

Managing Change to Achieve Success



Tennis ball exercise



Let's start

- Assign a number to each person in your group, starting with 1 and continuing until you run out of numbers

Organize in groups with this sequence

5 People



6 People



7 People



Process

- Your current process involves passing the ball from person to person, following the sequence provided (person 1 tosses to person 3 who tosses to person 5, and so forth)
- Assign a time keeper / ball drop counter
- Practice your process one time – Time keeper please time how long it takes to complete the process in seconds
- Record your results up front. *That's your baseline!*

Organize in groups with this sequence

5 People



6 People



7 People



Aim

- Set a team **aim/outcome**: We wish to reduce the time taken from each person to touch the ball from **X** (your baseline) to **Y**
- Form a theory, come up with a **strategy**, and in a minute we will start testing
- Record your aim upfront.

Rules

- The initial sequence as provided must be adhered to
- Both hands must touch the ball before the next person touches
- You may only test ONE test idea at the time
- After each test the time keeper needs to come forward to report the data while the team discusses learning, adjust theory and prepares for the next test of change

Did you Improve?

- Did improvement happen? How do you know?
- Which group had the best time?
- What did they do differently from the others?
- How can you apply this to more complex aims?

Outcomes of today's session

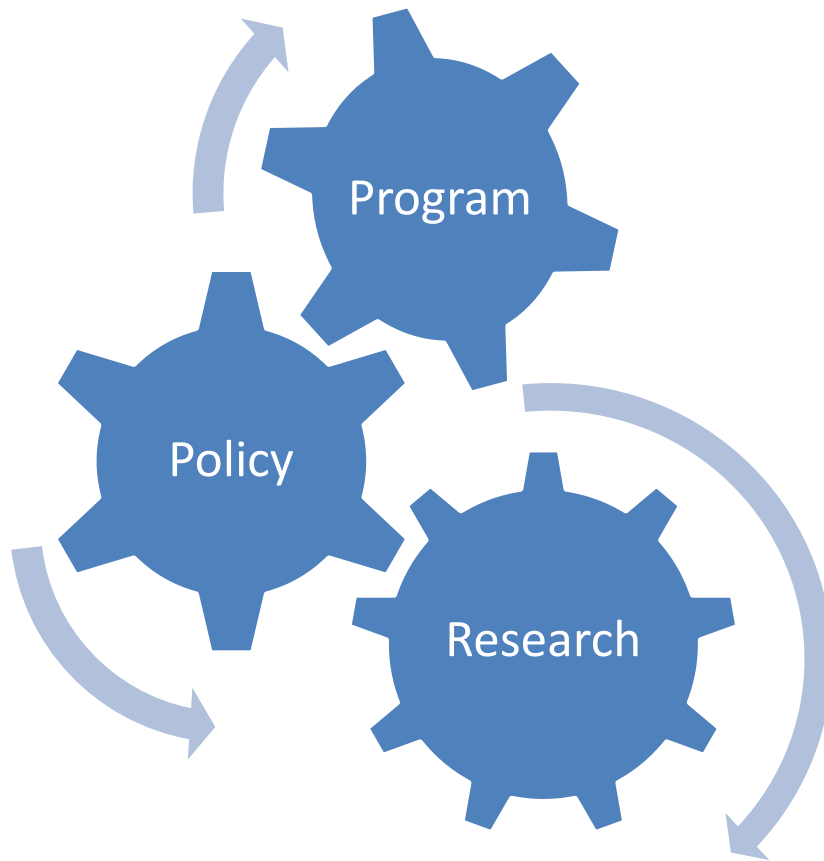
Participants will:

1. Increase understanding of networked improvement communities and change management
2. Consider how these approaches may be leveraged to advance social-emotional learning
3. Sharpen thinking about their own organizations' approaches to building effective teams
4. Receive tools and “walk away” ideas on how to bolster their work to better impact complex systems

About the Rennie Center for Education Research & Policy

- Mission: improve public education through **well-informed decision-making** based on deep knowledge and evidence of effective policymaking and practice.
- Through a staunch commitment to **independent research** and **constructive conversations**, we work to promote an education system that provides every child with the opportunity to be successful in school and in life.

We are a capacity-builder



Engaged approximately

50%

of Massachusetts schools districts in research, collaboration, and education improvement



What does learning look like?



Image sources: <http://ww2.kqed.org/mindshift/2012/06/08/10-awesome-outdoor-summer-learning-ideas/>

http://www.renniecenter.org/research/SEL_policybrief.pdf





MA Education Reform Act (1993)

Equity

- Increased state funding
- Created minimum foundation

Standards

- New curriculum frameworks
- MCAS and graduation standards
- Revision of teacher licensure

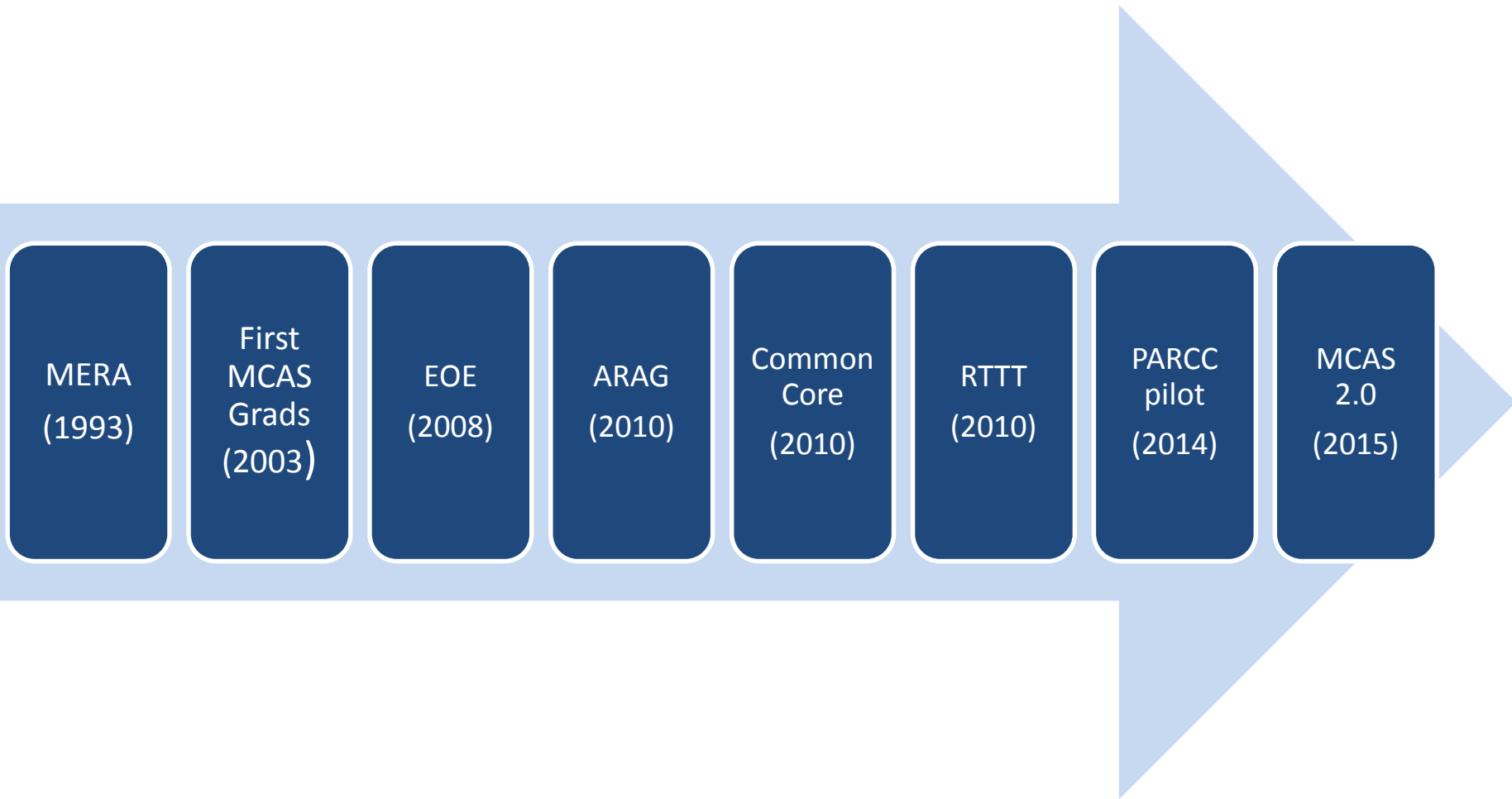
Accountability

- Evaluation of school and district performance (EQA)
- Increased state authority**

Choice

- Expanded inter-district choice
- Authorized charter schools

Last Two Decades of Education Reform



Gains Made, but Gaps Remain

Fact check: Massachusetts student achievement is first in nation

October 22, 2012 | By Howard Blume

Expecting the Best Yields Results in Massachusetts

By KENNETH CHANG

Published: September 2, 2013

Not adding up

Two decades after ed reform promised a level playing field among poor and affluent communities, Massachusetts is again a state of haves and have-nots

BY: LINDA ENERSON
ISSUE: SUMMER 2012

July 10, 2012

OPINION | TOM BIRMINGHAM

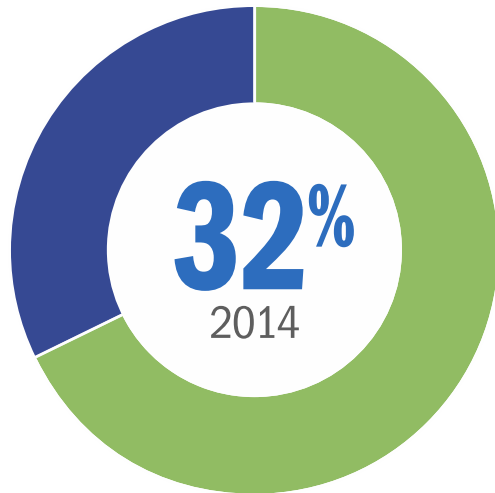
Education reform at 20

Common Core, funding issues put Massachusetts' great gains at risk

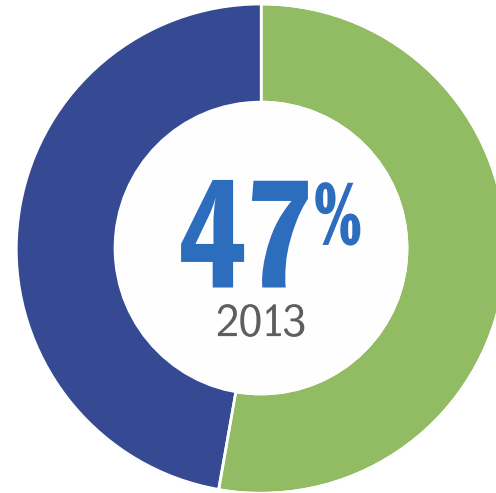
By Tom Birmingham |

JUNE 15, 2013

College & Career Readiness



Students enrolled in **development (remedial) courses** in college



Community college students earning degree/certificates, 30+ credits, or transferring to four-year institutions in six years

SEL Benefits

- SEL is key to life success: linked to higher academic achievement and higher lifetime earnings.
- Researchers have found a ROI of \$11 for every \$1 invested in school-based SEL programs.

THE FIVE SEL COMPETENCIES¹⁰

To define SEL, CASEL identifies the following five interrelated clusters of cognitive, affective, and behavioral competencies:



1. **SELF-AWARENESS.** Students recognize their own emotions and their influence on behavior. They understand their own strengths and limitations and possess a grounded sense of confidence.



2. **SELF-MANAGEMENT.** Students effectively regulate their emotions, thoughts, and behaviors, including stress, impulses, self-motivation, goal setting, and progress toward goals.



3. **SOCIAL AWARENESS.** Students empathize and take the perspectives of diverse others. They understand social and ethical norms and recognize their own network of supports.



4. **RELATIONSHIP SKILLS.** Students can communicate clearly, listen actively, cooperate, negotiate conflict, resist inappropriate social pressures, and seek and offer help.



5. **RESPONSIBLE DECISION MAKING.** Students consider ethical standards, safety concerns, social norms, realistic consequences, and well-being to make constructive and respectful behavioral choices.

SOCIAL AND EMOTIONAL LEARNING

— POLICY AND PRACTICE —



Key challenges from national scan

- Setting priorities
- Supporting operations
- Integrating with academic learning
- Monitoring and evaluation

Blueprint for District Leaders | *continued*

KEY CHALLENGE

Prioritizing SEL

LESSONS FROM FOCAL DISTRICTS

- Leaders must actively prioritize SEL.
- Everyone must contribute to the SEL effort.
- SEL must be tailored to the local context.

QUESTIONS FOR DISTRICT LEADERS

- Who are the key constituents to engage in the SEL work? What would convince them of its importance?
- What local partners have a vested interest in students' social and emotional success? How have local early education and care programs addressed SEL?
- What constituents already support a SEL approach?
- Do any of my schools, administrators, or teachers already demonstrate a positive climate or strong SEL focus? How can I help share their successes with others?

Questions?

Rennie Center's Change Management Framework

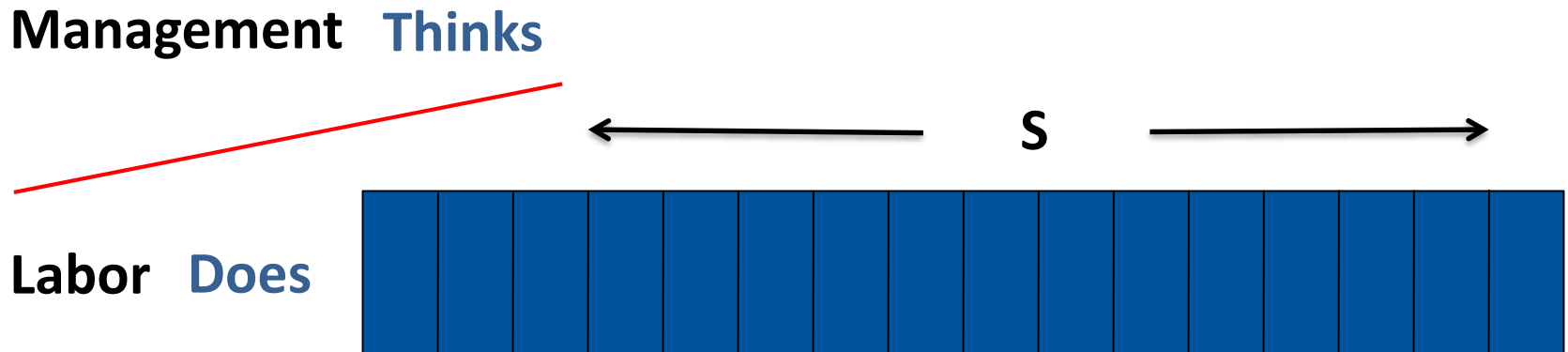




An Assembly Line
of the
Ford Motor Company
River Rouge Plant

Mass Production Industrial Model

- Divide Complex Knowledge into Simple Parts
- Create Narrow Standards for Each Part
- Separate classes of employees: *Thinkers & Doers*



(Taylor, 1913)

Collaboration is a process through which stakeholders who see parts of the problem differently can explore these differences and construct solutions that are better than what they could achieve alone.

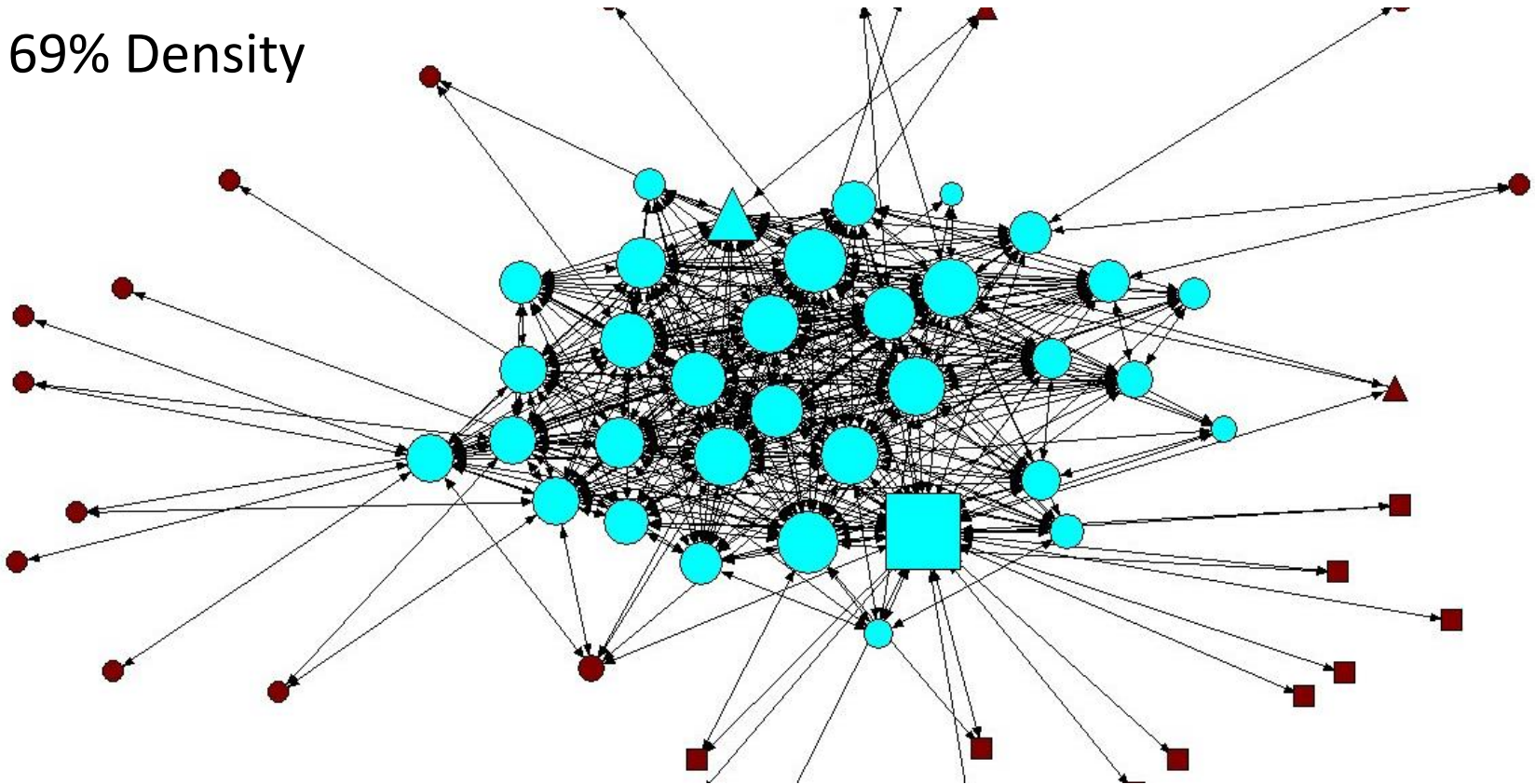
ABC Unified School District

- 30 schools
- 1,100 Educators
- 21,000 Students
- 46% Reduced/Free Lunch
- 25% English Language Learners
- Long-term Union-Management Partnership

(Rubinstein & McCarthy, 2014)

Partnership Density

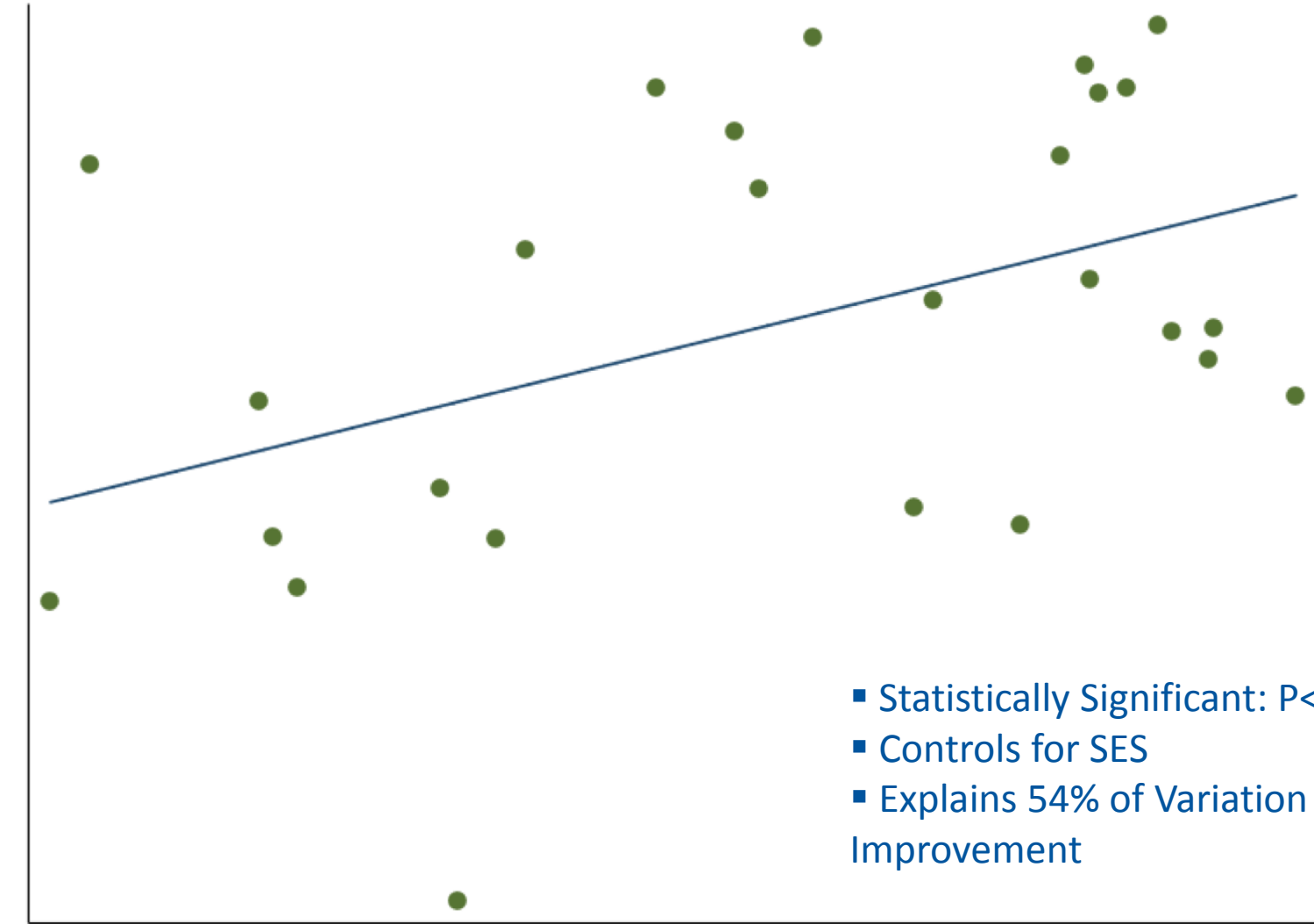
69% Density



Performance Improvement (2011 - 2012)

More Improvement

Less Improvement



Low Partnership Quality

High Partnership Quality

Partnership Quality

Benefits of strong partnerships

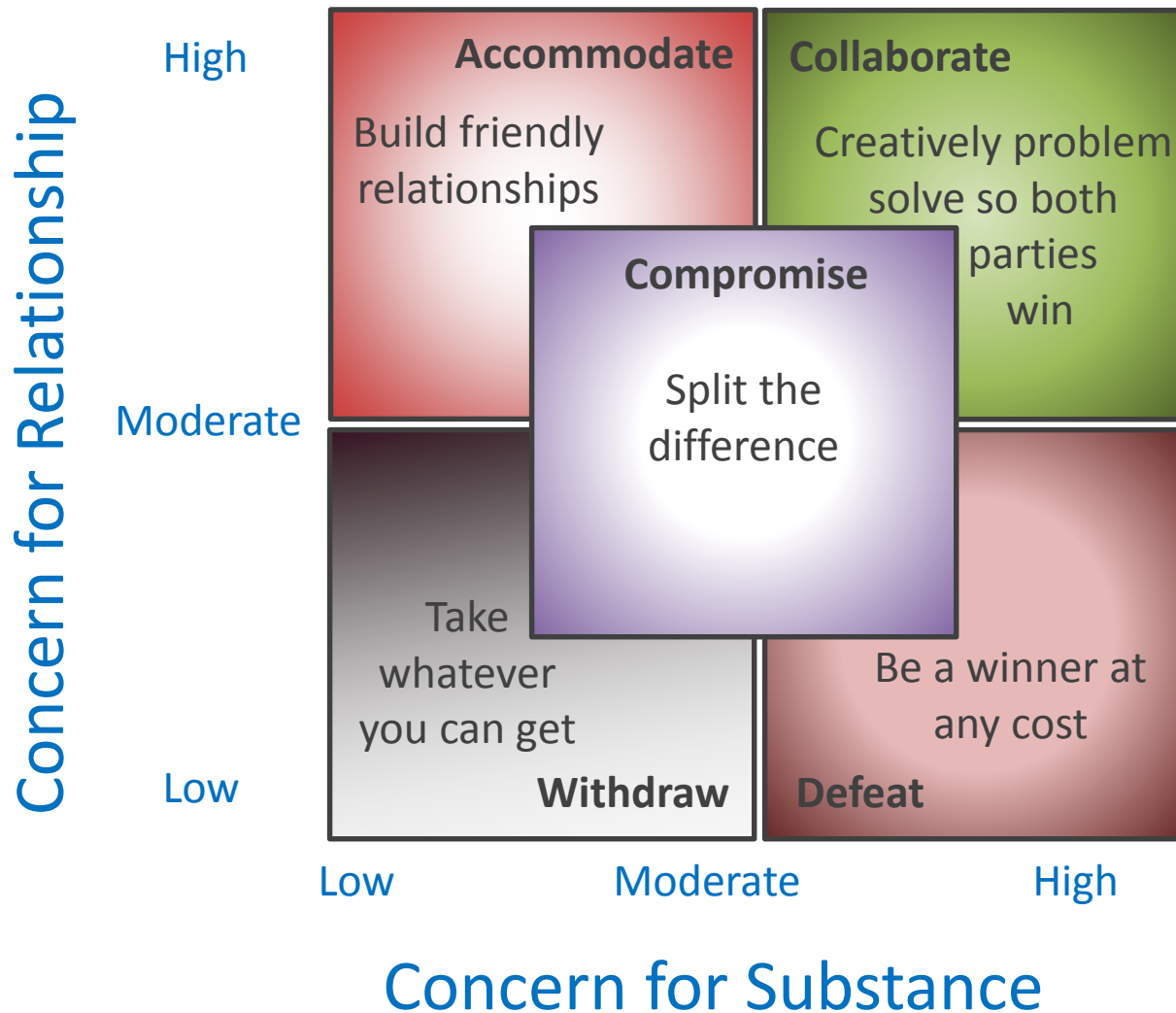
1. Quality of Decisions
2. Quantity of Solutions
3. Focus on Implementation
4. Greater Motivation through Voice

Building a Team Structure

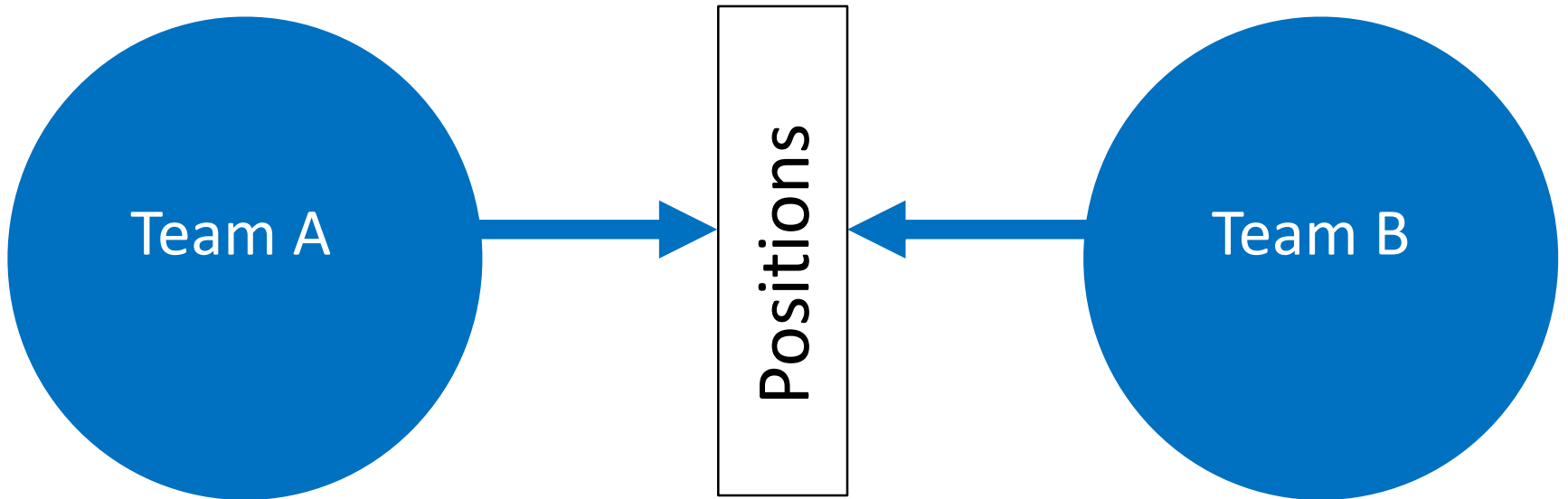
- Establish a compelling purpose (PoP)
- Clearly define roles and responsibilities
- Compose diverse team with intention
- Generate team norms
- Create space and time to meet and learn

Negotiating Styles

Dr. Rollin Glaser and Christine Glaser



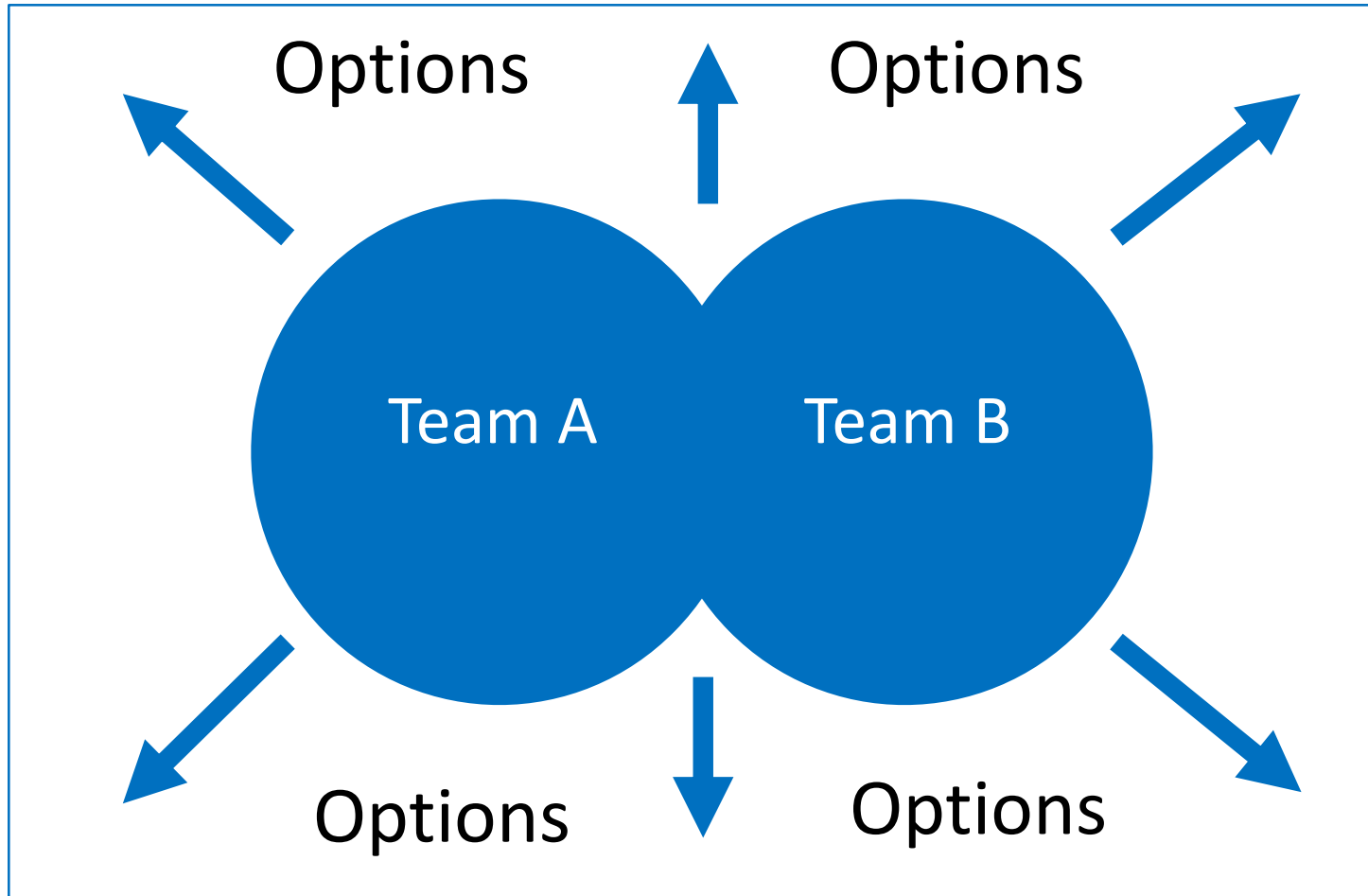
Positional negotiations



Options

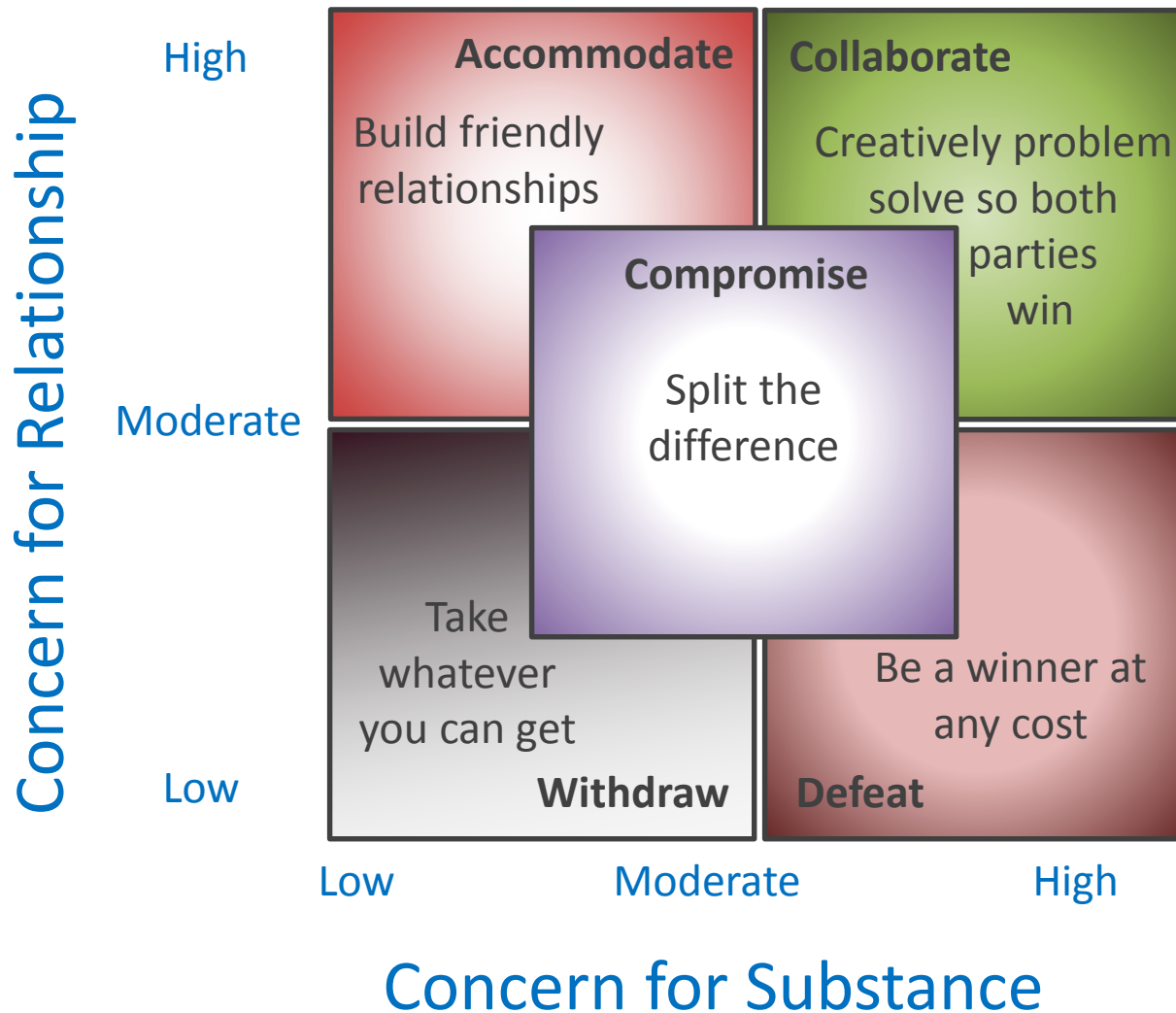
Possible solutions or parts of solutions that require the agreement of both sides

Partnership-based practice



Negotiating Styles

Dr. Rollin Glaser and Christine Glaser



“Having ‘positions’ is not as powerful as surfacing options. In the past the members of this group had positions and spent most of their time at odds. Now they work as one group.”

(Participant statement from independent evaluation of the DCP)

Checklist

Checklist

- Is the issue clearly defined?
- Are all interests are understood?
- Are all options are considered?
- Have all options been evaluated?
- Is this solution the best one?

Activity: Teaming Rubric

Estimated Time: 10-minutes



Change Management Framework

The Rennie Center's **Change Management Framework (CMF)** is a rigorous and structured approach to planning and implementing district and school improvement strategies.

The CMF highlights a number of specific areas of focus, including: identification of a clear and actionable problem of practice; investigation of the evidence base, including conducting original research to unearth and evaluate best practice; engaging education leaders and practitioners to understand local challenges and build on-the-ground support through committed and trusting teams; and pursuing continuous, result-oriented testing to assess progress over time and take corrective action as needed.

The Rennie Center's CMF is aligned with the principles of improvement science. It also includes a unique and critical aspect of Rennie's approach: an explicit emphasis on creating district-based cultures that embrace change to support structured planning processes and build local capacity to sustain work well beyond the duration of individual investments.

Core Element Four (of Six): Build a Committed and Trusting Team

Research into effective implementation shows that the identification and definition of a Problem of Practice must be driven by practitioners. Thus, "creating a culture that prioritizes teaming, collaboration and teacher leadership is integral to initiating and sustaining improvement" in schools and districts.¹ Ensuring and sustaining a team's commitment and trust requires constant attention to norms of behavior, roles and responsibilities, member composition, buy-in and learning environment.

Directions

This rubric is intended to be utilized as a project management tool to help networks assess and advance the health of their teams. It enumerates and describes 5 essential components of trusting and committed teams and provides guiding questions to help in the examination and analysis of their functioning. For each component described on the following pages, determine your team's confidence in answering "yes" to the prompting questions and indicate the degree of confidence using the 4-point scale. After completing the prompting questions, calculate where your team currently falls on the Emerging to Excelling continuum for the specific component using the number-based scale.



¹ Rennie Center for Education Research & Policy, "Staying the Course: Sustaining Improvement in Urban School", Rennie Center for Education Research & Policy and Edvestors, accessed September 16, 2016, <http://www.edvestors.org/wp-content/uploads/2016/05/Staying-the-Course-Full-Report-Web-Version.pdf>.

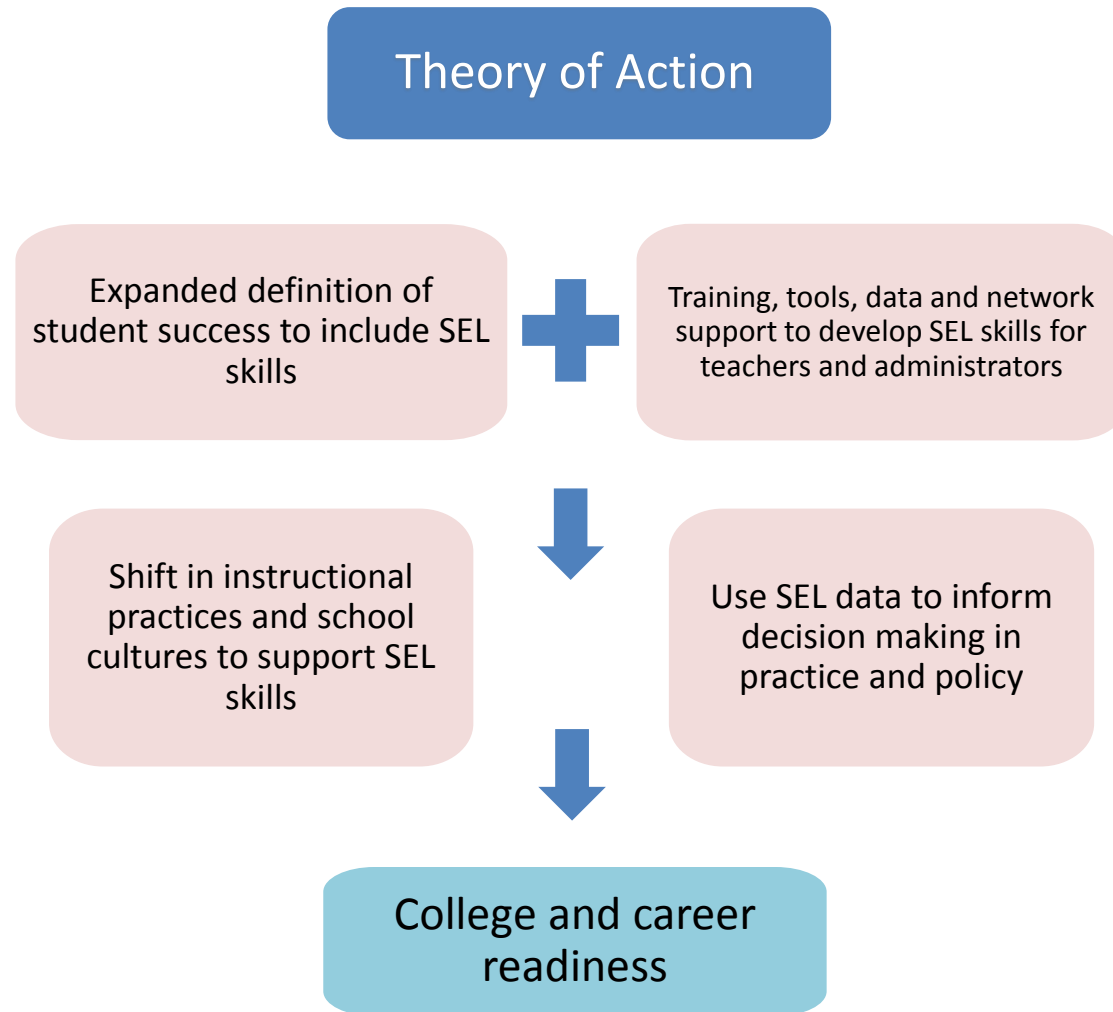
Sharing out

- Which of the 5 components is your organization's strength?
- Where might your organization struggle?

Popcorn Discussion

- What influenced your rating?
- Were there certain prompt questions that resonated strongly with you? If yes, why?
- What do you think are some strategies you could use to build upon strengths and improve upon weaker areas?
- Was there anything from the day, so far, that will help your work on this topic?

What's Next?



Rennie Center's work on SEL

REPORT: *Social and Emotional Learning: Opportunities for Massachusetts, Lessons for the Nation* – available at www.renniecenter.org/topics/SEL_policy.html

More SEL: Rennie Center's *Condition of Education in the Commonwealth 2016* – Provides an annual, evidence-based review of student progress and proficiency throughout the education pipeline from birth into adulthood. 2016 focused on social and emotional learning in Massachusetts and produced a [data report and action guide](#) for policymakers.