

# *Actionable Change with Poverty in Mind*

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# Good Morning!

## Actionable Change with Poverty in Mind

*Leadership has a greater mission and higher vision. It fosters chosen, courageous action as an energized, "no credit" effort. Leadership grows people and builds systems to manifest the vision.*







### AGENDA for TODAY

- ① **"Big 7"** Change is hard, PDs rarely work, assumptions, 7 Big steps, lack of change systems, shame and chronic stress
- ② **The 3-Way "Supply Chain"** for sustainable change: personal, social and system-wide facilitation
- ③ **Decisions:** select from evidence-based change options and decide what to get rid of and where to go next

### GOALS: Grow People, Build Systems

- ✓ Grow capacity in yourself and others
- ✓ Build systems that outlast yourself



<p>Recognize <b>WHAT</b> is Not Working: "Big 7"</p> 	<p>Realize <b>WHY</b> Change in Not Happening</p> 	<p>Discover <b>HOW</b> Change Can Be Cultivated</p> 
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### Strong Resources for Change

- Triggers (Goldsmith)
- Change Anything (Patterson, et al.)
- Switch (Heath & Heath)
- Gifts of Imperfection (Brown)
- Nudge (Thaler & Sunstein)
- Redirect (Wilson)
- Drive (Pink)
- The Success Principles (Canfield)
- Daring Greatly (Brown)
- Crucial Conversations (Patterson, et al.)
- Change Your Qs, Change Your Life (Adams)
- Difficult Conversations (Stone, Patton, Heen)
- Leaders of Learning (DuFour & Marzano)
- Crucial Accountability (Patterson, et al.)
- Words that Work (Luntz)
- Leverage Leadership (Bambrick-Santoyo)



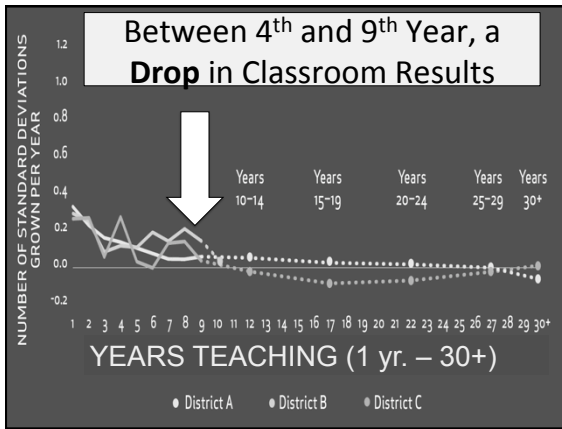
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# #1 Professional Development Rarely Works Well

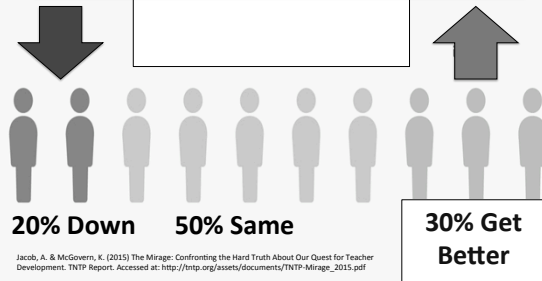
## The Largest PD Survey Ever

- ✓ 10,000 Teachers
- ✓ Over Two Years
- ✓ 3 Large School Districts
- ✓ 1 Midsize Charter Organization

Jacob, A. & McGovern, K. (2015) The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development. TNTP Report. Accessed at: [http://tntp.org/assets/documents/TNTP-Mirage\\_2015.pdf](http://tntp.org/assets/documents/TNTP-Mirage_2015.pdf)



## Results of Most PDs Over Time on Teacher Improvement



## Staff Response to the PD?

	IMPROVERS	NON-IMPROVERS
"drives lasting improvements to my instructional practice"	52%	48%
"is targeted to support my specific teaching context"	50%	48%
"is a good use of my time"	44%	40%
"is overall satisfactory"	67%	65%

## Staff Self Perception



## What About Mindsets?

### What Do 10K Teachers Believe?

	IMPROVERS	NON-IMPROVERS
Individual teacher is responsible for development	41%	40%
Feedback plays a crucial role in improving teacher practice	79%	74%

Jacob, A. & McGovern, K. (2015) The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development. TNTP Report. Accessed at: [http://tntp.org/assets/documents/TNTP-Mirage\\_2015.pdf](http://tntp.org/assets/documents/TNTP-Mirage_2015.pdf)

## Working in High-Poverty Schools is Stressful; Staff Need Better Support



The teachers need support to help the students, which helps them pass tests and graduate.

When students graduate, it helps them get a job, which helps them afford to pay taxes, which means there will be money for our retirement.

## What About Support?

Number of times observed over two years	8	7
Hours of coaching over two years	12	13
Hours of formal collaboration over two years	69	64
Hours spent per month in professional development	17	18



In a different study of 3,145 teachers, *those that worked in high-support schools, improved by 38% more than teachers at low support schools when measured starting at year ten. In short, veteran teachers only stop growing when the support stops flowing!*

Kraft, M.A. & Papay, J.P. (2015). Do supportive professional environments promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis*, 36, 476-500.

## What Worked Best?

### The Use of Informal Collaboration

(being able to work with colleagues in a supportive culture without heavy “top down” pressure)



## How to Change This

**FACT:** Staff and leadership vote to create a powerful pool of potential topics for staff development. Allow the staff to choose the topic (this helps buy-in) from the pool that will most add to student achievement.

**ACTION STEP:** Use the five strategies listed on the next slide to ensure implementation fidelity.

**Strong Resources:** *Get top ideas from [www.jensenlearning.com/topfive](http://www.jensenlearning.com/topfive)*

## PD Content/Skill Choices

- ✓ Insure ALL staff: 1) know and 2) get actionable feedback on using, the *Teacher's Top Five Classroom Tools* (based on the EOI and effect size on student achievement)
- ✓ To get the FREE TTFCT list and the evidence, go to:  
[www.jensenlearning.com/topfive](http://www.jensenlearning.com/topfive)

## Reflection Time

- **Gradualism** (shrink the change)  
Check: Always \_\_ Often \_\_ Not Yet \_\_
- **Flexible** (give staff “wiggle room”)  
Check: Always \_\_ Often \_\_ Not Yet \_\_
- **Choice** (ensure it is the user’s idea)  
Check: Always \_\_ Often \_\_ Not Yet \_\_
- **Accountability** (our work matters)  
Check: Always \_\_ Often \_\_ Not Yet \_\_
- **Support** (from leadership and peers)  
Check: Always \_\_ Often \_\_ Not Yet \_\_

Wilson, D. (2008). Assessment, Learning, and teacher capacity to engineer a bridge connecting teaching and learning. *Journal of Staff Development*, 27(1), 14-20.

## 2 Why is Change Hard?

Schools typically lack evidence-based **pathways** or posted **systems** that *invite and guide collective staff self-efficacy*.



## Lack of “Change” Systems

- Most leaders have routines that **maintain stability**, but not routines for change
- Most leaders do a “**one and done**” style of PD with little or no follow up
- Most staff have no **internal training program** to better “run their own brain” like mindfulness, yoga, healthy eating, using daily stress tools and regular fitness
- Staff rarely foster **external daily habits** that build collective capacity, attitude and trust

## What You Can Change

- ✓ Leadership fosters growth in the **SYSTEMS** that are built for change.
- ✓ Your staff talks about change as a **healthy part of life instead of a curse**.
- ✓ Systems allow monthly input on new ideas, dialogue about them, time to critique them and implement (if and when appropriate).

## Do Your Change Structures Meet the Following Criteria?

- They are **evidence-based** with strong effect sizes and posted to ensure consistency
- They are fully implemented, maintained and *assessed* to ensure effectiveness
- All affected parties are encouraged to offer input for purposeful, **constant improvement**
- There is timely (monthly, 2X/year?) *reporting* to the PLCs that manage the accountability

"Talking Points" or Key Thoughts on Last Topic

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### 3 Why is Change Hard?

The environment and lifestyle that teachers work in is absolutely chock-a-block with adverse **environmental triggers** that impair change.



#### Examples of Adverse Triggers

1. Classroom truancies, discipline issues, lack of time and school emergencies
2. Lack of clarity and consistency from leadership (both on-site & district level)
3. Ineffective quality team time for PLCs
4. Unsupportive comments from students, the community and colleagues
5. Constant changes in assessment and curriculum standards

#### Change the Narratives

**FACT:** Hearing and repeating stories about "the way things are" becomes the dominant, reinforcing narrative in our own head. For some, the story in their head is full of failing, indifferent students, unsupportive leadership and demeaning policy makers.

**ACTION STEP:** Create and repeat a new narrative. This personal and school story is about the mission and the role played by all to make daily miracles happen. Help staff develop a vulnerable "mistakes okay" climate, collaborate to set new, higher goals, provide a reason for others to believe in them, set micro-goals and share the rewards of success. Affirm the positives. Read it to yourself every day until it is memorized.

**Strong Resources:** *Redirect* (Wilson) and *Triggers* (Goldsmith)

#### What You Can Change

- ✓ Leadership draws attention to his/her own (prior) weak narratives and openly questions them. New narratives are shared.
- ✓ Open suggestions for ways to promote and share better school narratives.
- ✓ Foster the key ideas with 5Qs that can fill into positive, successful school narratives. Start with yourself.

#### Here is the Structure That Can Build a New Narrative: 5 Daily Qs

- 1) How did I make a contribution to the long-term success of our school today?
- 2) How did I *make this process relevant* for me, my students and our staff?
- 3) How did I manage my well-being today?
- 4) How well did I share success stories about our students and my role today?
- 5) How I could improve my contributions to help our school succeed over time.

## What Else You Can Change Today

- ✓ As a leader, share your personal journey that led you to choose lofty school goals
- ✓ **Share the steps of the path that fully** describes HOW your school will succeed
- ✓ Ask staff to describe WHERE THEY CAN FIT into the larger success of the school - what can they do daily
- ✓ Invite staff to share their new narratives

"Talking Points" or Key Thoughts on Last Topic

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# 4

## Why is Change So Hard?

One (or more) of the Key "7 Change Steps" are Usually Missing



One of More of the Key 7 are Usually Missing. That Stops The Whole Process From Working

## The Team's Posted Process is...

Data > Discussions > Making Meaning > Action Steps > Lesson Plans > Timetables > Observation Dates > Feedback > New Data



## To Change, Educators Need

1. **Relevance** and buy-in to give the change a try
2. The understanding, skills or knowledge required
3. The desired behavior modeled proficiently
4. Time to process collaboratively and implement the change in new lesson plans
5. To feel ownership of the process
6. A cognitive/emotional feedback loop w/ results and error correction (from students & colleagues)
7. A workplace environment safe enough to make mistakes and grow through them



## Complete This & Use It

Staff	in Partnership with	Leadership
	1. <i>The relevance and buy-in</i>	
	2. <i>The understanding or skills</i>	
	3. <i>The behavior modeled</i>	
	4. <i>The skills and time for staff to process collaboratively</i>	
	5. <i>A climate of emotional safety</i>	
	6. <i>Staff feeling ownership of the change process</i>	
	7. <i>A feedback loop with results and error correction</i>	

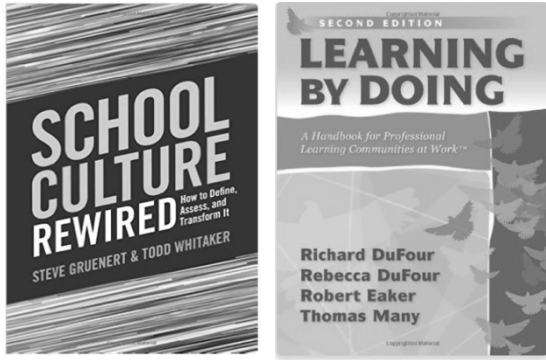
## How to Design the Change

**FACT:** Pervasive social cultures can consistently shape actions THIS way, but not THAT way.

**ACTION STEPS:** Create ceremonies, teams, rituals, routines, daily and weekly events that reinforce the values, beliefs and actions that anyone at your school will take. Post them up.

**Strong Resource:** *School Culture Rewired: How to Define, Assess, and Transform It* (Gruenert & Whitaker) and *Learning by Doing* (DuFour & DuFour).

## Moving Your Staff Forward



## What You Can Change

- ✓ Leadership and staff autopsies are done monthly to foster reflection
- ✓ Staff discusses “What went wrong?” and “How do we fix it?”
- ✓ All encourage growth mindsets with weekly celebrations of mistakes
- ✓ Foster the use of reading and reflection, especially the 5 daily questions

“Talking Points” or Key Thoughts on Last Topic

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**#5, 6, 7**  
are  
**Personal Issues**  
that  
**Inhibit Change**

## 5 Why is Change Hard?

Adults have countless **false assumptions** about making changes (they all prevent positive change from happening)



## Assumptions are Made

1. "If I know about it, I'll do it." (yeah, right)
2. "I have the willingness and motivation to do this, so it will happen." (yeah, right)
3. "I don't need help or support; I can do it." (ha!)
4. "Poverty effects are impossible to overcome in school." (the reason other schools succeed is.... ?)
5. "I won't get **distracted or discouraged.**" (ha!)
6. "If this is **important**, I know I'll do it." (right!)
7. "Our students are below grade level, lack parental support and are misbehaved and lazy." (and what you're doing to help them is... ?)

## Changing Perspectives Activates the "Brain Biases" of Choice & Value

- Neuroscience tells us that changing perspectives alters two areas.
- "Value" activates the medial orbitofrontal cortex and left lateral prefrontal cortex areas of the brain.
- "Choice" activates the left amygdala and left putamen.
- Unless your actions *alter values* and then *choices*, no mindset was changed.

Lohmann, S., & Berman, M. (2012). Neural Correlates of Time Versus Money in Product Evaluation. *Frontiers in Psychology*, 3, 372

## Change Your Assumptions

**FACT:** Learning can change our life: writing, reflection, self-talk, learning, reading and mindfulness. The stories of our life have a high predictability of our future behaviors.

**ACTION STEP:** Staff alternates daily 5 Qs to answer. Use this daily practice of reflection to create dissonance between the present and the "new" behaviors. Reinforce the affirming new behaviors with daily triggers, modified over time.

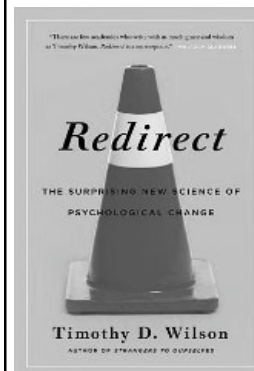
**Strong Resource:** *Triggers* (Goldsmith)

## Here is the 5Q Structure That Can Help Foster Personal Staff Growth

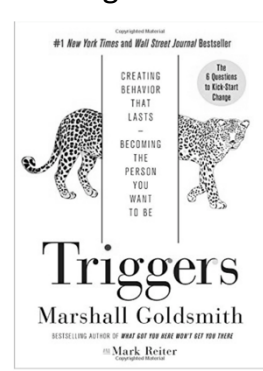
- 1) How did I foster optimism and gratitude today? Was it my best effort?
- 2) In what ways did I include and manage the daily interruptions and obstacles?
- 3) How well did I manage my stress today?
- 4) How was I fully engaging in helping each every student (or staff) succeed?
- 5) Identify how I grew and got better today. (personally and professionally)

IDEA SOURCE: Goldsmith, M. (2013) *Triggers*. Crown Business, NY.

### Narratives



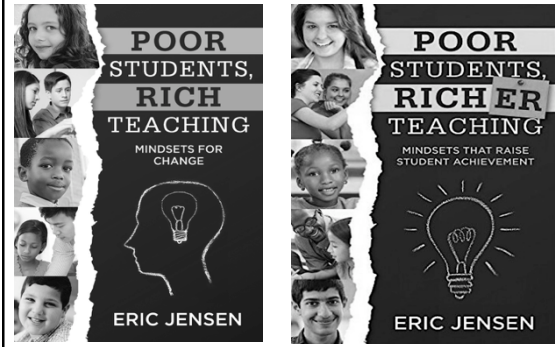
### Strategies



## What You Can Change

- ✓ Leadership draws attention to their own assumptions and questions them.
- ✓ Open suggestions for ways to better challenge existing assumptions.
- ✓ Foster the new assumptions and positive school narratives that will enable success.

## Mindset & Assumption Changers



"Talking Points" or Key Thoughts on Last Topic

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## 6 Why is Change Hard?

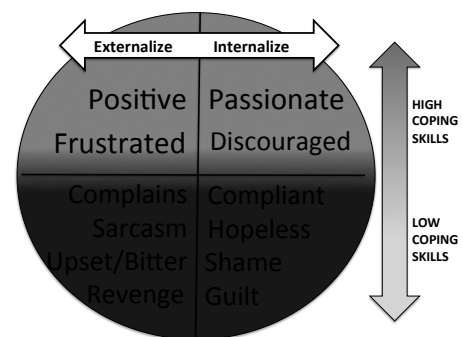


Emotional issues such as shame, resentment, anger and guilt **inhibit changes**

## Over Time, Many Staff May Feel...

- ◆ Underappreciated
- ◆ Resentful for all the changes forced upon them
- ◆ Overworked with endless expectations
- ◆ Chronically stressed
- ◆ Frustrated by continual curriculum and assessment changes
- ◆ Misled or lied to to the point of cynicism

## Where is Your Staff Emotionally?



## Staff Can Get “Stuck”



Many staff are stuck with their emotions of anger, shame, sadness, guilt and regret. They lack the skill sets to move forward.

## Emotions Can Help (*or Hurt*)

- ❖ Positive emotions like optimism and confidence can foster successful teaching.
- ❖ For many teachers, there is embarrassment and shame about NOT implementing the changes that they have been asked to make.
- ❖ Many have “frozen up” with deep fears of being exposed for failing students and they feel guilt or inadequacy.
- ❖ The *secret killer of progress is shame*. Many teachers are afraid and ashamed to speak up in front of others. A change culture must cultivate open vulnerability without guilt.

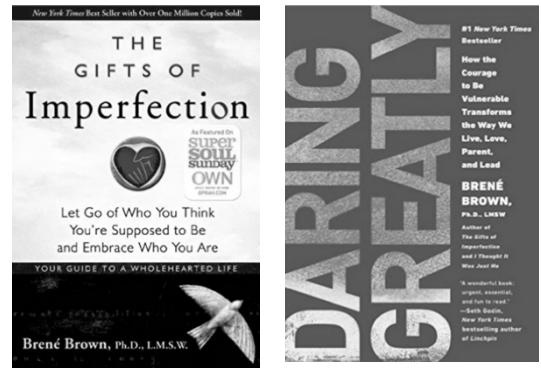
## How to Change This

**FACT:** The worst mindset is, “I can’t change.” There is embarrassment and shame about past actions that have “frozen” teachers with guilt and deep fears of being exposed and inadequate. This secret killer of progress is shame. Many teachers are afraid to speak up in front of their peers and leaders. The culture is rarely safe for it.

**ACTION STEP:** Pull weeds and plant seeds. A change culture must cultivate vulnerability without guilt. Leaders must model being daring (and failing) greatly and often.

**Strong Resources:** YouTube TEDx talk on “The Power of Vulnerability” (Brown) and books *The Gifts of Imperfection*, *Rising Strong* and *Daring Greatly* (Brown)

## Further Resources



You’ll Want to Continually Foster “Pulling weeds” and “Planting seeds”



## “Pulling Weeds” Ends the Shame; Getting Yourself “Unstuck”

- Recognize** the moments of shame
- Share** the experiences in a safe environment (with friends or colleagues) “Okay, I said it. That felt good!”
- Reframe** the experiences. “Yes, I felt guilt, embarrassment and/or shame. Yes, I am imperfect, yet I am very worthy.”
- Affirm** your inherent goodness, forgive yourself and choose your next step.

## Foster “Planting Seeds”



- 1) Do favors for other staff
- 2) Say “please” often
- 3) Ask about another staff’s family
- 4) Say, “Thank you” often
- 5) Keep your word and Complete your agreements
- 6) Say, “I’m sorry. That was my fault,” at least once a week
- 7) Contribute time to help others

## What You Can Change

- ✓ Increase leadership attention to each teacher’s “personal inner world” to support changing their habits.
- ✓ Strengthen listening to staff to sharing of frustrations and issues. Give staff permission to fail and revise work often.
- ✓ Role model vulnerability and insist on total safety so that the staff gets permission to be vulnerable with their peers.

“Talking Points” or Key Thoughts on Last Topic

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# 7

## Why is Change So Hard?

Chronic stress *inhibits behavior change* and often leads to apathy



***Stress***  
**is a physiological response to a perception of a lack of control over an aversive situation or person**

## What Does This Mean?

Stress is always generated *within you*.. It’s not “out there” (ever)!  
Strengthen coping skills and foster a sense of control at work every day **OR** there’s little chance of success.



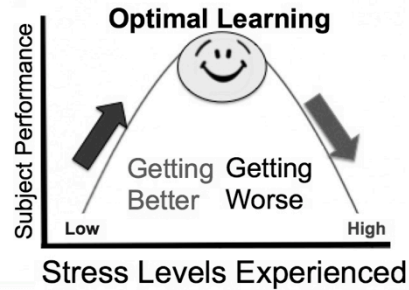
*This is the most important message of the day. Please reread this.*

## Studies on Teacher Burnout

On the NIH site, there are over 95 peer-reviewed studies on teacher burnout. *Over 50% of them were published in the last six years!*



## The Yerkes-Dobson Stress Productivity Curve



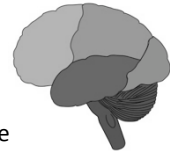
Yerkes RM, Dodson JD (1908).



**Allostasis** occurs when we re-set our brain's thermostat (our "set point") for metabolic functions

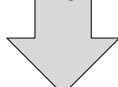
## Understanding the Effects of Stress on Thinking

- Researchers from Harvard and Princeton found that pressing financial worries had an immediate impact on the ability to perform well on cognitive tests.
- **In experiments using induced money worries**, the drop in cognitive function was comparable to **a 13 point dip in IQ**. Worrying about survival consumes excess "cognitive bandwidth" researchers said.



Shah AK, Mullerwain S, Shah F. (2012) Some consequences of having too little. Science 335: 683-5.

Low performing schools are toxic with **chronic stress** or **apathy**



**Greater Stress**

High performing schools are rich with healthy stress, focus and energy



**Challenged or Excited**

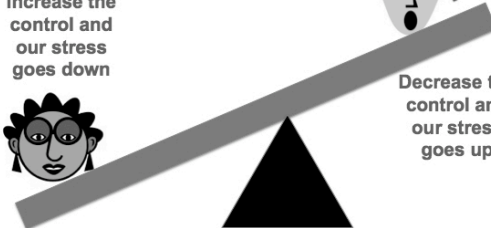


## The Stress We Experience Is Our Reaction To a Perceived Loss of Control Over an Adverse Situation

Increase the control and our stress goes down



Decrease the control and our stress goes up





## What You Can Change

- ✓ Leadership becomes empathic to staff stress. Share that stress is not “out there” but generated from within.
- ✓ Share strategies for reducing stress with small daily habits and relationships.
- ✓ Increase staff sense of control over their daily work experiences though roles in curriculum, assessment and leadership PLUS the time to do it.

## Relationships Can Lower Stress: How Well Do You Connect?

Of all the things researchers have discovered about the value of quality relationships, one of the most surprising is that they are strong mediators of stress.



*Good relationships diffuse stress and make your life easier.*

## Chronic Stress Impairs Capacity for Behavior Changes

Neale DT, Wood W, Doherty A. (2013) How do people adhere to goals when willpower is low? The profits (and pitfalls) of strong goals. J Pers Soc Psychol. 104, 959-75

*When a change is needed, increase sense of control.*



## Gain More Control Over Stress

- Take Action (do something!)
- Write it Down for Later
- 1 Week Rule
- Redirect Your Attention
- Burn off Energy (play/exercise/walk)
- Reframe the Experience
- Let it Go / Meditation / Hugs
- Talk it Out with a Good Friend

“Talking Points” or Key Thoughts on Last Topic

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## AGENDA for TODAY

- ① “Big 7” Change is hard, PDs rarely work, assumptions, 7 Big steps, lack of change systems, shame and chronic stress
- ② The 3-Way “Supply Chain” for sustainable change: personal, social and system-wide facilitation
- ③ Decisions: select from evidence-based change options and decide what to get rid of and where to begin next

### Summary: The Real Reason that Change is Hard

- ◆ Adults have **false assumptions** about making changes that prevent positive change
- ◆ The environment teachers work in is chock-a-block with **adverse triggers**
- ◆ Neither adults nor schools typically have the **structures, support or use ALL of the "Magic 7" items** to make ongoing changes
- ◆ Emotional issues like **chronic stress, guilt and shame** inhibit major changes

### Free Research-Based Monthly Newsletter by email



Get practical, highly actionable steps from fresh research to help you grow every single month. Simply leave your name **and home email address** with me.

### Your Next Steps...

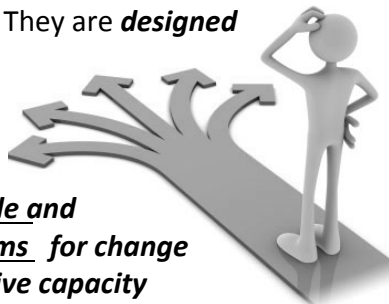
- Accept that CHANGE IS HARD!
- Success will more likely happen as a result of *purposeful collaboration*, not because of the FORCE applied
- Foster change as a staff decision so that it becomes *collective capacity*
- Develop systems which address the core issues holding all of us back

### Individual Staff will Either **Accelerate** or **Stifle** the Change Process



### Core Understanding

Schools and staff are aggregates of systems. They are **designed for stability**



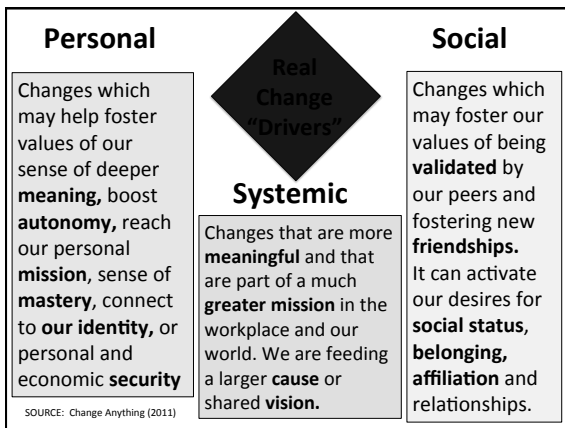
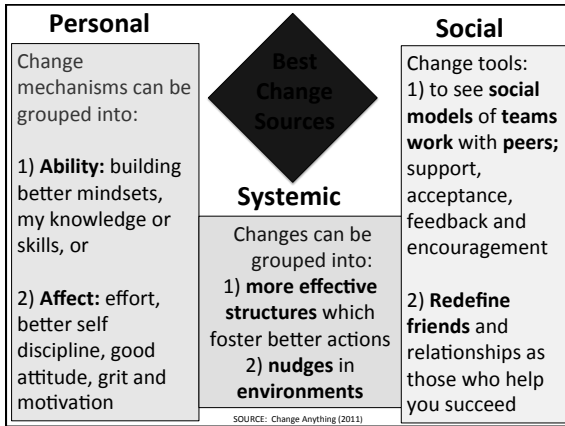
**Grow people and build systems for change and collective capacity**

### Change Facilitators

- ✓ **People (individually):** people can change from within *and their changes can change schools*
- ✓ **Social strategy:** people can change other people *and those changes change schools*
- ✓ **System strategy:** doing procedures, routines, programs and rituals *can change people*

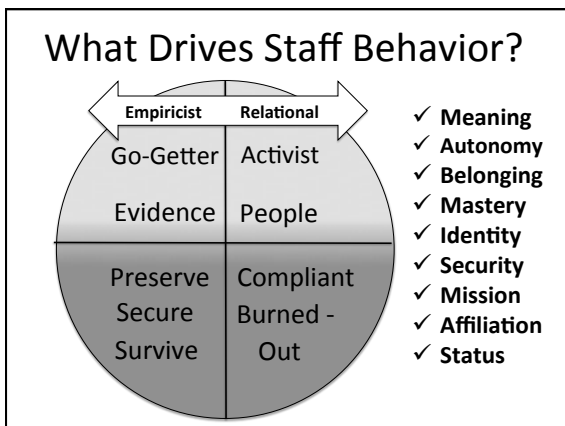
Each has their merits. May I suggest you **do all 3 to boost your chances of success?**





Those who use all **three of the** change strategies are up to **10X** more likely to succeed than those who don't!

SOURCE: Change Anything (2011)



### What are the Drivers of Change?

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The greatest influencers in your school are not the programs you implement... *they are the staff that implement the programs*



## **CHANGE Facilitators: PSS**



## **CHANGE Facilitators Personal**



### **Personal Change Strategies - 1**

- 1) Do 1 written gratitude each day
- 2) Develop a habit to invest 15 min./day in improving job expertise
- 3) Identify gaps in your teaching and fix them, predict when you might slip up and make plans to counter the potential problem
- 4) Set gutsy BIG annual goals and then connect your weekly micro goals to your BIG life goals and your personal values

### **Personal Change Strategies - 2**

- 5) Read to yourself (daily) your newly identified passions and goals
- 6) Write out a life narrative predicting the next 3 years 1) IF you improve 2) IF you stay the same; Read #1 to yourself every day
- 7) Remind yourself of future rewards (the good experiences and feelings) you'll gain
- 8) Identify ineffective mindsets like, "Those kids don't want to learn," and change them to "My kids do want to learn when I make my lesson more relevant and engaging."

### **Personal Change Strategies - 3**

- 9) Create a new identity, call yourself a "change agent" instead of a teacher
- 10) Revisit the default options; see the "old you" that you'll become if you don't change
- 11) Subscribe to positive newsletters and read them weekly
- 12) take better care of your stress levels and health so you'll have greater daily energy for personal and work life

### Personal Change Strategies - 4

- 13) Use online support systems, such as [www.stickk.com](http://www.stickk.com) for goal getting and [www.futureme.org](http://www.futureme.org) to send ideas and prompts to yourself in the future
- 14) Ensure that at least one of your best teacher friends is a high-performer
- 15) When you lose willpower, forgive yourself and restart. Guilt is bad and demotivating. Read *The Gift of Imperfection*

McGonigle, K. (2012) *The Willpower Instinct*

Write 1-2 Ideas that are a “Yes”

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## CHANGE FACILITATORS

### Social



### Social Change Strategies - 1

- 1) Change the conversation from complaining that “kids are a pain”, to “I am just venting and here’s what I will change.”
- 2) Staff or student committees that orchestrate weekly activities like 1K Thank Yous in 1 day
- 3) Staff posts up “ideas of the week” in staff lounge. Share what you know with other staff so all build collective capacity.

### Social Change Strategies - 2

- 4) Develop a mentorship program with staff to ensure everyone has an “understudy buddy.” Do the daily debriefs with them.
- 5) Create a password-protected staff blog for postings of what each staff member is doing each week in the classroom; staff must add one strategy and comment each week.
- 6) Hang out with others (esp. role models) who are focused and likely to keep you going

### Social Change Strategies - 3

- 7) Change the identity of your students to “scholars” and staff to “change agents”
- 8) Daily and weekly rituals that celebrate gains with “shout-out thank yous” and “school-wide daily gratitudes” for staff and students
- 9) Use the common success terms like “DNA is not our destiny” and “Brains can change”
- 10) Staff adopts a set of simple agreements as behavior guidelines for the school year

Write 1-2 Ideas that are a "Yes"

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## CHANGE FACILITATORS System Builders



### Systemic Change Strategies - 1 For the K-12 Workplace

- 1) Display progress boldly so school gains excitement
- 2) Shrink the change to smallest "bite" as a micro-goal to initiate momentum
- 3) Make the mantra of your school, mistakes OK = more learning = better students!
- 4) Seed the workplace environment w/ visual prompts for positive behaviors
- 5) Share the dream of your school with the media, parents and community

### Systemic Change Strategies - 2

- 6) Parent Univ. (8 classes w/ 2 staff/ea.) help parents be better with their children, hold graduation with gowns, pomp and certificates
- 7) Fix the bottlenecks in the system that frustrate staff over and over
- 8) Create a criteria-based system for deciding WHICH of all the system changes you want
- 9) *Mentoring (5<sup>th</sup> > 3<sup>rd</sup> graders and 4<sup>th</sup> > 2<sup>nd</sup> graders for college and job options) and 11<sup>th</sup> and 12<sup>th</sup> graders adopt a freshman as a semester-long mentor*

Write 1-2 Ideas that are a "Yes"

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### How Do High-Performing Leaders Build Effective and Lasting *Change*?

- ❖ Leaders *understand why change rarely happens. They implement strategies to facilitate the change efforts*
- ❖ Leaders use *evidence based* long-term programs to meet student needs
- ❖ They *start small, with clear criteria* for the success and measure progress

## AGENDA for TODAY

- ① **“Big 7”** Change is hard, PDs rarely work, assumptions, 7 Big steps, lack of change systems, shame and chronic stress
- ② **The 3-Way “Supply Chain”** for sustainable change: personal, social and system-wide facilitation
- ③ **Decisions:** select from evidence-based change options and decide what to get rid of and where to go next

# DECISIONS: Academic Programs 1

### 3 Evidence-Based Programs That Help Title 1 Students Succeed

- **CODE WRITING:** Students should get one semester of exposure to computer coding (Use <https://code.org> for Hour of Code, Swift, LightBot or Tynker).
- **CTE Programs:** Career and technical programs keep students highly engaged in highly relevant coursework and help them graduate job ready.
- **Reading Software** consider FastForward® by Scientific Learning. There are over a dozen peer-reviewed studies done in schools that show dramatic change.

### 2 Evidence-Based Instructional Tools Shown to Raise Student Learning

#### **Student Engagement**

Foster a wide range of engaging activities, cooperative learning and including students in designing and carrying out the work

#### **Optimism/Hope/Growth Mindset**

Build positive attitudes daily. Help every student learn positivity. Teacher role models the growth mindset daily.

### Summer and Secondary Title 1 Student Success Ideas

- ✓ **Summer Learning Programs** that prevent the summer lag; these build academic skills
- ✓ **AVID** college prep programs (one year to test/work out the bugs, then expand to all students)
- ✓ **Dual Graduation** enables students to graduate after their senior year with both a high school diploma and an Associates Degree (AA) from a nearby Community College at no extra cost to the student or family

### 2 Evidence-Based Instructional Tools Shown to Raise Student Learning

#### **Foster Relationships:**

Develop more of them, reach every student, use partners, teams and your colleagues. Use “we” and “us”, not “I” and “you” in class.

#### **Build Hope & Optimism**

Use daily activities to help students learn to see their own lives and the world differently

## 2 Evidence-Based Instructional Tools to Raise Student Learning

### **Build Cognitive Capacity:**

Use deeper Q & A, teach graphic organizers, problem-solving, memory skills, working memory, writing, computer coding and reading skills.

### **Use Extensive Formative Assessment:**

Use multiple input forms, data stored on tablets, constant, real time knowledge of where every student is at, then teachers can share how to close each student's gap.

# **DECISIONS: Social Programs & Behavioral Teams 2**

## **Build Better Staff Teams**

- Build culture, safety and teamwork. Foster stronger teamwork with team goals, team identity, stretch breaks and celebrations.
- Build greater staff trust with more contact, keeping promises and no gossiping.
- Ensure teams develop culture of safety and vulnerability so everyone can vent, be heard, be forgiven and inspired.



## **How to Build Better Staff Teams**

- Create "Process Steps" and post them so all can move quickly from data to decision-making to lesson plans to shared accountability
- Ensure teams meet 4X/mo. (meet 3 times on Student achievement and 1 time on Team-building)
- Support each team member and hold each accountable for their progress and celebrate



## **3 Evidence-Based Programs That Foster Student Achievement**

- ✓ **ARTS** (music, dance, visual, kinetic arts or theater): Valuable when required for all students 3-5 times/wk. over 2 yrs. w/choices given
- ✓ **Afterschool Programs:** Promoting Healthy Eating Life Habits and Physical Activity
- ✓ **Mindfulness Programs** have been found to build attention, lower stress and strengthen coping skills

# **DECISIONS: Social/Emotional Behavioral Programs 3**

### 3 Evidence-Based Programs That Foster Better Student Behaviors

- ✓ **The Responsive Classroom** offers elementary schools practical strategies for bringing together social and academic learning throughout the school day.
- ✓ **www.loveandlogic.com** focuses on changing the lives of parents, teachers and kids through practical, effective and fun techniques.
- ✓ **Positive Behavioral Interventions and Supports (PBIS)**, an evidence-based framework for developing positive behavior, is used in schools nationwide to create a positive climate for learning.

### 3 Evidence-Based Programs for Better Social-Emotional Character

- ✓ **www.virtuesproject.com** is a global grassroots initiative to inspire: kindness, justice, love, character and integrity in more than 100 countries
- ✓ **www.Rezilientskidz.Com/Raising-Highly-Capable-Kids** is a 13-week curriculum based on the Search Institute’s 40 Developmental Assets every child needs to grow and mature.
- ✓ **Capturing Kids Hearts Program**: fosters fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction.

Write 1-2 Ideas that are a “Yes”

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### Time for the Reflection & Closing Process

- ✓ Debriefing at your table
- ✓ Separate debris at table
- ✓ Wait for announcements
- ✓ Whoosh clap

### Leaders Do What is Most Important and Do Those Things Well

- Leadership focus is that students must *graduate job/college ready* (no excuses)
- Each of the changes are structured to ensure that staff know exactly where students are at *and what is needed most*
- Leaders collaborate with staff for high expectations and increased student learning.

### Here is the Structure That Will Transform Your Staff: 5 Daily Qs

- 1) How did I foster optimism and gratitude today? Was it my best effort ?
- 2) In what ways did I make this relevant (for myself, our staff and students) ?
- 3) How well did I manage my stress today ?
- 4) How was I fully engaged in helping those around me succeed ?
- 5) Identify how I grew and got better today (personally and professionally) ?

IIDA SOURCE: Gendrin, M 2015 *Reign of Crown Business, NY*

## ✓ Review & Commit

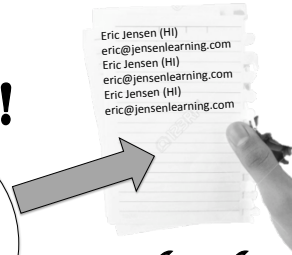
Go back to earlier boxes you have checked and select one or two changes that, in retrospect, you are most willing to begin to help more students graduate:

1) \_\_\_\_\_

2) \_\_\_\_\_

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