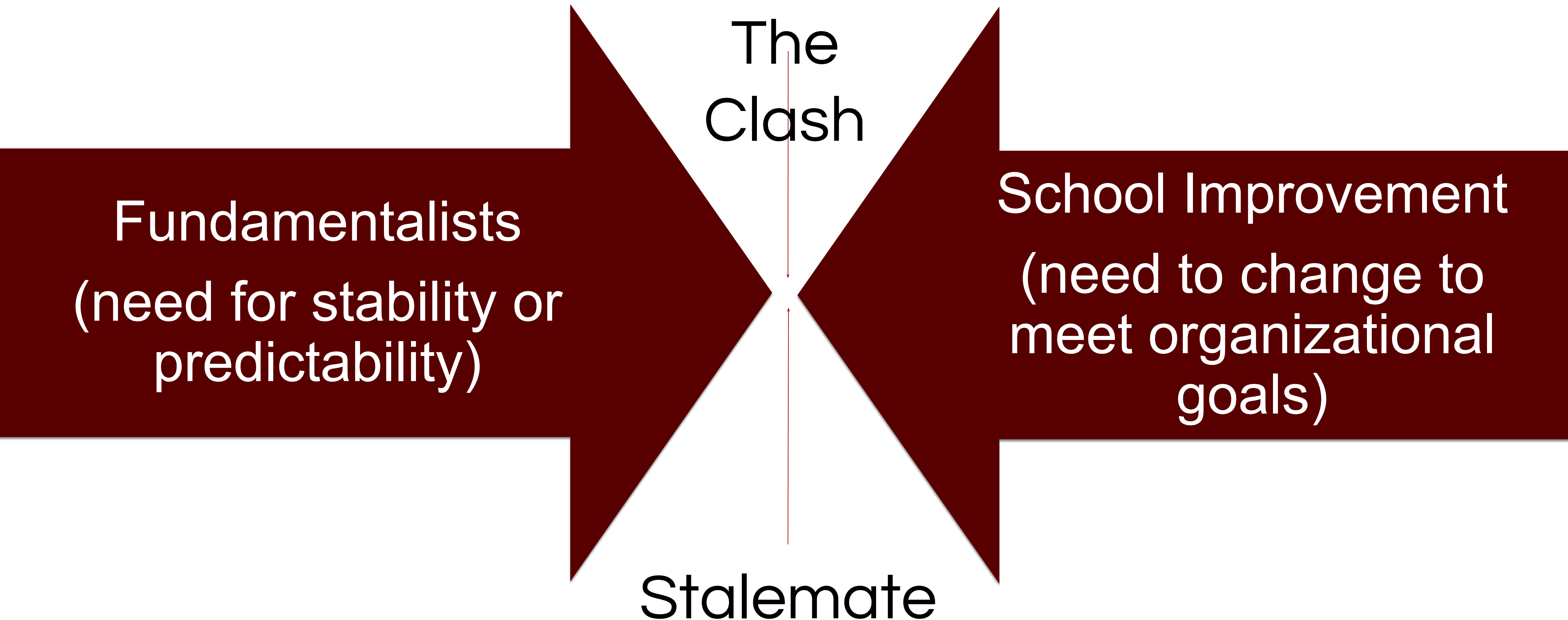
The Real Difference

Believers

- Goal: success for every student
- Accept that change (the right change) is necessary to improve student performance.
- Student interest is more important that personal interest (public servant).
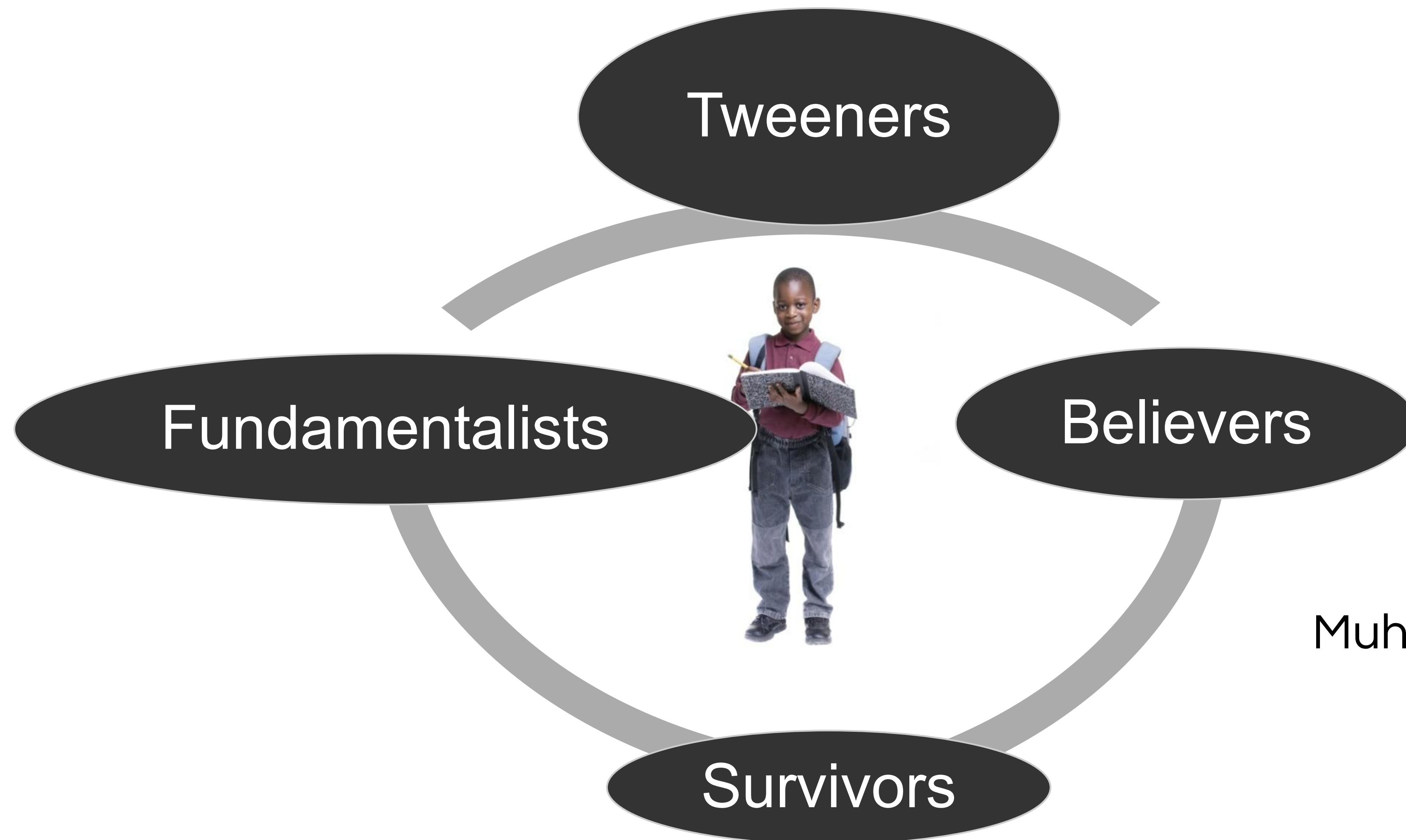
Fundamentalists

- Goal: Maintain status quo.
- Reject any substantive change if it clashes with personal agenda.
- Self-interest is more important than student interest (self-servant).

The Current State of School Reform

The Clash

Fundamentalists (need for stability or predictability)

School Improvement (need to change to meet organizational goals)

Stalemate

The Quandary... Where do We Stand???

Tweeners

Fundamentalists

Believers

Survivors

Muhammad, *Transforming School Culture 2nd Edition*, (2018)

Stage

Less than 25%

26 to 50%

How many
Tweeners do we
have on Staff?

51 to 75%

76 to 100%

Stage

Less than 10%

11 to 35%

How many Survivors do we have on Staff?

36 to 70%

71 to 100%

Stage

Less than 25%

26 to 50%

How many
Believers do we
have on Staff?

51 to 75%

76 to 100%

Stage

Less than 10%

11 to 35%

How many
Fundamentalist
do we have on
Staff?

36 to 70%

70 to 100%

Stage

Believer

Survivor

Where do you stand???

Tweener

Fundamentalist

Stage

Elem. Paras   Elem. Paras   Elem. Paras   Custodians/
                                                         Maintenance

MS/ HS Paras   MS/ HS Paras   MS/ HS Paras   Library,
                                                        Tech, TAG

Food   Food   Counselors   Secretaries/
Services   Services   & Nurses   Biz Managers

PE   CTE   Special Ed.   Special Ed.

Bus Drivers   Bus Drivers   Fine Arts   MS/ HS SS   MS/ HS
                                               & ELA   Math &
                                                            Science

2nd-5th   2nd-5th   Pre -1st   Pre -1st
Teachers   Teachers   Teachers   Teachers

Culture

We are blessed every day with the opportunity to help change the course of someone's life with our words, our actions, and our belief in their abilities. By changing our perspectives, we can change lives.

-From *Culturize* by Jimmy Casas

HEALTHY
SCHOOL CULTURES
ARE REFLECTIVE!

Collaboration, Communication, Consistency

What we Love & What we'd Like to Improve

Broadcasting Happiness & Building Culture

HEALTHY SCHOOL CULTURES ARE REFLECTIVE!

Start, Stop, Keep Doing Activity

that GO

2015: Believe
2016: Love
2017: Appreciate
2018: Joy
2019: Consistent

My One Word for 2019!

Empower

Stronger Together for Our Kids!

Our One Word for 2019!

Together

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THANK YOU
Love maren grace

STUDENT-CENTERED COACHING at the Secondary Level

STUDENT-CENTERED COACHING: THE MOVES

ACHIEVING SUCCESS

SO NOW YOU'RE THE Superintendent!

WHAT ARE YOU GROUPING FOR?

LEARN LIKE A PIRATE

PROFESSIONAL CAPITAL

Help for Billy

ONE KID

LAUNCH

DEEP LEARNING

My One Word for 2019!

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Stronger Together
for Our Kids!

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2019 State of the Schools Address

Stronger Together for Our Kids!

Lunch Thank Yous

ENP & HR School Boards (Cooking Meat & Serving)

Hardin County Savings Bank (Paper Supplies)

Iowa Select (Pork Loin)

Peoples Company (Chicken Breast)

Hyvee (Beans, Coleslaw, Cookies, & Buns)

Ticket to Lunch/ Ticket out the Door

Front:
Your One Word

Your Name

District Employed

Back:
2 Takeaways from today