



NCSM April 12, 2011

THE WILL TO TRANSFORM

WILL

- ✘ The mental faculty by which one deliberately chooses or decides upon a course of action
- ✘ Diligent purposefulness; determination
- ✘ Deliberate intention or wish

TRANSFORM

- ✘ NOT MORE
- ✘ NOT BETTER
- ✘ IT IS A TRANSFORMATION FROM WHAT YOU ARE NOW TO WHAT YOU WILL BECOME

THE WILL TO TRANSFORM: LEARNING

Learning is fundamental to the progress of humanity for economic prosperity, social wellbeing, personal fulfillment and a sustainable planet. As learning becomes more and more critical to every aspect of our global society, how do we respond?

Some have concluded that the correct response is to engineer much bigger and more powerful traditional education systems. We disagree. Learning needs to be organized on a different set of principles requiring a new learning system, one which is characterized by new ways of organizing learning, new forms of assessment and learning credentials, different models of investment and funding, and a fit for purpose infrastructure.

× CISCO LEARNING SOCIETY, JANUARY 25, 2010

THE WILL TO TRANSFORM: LEARNING

The Learning Society

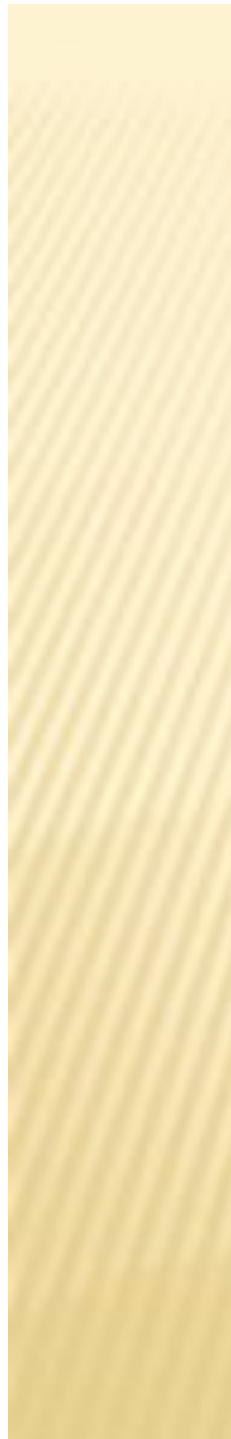
THE WILL TO TRANSFORM

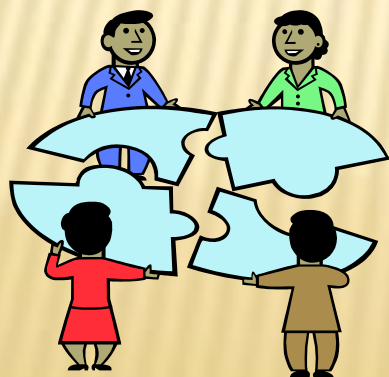
When all these pieces come together, not only does your work move toward greatness, but so does your life. For, in the end, it is impossible to have a great life unless it is a meaningful life. And it is very difficult to have a meaningful life without meaningful work. Perhaps, then, you might gain that rare tranquility that comes from knowing that you've had a hand in creating something of intrinsic excellence that makes a contribution. Indeed, you might even gain that deepest of all satisfactions: knowing that your short time here on this earth has been well spent, and that it mattered.

Jim Collins in Good to Great

In fact, schools and entire school systems can close the achievement gap. The only question is whether the leaders and policy makers have the will to do so.

Doug Reeves in The Learning Leader





HOW DO WE CONNECT TO TRANSFORMATION?

- ✘ **DOMAIN 1: Mission and Culture**
- ✘ DOMAIN 2: Enhancing Human Relations
- ✘ DOMAIN 3: Utilizing Resources
- ✘ DOMAIN 4: Planning and Implementing Mission and Goals
- ✘ DOMAIN 5: Fulfilling Professional Responsibilities

RICH TOWNSHIP HIGH SCHOOL DISTRICT VISION STATEMENT

Rich Township High School District 227 is committed to a community-driven vision where parents, teachers, leaders and community members work together to inspire students to achieve to the highest standards, prepare them for lifelong learning in whatever career path they choose, empower them for success in life, and foster responsible citizenship in a global, information-driven society.

RICH TOWNSHIP HIGH SCHOOL DISTRICT 227 MISSION STATEMENT

Rich Township District 227 high schools are committed to providing diverse and equitable educational opportunities to all students, nurturing academic, social and emotional growth, and ensuring they achieve to their greatest potential.

SIMPLY PUT.....

***We are about the business of
preparing our students to
lead lives of success and
significance.***

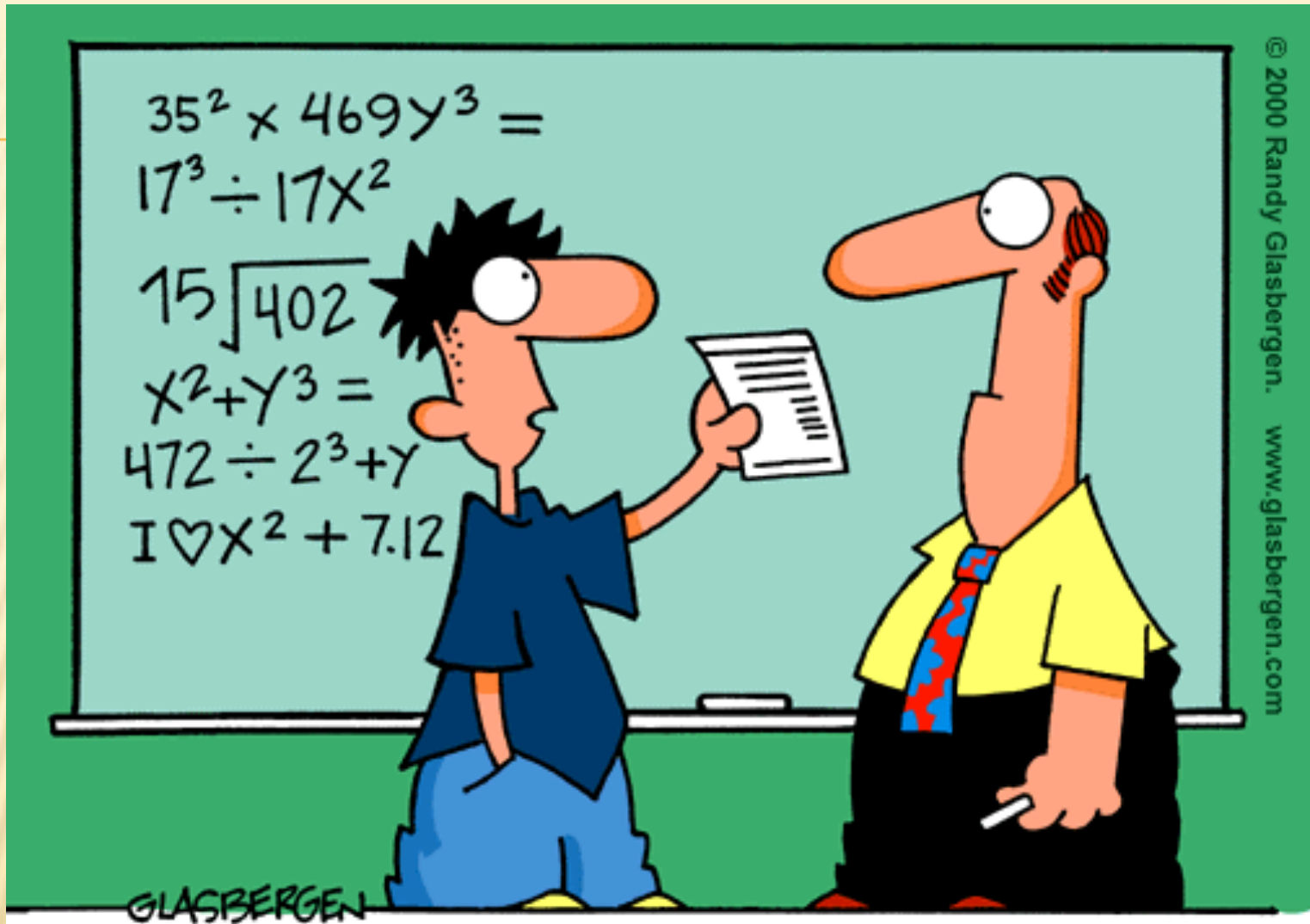
FOCUS AREAS

× EQUITY

× TEACHING AND LEARNING

× CURRICULUM

× ASSESSMENT



"I HAD MY DOCTOR DO A D.N.A. BLOOD ANALYSIS.
AS I SUSPECTED, I'M MISSING THE MATH GENE."

FROM “GAPS” TO “OPPORTUNITIES”

- Achievement gap - a focus on test scores with implications that some students have deficits.
- Opportunity gap - a focus on the behavior of adults.

HOW DOES THIS CONNECT TO ME.....

- ✘ DOMAIN 1: Mission and Culture
- ✘ **DOMAIN 2: Enhancing Human Relations**
- ✘ DOMAIN 3: Utilizing Resources
- ✘ DOMAIN 4: Planning and Implementing Mission and Goals
- ✘ DOMAIN 5: Fulfilling Professional Responsibilities

THE 3 R'S

× RELATIONSHIP

× RIGOR

× RESULTS

ADVISORY COUNCILS - RELATIONSHIPS

- ✘ PURPOSE – To provide a systemic approach for involving all stakeholders in the district. Their input is significant to the district's five-year planning efforts and also provides a vehicle for stakeholders to receive consistent updates on the State of the District.

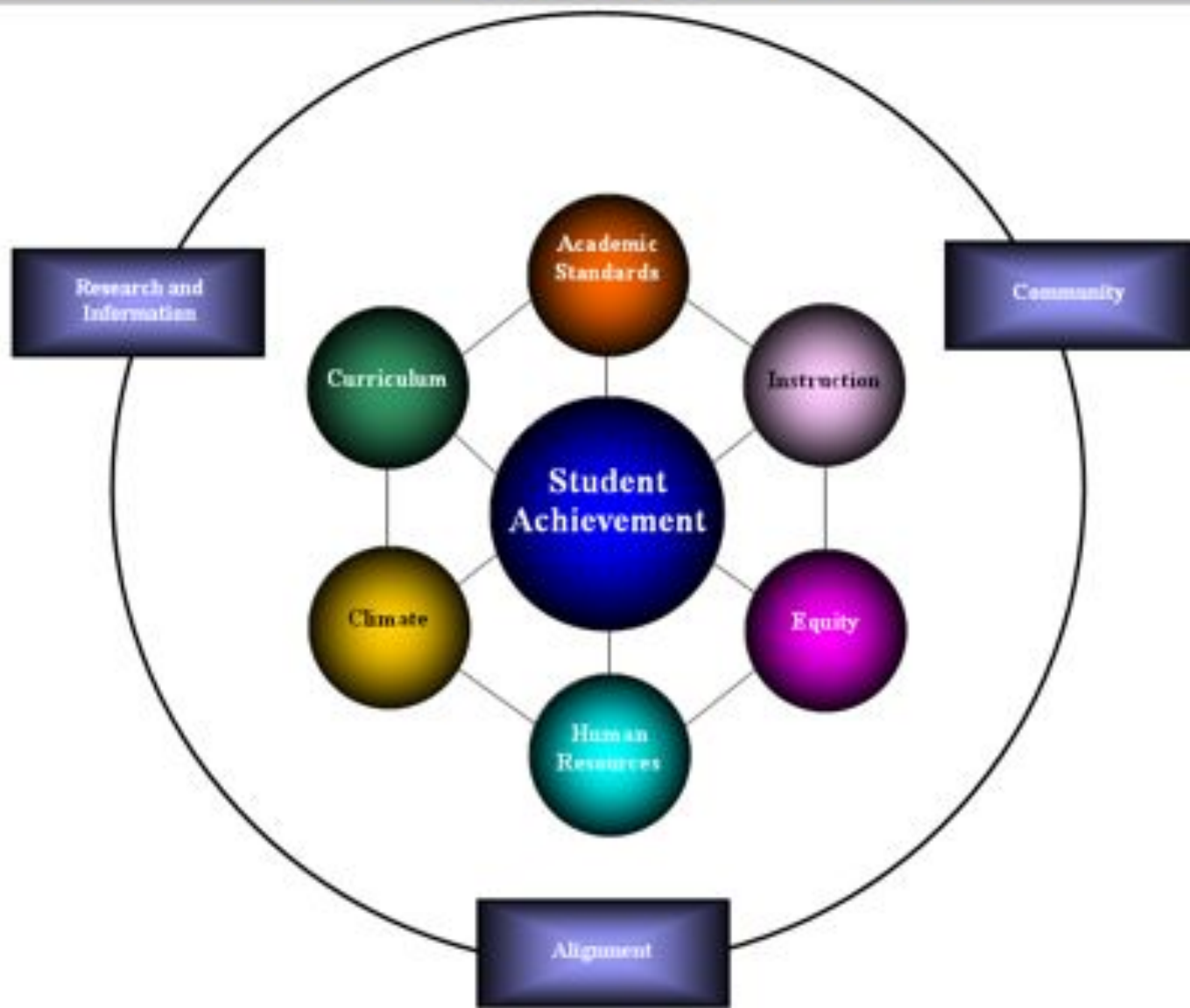
ADVISORY COUNCILS - RELATIONSHIPS

✘ SIX COUNCILS:

- + BUSINESS
- + COMMUNITY
- + PARENTS
- + STUDENTS
- + STAFF
- + LOCAL EDUCATORS

- Staff – Your input in the 5 domains as a district. How do we share this information at our campuses and create a true method of communication?

IMPLEMENTATION MODEL



HOW DOES THIS CONNECT TO ME

- ✘ DOMAIN 1: Mission and Culture
- ✘ DOMAIN 2: Enhancing Human Relations
- ✘ **DOMAIN 3: Utilizing Resources**
- ✘ DOMAIN 4: Planning and Implementing Mission and Goals
- ✘ DOMAIN 5: Fulfilling Professional Responsibilities

UTILIZING RESOURCES

- × Identify
- × Connect
- × Use
- × Evaluation

THE FOUR BIG QUESTIONS REQUIRED IF YOU WANT TO CREATE AN INFORMATION/RESULTS DRIVEN CULTURE IN YOUR SCHOOL

1. **What** do we want **all** students to know and to be able to do? (learning is constant)
 3. **How** will we know if **all** students know and can do what we have decided? (Is this a private teacher act or public to others?)
 5. **What will be our Collective Adult response** when students do not meet our expected learning goals? (Time and support is variable)
 6. What will be our Collective Adult response when students exceed our expected learning goals?
- Collaborative Teams of adults build upon a cycle of continuous improvement for better results

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- ✘ **DOMAIN 4: Planning and
Implementing Mission and Goals**
- ✘ DOMAIN 5: Fulfilling Professional
Responsibilities

PLANNING AND IMPLEMENTING.....

- × STRATEGIC PLAN
- × FIVE YEAR PLANS
- × DISTRICT IMPROVEMENT PLANS
- × SCHOOL IMPROVEMENT PLANS
- × RESTRUCTURING PLANS

PLANNING FOR 2011 – 2012

DATA, DATA, DATA...

Opening school is a crucial moment ...

- ✘ The grade distribution rate (percentage) for all courses in the school - what were the best performing courses second semester?
- ✘ Trends for our courses from the past three years?
- ✘ The ACT data with specific subtest goals in each area of the exam - these plans and efforts must be displayed and discussed - making public the efforts of all the teachers in each area.
- ✘ The percentage of students enrolled in your honors programs
- ✘ The Graduation rate and college bound rate information yearly trends...
- ✘ The ratio of entering freshman to # in the graduating class...
- ✘ Student promotion goals and updates

HOW DOES THIS CONNECT TO ME

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ENSURE ALL ADULTS ARE FOCUSED ON WHY THE SCHOOL EXISTS- SUCCESS FOR EVERY STUDENT!

How are we doing as a staff regarding an information driven culture?

On a scale of 1 (low) -10 (high):

If I walked down the hallway of any one of your schools and asked a random teacher these questions would they know any of the answers?

- ✘ What percent of your students graduate from this school?
- ✘ What are the top 10 best performing courses in this school?
- ✘ Are there any courses in your Department with the D/F rate below 15%? If so, which ones are they?
- ✘ Has the school performance on the _____ exam improved over the last 3 years?
- ✘ What percent of students report they are very satisfied with their counseling experience at your school?
- ✘ What was/is the most recent academic recognition award your school has received?

ENSURE EFFECTIVE CELEBRATION AND ACCOUNTABILITY TO EXPECTATIONS OF PERFORMANCE...

For items 1 and 2, on a scale of 1-10 , with 1 low and 10 high

- 1) How well does your campus celebrate adult actions that are consistent with the expectations of the learning culture? Think of at least one specific example both public and private.
- 2) How well are you privately identifying and confronting adult behaviors inconsistent with the mission?

WHERE ARE WE RIGHT NOW?

PLANNING... HOW DO WE LEAD A SUSTAINABLE PACE THAT CREATES A WILL?

- ✘ Recognize and provide structures for different team types: Course and grade level Teams, Site based teams and District level Teams
- ✘ Require that all adult actions be collaborative and a result of focused “outputs” or results. (SMART Goals)
- ✘ Require pro- action plans that focus on the most “At-Risk” students based on program performance - Required intervention for students...
- ✘ Create a student culture in which “Doing your work” is less of a hassle than “not doing your work”
- ✘ Walkthrough classrooms to gage our instruction - Learning Walks

BEYOND THE WILL TO TRANSFORM: ACTIONS

GOOD IS THE ENEMY OF GREAT

GOOD IS THE ENEMY OF GREAT. *And that is one of the key reasons why we have so little that becomes great.*

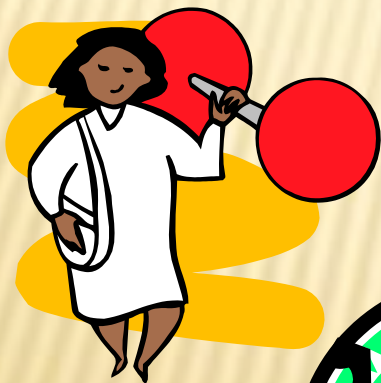
- ✘ *We don't have great schools, principally because we have good schools.*
- ✘ *We don't have great government, principally because we have good government.*
- ✘ *Few people attain great lives, in large part because it is just so easy to settle for a good life.*
- ✘ *The vast majority of organizations never become great, precisely because the vast majority become quite good-and that is the main problem.*

Those who built the good-to-great companies, however, made as much use of "stop doing" lists as "to do" lists. They displayed a remarkable discipline to unplug all sorts of extraneous junk.

Jim Collins

WE KNOW WHAT IT TAKES.....

WE MUST HAVE THE WILL!



BEYOND THE WILL TO TRANSFORM: ACTION

The Will to Transform

THE WILL TO TRANSFORM...

The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack of will.

Vince Lombardi