

"Changing Organizational Cultures"

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Dr. Richard A. Villa has worked with thousands of teachers and administrators throughout North America and the world, to develop and implement organizational and instructional support systems for educating all students within general education settings. Rich has been a middle and high school classroom teacher, special educator, special education coordinator, pupil personnel services director, and director of instructional services. Rich works with schools, governmental and non-governmental agencies, and advocacy organizations. He has authored over a hundred articles and book chapters regarding inclusive education, differentiated instruction, collaborative planning and teaching, and school restructuring. Dr. Villa has co-edited ten books and developed two multimedia kits for teachers, administrators, and parents. Rich possesses the conceptual, technical, and interpersonal skills required to work effectively with others and facilitate change and progress in education. He has presented at numerous national and international conferences, and is known for his enthusiastic, knowledgeable, and humorous style of presenting.

RESOURCES:

Villa, R. Thousand, J., & Nevin, A. (2010). Collaborating with Students in Instruction and Decision Making. Thousand Oaks, California: Corwin Pres. (800) 818- 7243

Nevin, A., Villa, R., & Thousand, J. (2009). A Guide to Co-Teaching with Paraeducators Practical Tips for k-12 Educators. Thousand Oaks, California: Corwin Pres. (800) 818-7243

Villa, R. Thousand, J., & Nevin, A. (2008). A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning (2nd. Ed.). Thousand Oaks, California: Corwin Pres. (800) 818- 7243

Villa, R. Thousand, J., & Nevin, A. (2008). Co-Teaching: A Multimedia Kit For Professional Development. Thousand Oaks, California: Corwin Pres. (800) 818- 7243

Thousand, J., & Villa, R., & Nevin, A. (2007) Differentiated Instruction: Collaborative Planning & Teaching for Universally Designed Lessons. California: Corwin Press (800) 818- 7423

Villa R., & Thousand. J., (Eds). (2005). Creating an Inclusive School. Alexandria, VA: Association for Supervision and Curriculum Development. (800) 933-2723.

Thousand, J., & Villa, R. (Eds.) (2002). Creativity and Collaborative Learning: The Practical Guide to Empowering Students, Teachers, and Families. Baltimore: Paul H. Brookes (800) 638- 3775

*Villa, R. & Thousand, J. (Eds). (2000). Restructuring for Caring and Effective Education: Piecing the Puzzle Together.
Second edition. Baltimore; Paul. Brookes (800) 638- 3775*

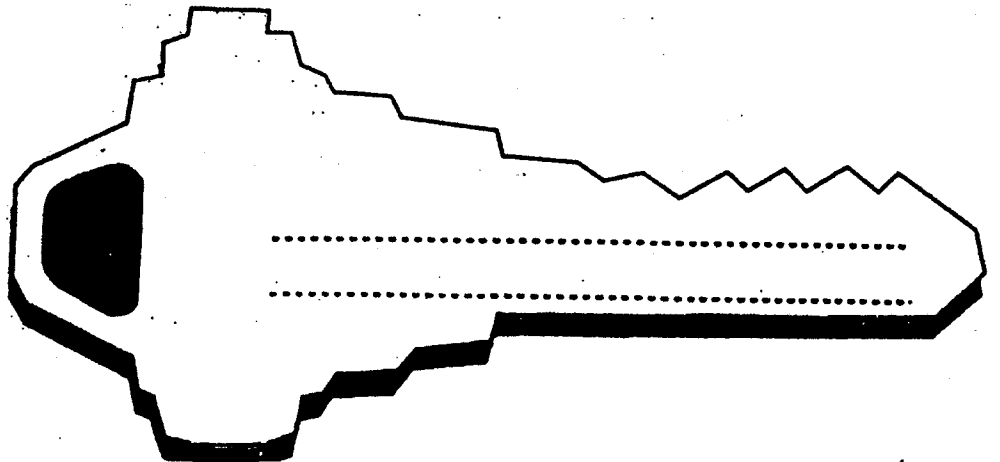
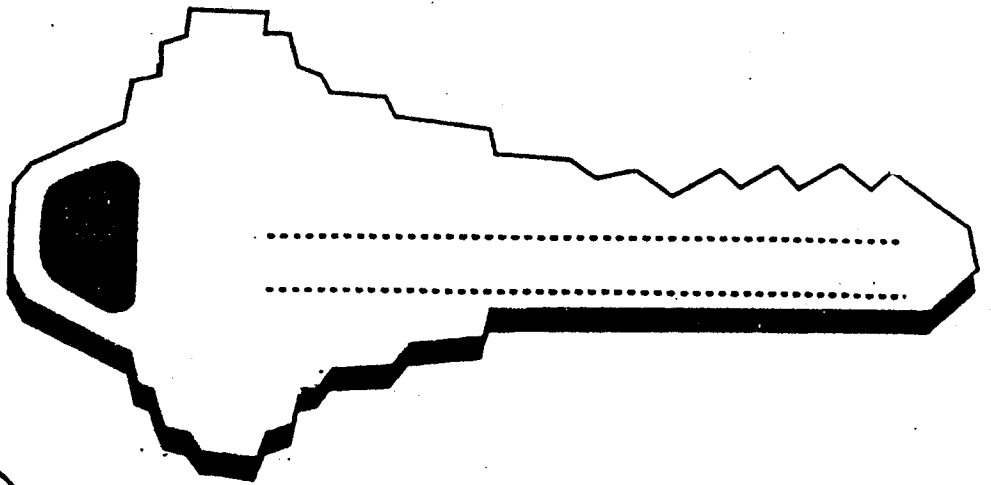
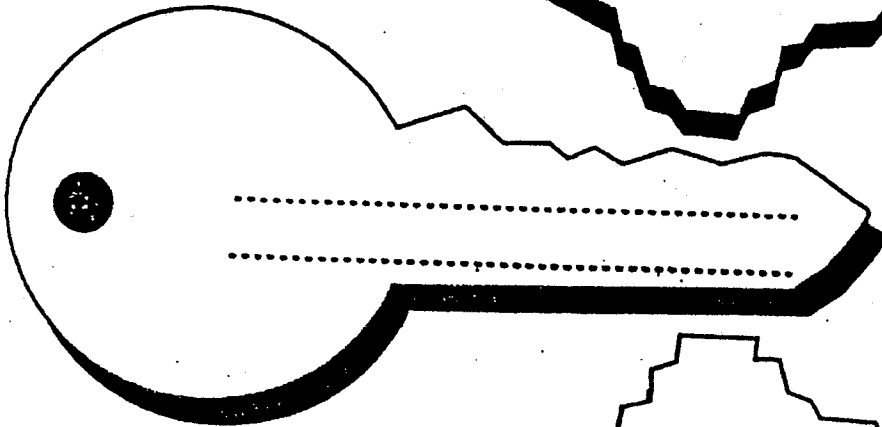
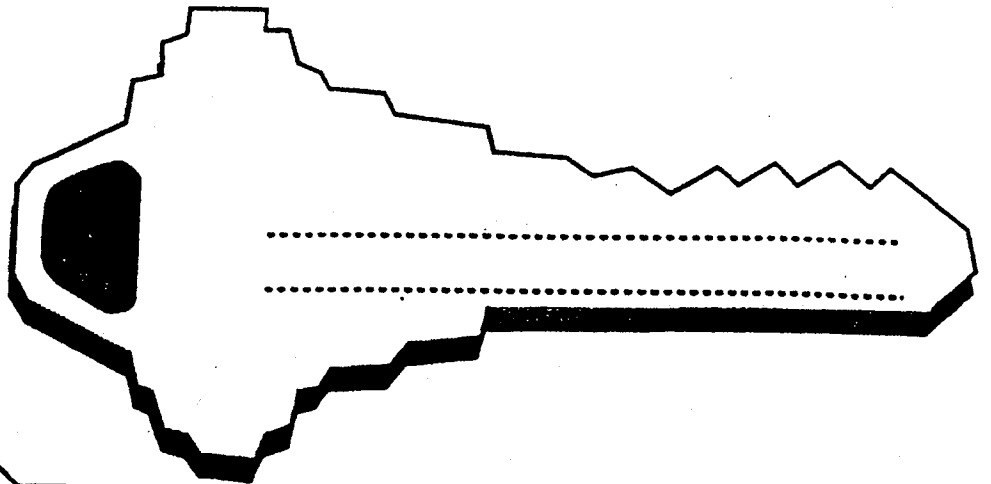
*Villa, R. (2002). Collaborative Planning: Transforming Theory Into Practice.
National Professional Resources. (800) 453- 7461*

Villa, R. (2002). Collaborative Teaching: The Co-Teaching Model. National Professional Resources. (800) 453- 7461

name _____

Topic _____

Key Points



3 - 2 - 1 Reflection

Topic/Source _____



3 new ideas or insights to ponder.



2 interesting concepts I'll share.



1 way I'll use this information.

Vision	Skills	Incentives	Resources	Action Plan

10 ASSUMPTIONS ABOUT CHANGE

- 1. Do not assume that your version of what the change should be is the one that should or could be implemented.**
- 2. Assume that any significant innovation, if it is to result in change, requires individual implementers to work out their own meaning.**
- 3. Assume that conflict and disagreement are not only inevitable but fundamental to successful change.**
- 4. Assume that people need pressure to change (even in directions that they desire). But, it will only be effective under conditions that allow them to react, to form their own position, to interact with other implementers, to obtain technical assistance, etc.**
- 5. Assume that effective change takes time; 2-3 years for specific innovations, 5 or more years for institutional reforms.**

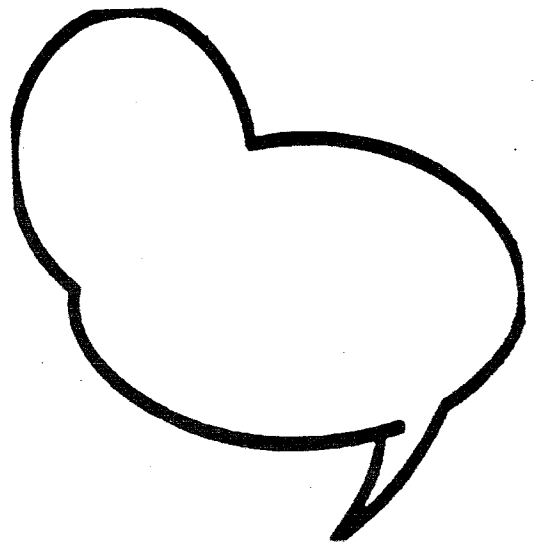
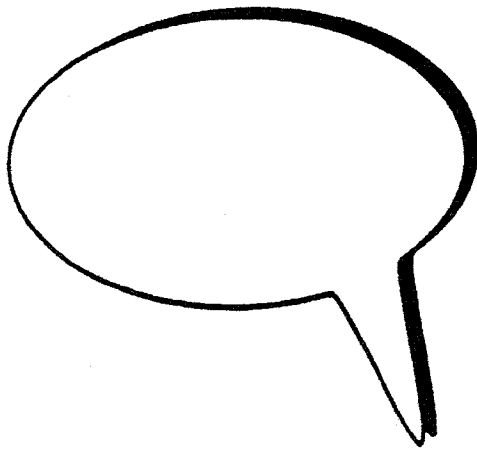
M. Fullan

- 6. We should not assume that the reason for lack of implementation is outright rejection of the values embodied in the change, or hard core resistance to all change. There are a number of possible reasons: value rejection, inadequate resource to support implementation, insufficient time elapsed.**
- 7. We should not expect all or even most people or groups to change. Progress occurs when we take steps that increase the number of people. Our reach should exceed our grasps...but not by such a margin that we fall flat on our face.**
- 8. Assume that you will need a plan that is based on the above assumptions.**
- 9. Assume that no amount of knowledge will ever make it totally clear what action should be taken.**
- 10. We should assume that changing the culture of institutions is the real agenda, not implementing single innovations.**

M. Fullan

VISION

Quotes I want to remember:





Whose School Is This, Anyway?

Is it the principal's?
Is it the teacher's?
Is it the smart kid's?
Is it the pushy kid's?
Is it the popular kid's?
Is it the native English-speaking kid's?
Is it each kid's equally?
Is it the community's?
Is it the kids', the principal's, and the teachers' equally?

Who decides what goes on in here?
Who does it go on for?
Does it go on for the kids who go to college?
Does it go on for the kids who go to work?
Does it go on for the kids who have nowhere to go?
Does it go on for the all kids equally?
Does it go on for the principal?
Does it go on for the teachers, the kids, and the principal equally?
Who tells whom what to do?
Who makes the rules?
Who must follow the rules?
Who must see that the rules are followed?

Whose school is this anyway?

QUESTION:

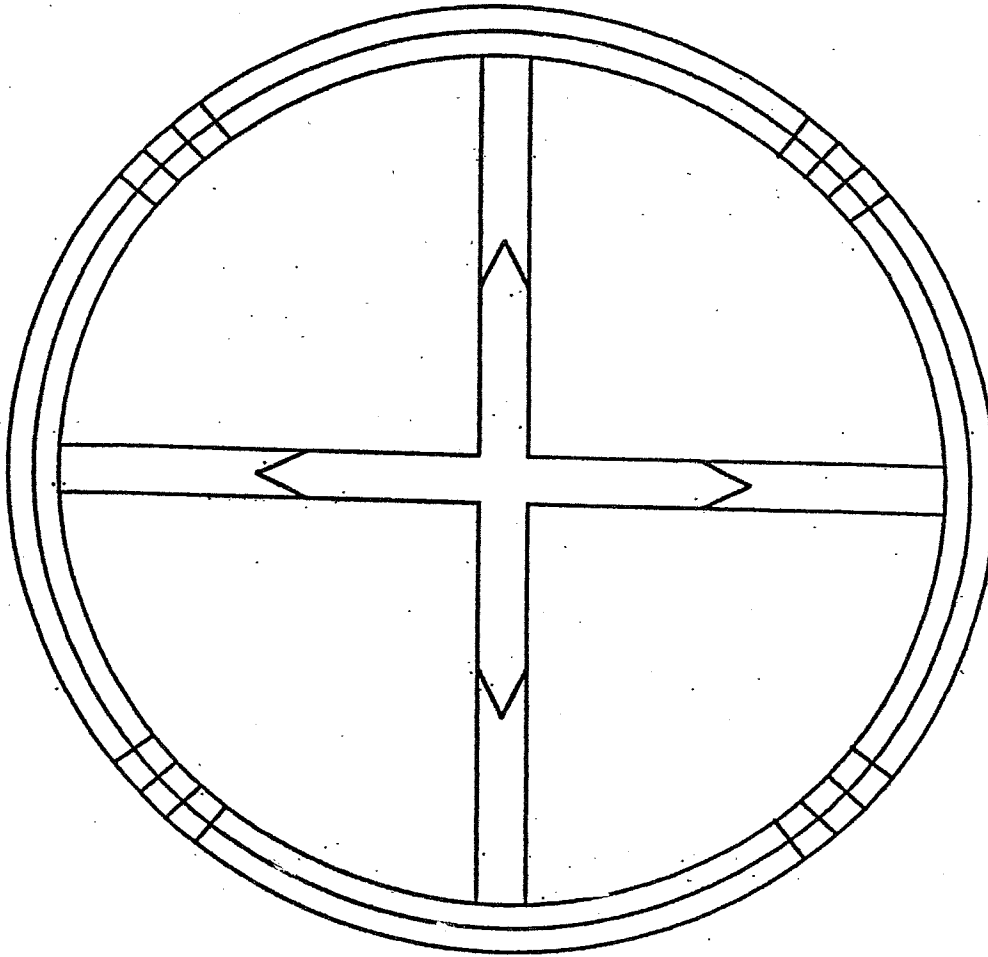
What is the relationship between the theme of the poem and the topic of this presentation?

Adapted from: Curwin, R., & Mendler, A., (1998). Discipline with dignity. Alexandria, VA: Association for Supervision and Curriculum Development

CIRCLE OF COURAGE

GENEROSITY

INDEPENDENCE

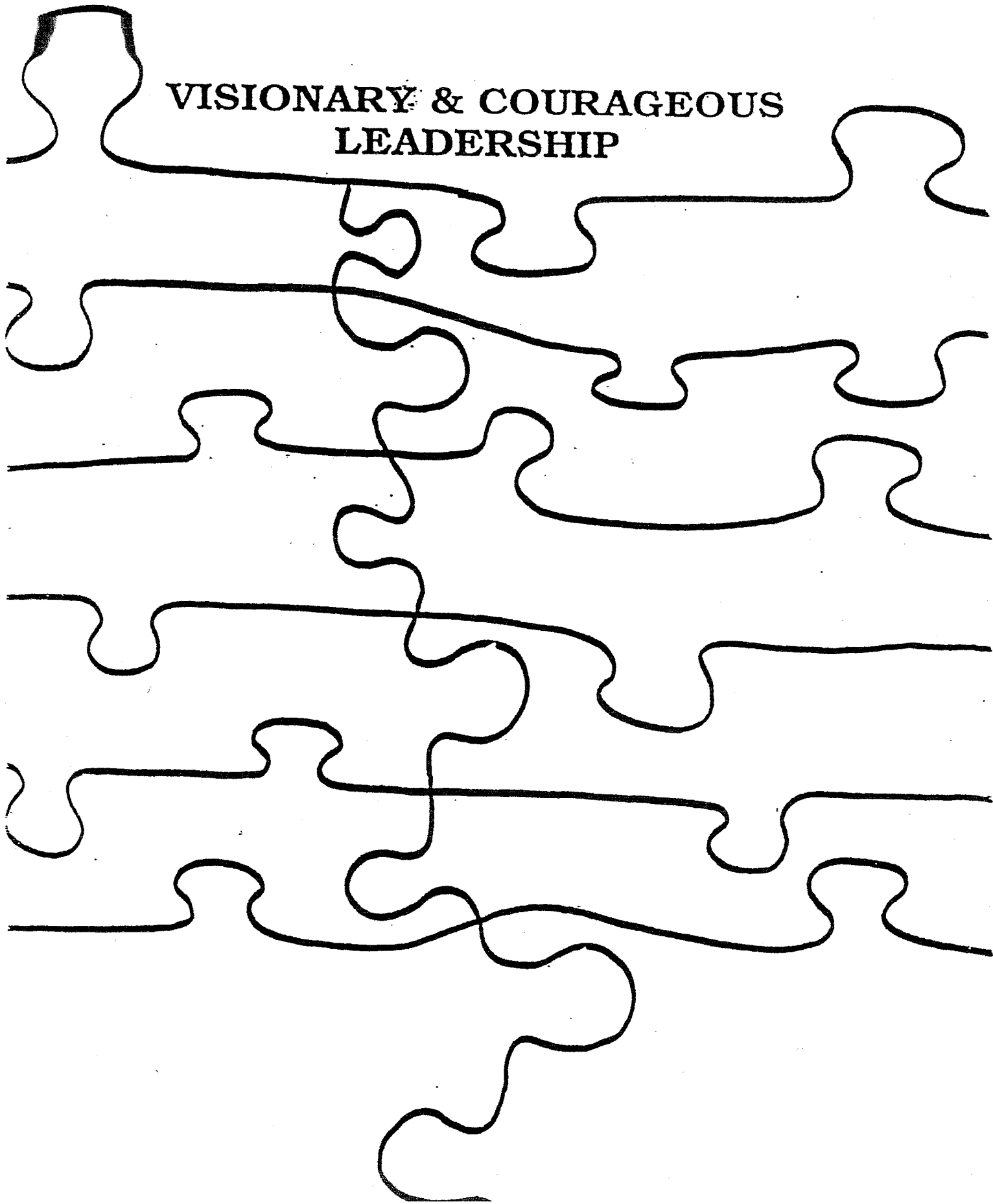


BELONGING

MASTERY

From: Brendtro, L.K., Brokenleg, M., & Van Bockern, S. (1990). Reclaiming youth at risk: Our hope for the future. Bloomington, IN: National Educational Service.

**VISIONARY & COURAGEOUS
LEADERSHIP**



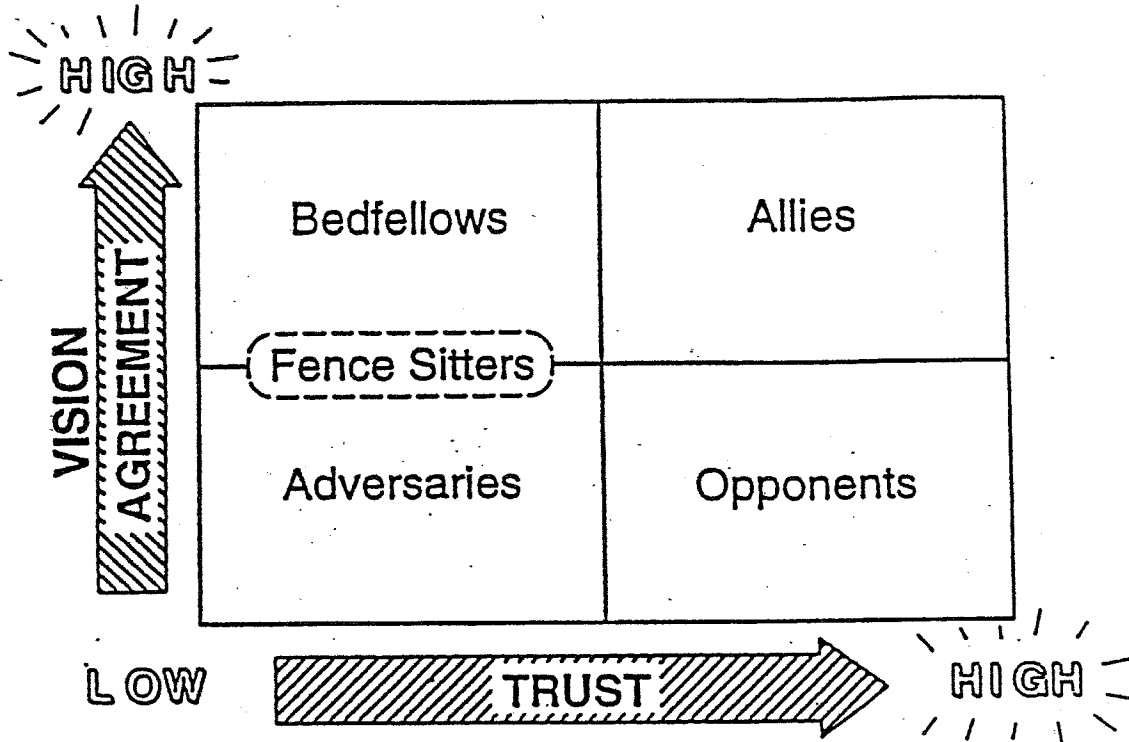
MY LIFE'S CREED

Write a sacred creed for your life. Write about your intentions and commitment to each role you play in life as a friend, parent, daughter, son, etc. The creed we live by is our mission or code in life. It is a succinct way of stating our intentions to fulfill our desired life results.

Rose Offner

Building Support for Your Vision

Peter Block created a matrix to assess who in your organization agrees with your vision – future direction and who you trust. These two dimensions – agreement and trust – allow you to develop a different approach for each person as you move forward with changes.



Using initials of your bosses, colleagues and co-workers, subordinates, customers, etc., write in their names where you think the fit.

- Allies: High Agreement / High Trust
- Opponents: High Trust / Low Agreement
- Bedfellows: High Agreement / Low Trust
- Fence Sitters: Low Trust / Unknown Agreement
- Adversaries: Low Agreement / Low Trust

from The Empowered Manager by Peter Block, Jossey Bass, 1987 (Chapter 5, p. 130-151)

Dialogue Questions:

1. With whom do you spend the most time? Why?
2. What's your current strategy for dealing with
 - Allies
 - Adversaries
3. What's working & what's not?
4. What impact does this have on your progress toward your vision?

Action Plan (Part I)

My vision of inclusive schooling is/includes:

Facts About the Vision at My School

What is happening?

REASONS FOR THE INTRACTABILITY OF SCHOOLS

- *Inadequate Teacher Preparation*
- *Inappropriate Organizational Structures, Policies, Practices & Procedures*
- *Inadequate Attention to Creating New Cultures*
- *Leadership that is Naïve or Cowardly*
- *Perfecting a model to discard evidence of ineffectiveness*

Inservice Education: It's in your hands!

Situation:

You have been elected to the district Inservice Training Committee and are charged with designing the continuing education program for district personnel for the next 5 years.

Task Objective:

What training experiences would you design expressly for people who work with and for children on a day-to-day basis (i.e., teachers, administrators, paraprofessionals, volunteers, students, parents)? What concepts and practices would you develop?

New Roles:

Timekeeper _____
Recorder _____
But Watcher _____
Equalizer _____

Norms and Social Skill Objectives:

Use your best brainstorming skills
Think beyond traditional training
All ideas are good ideas
Equal air time for all

Timeline:

Spend 8 minutes identifying skills. Take 5 minutes indicating which of the subgroups listed below should receive training by placing the initial representing the group next to each listed skill.

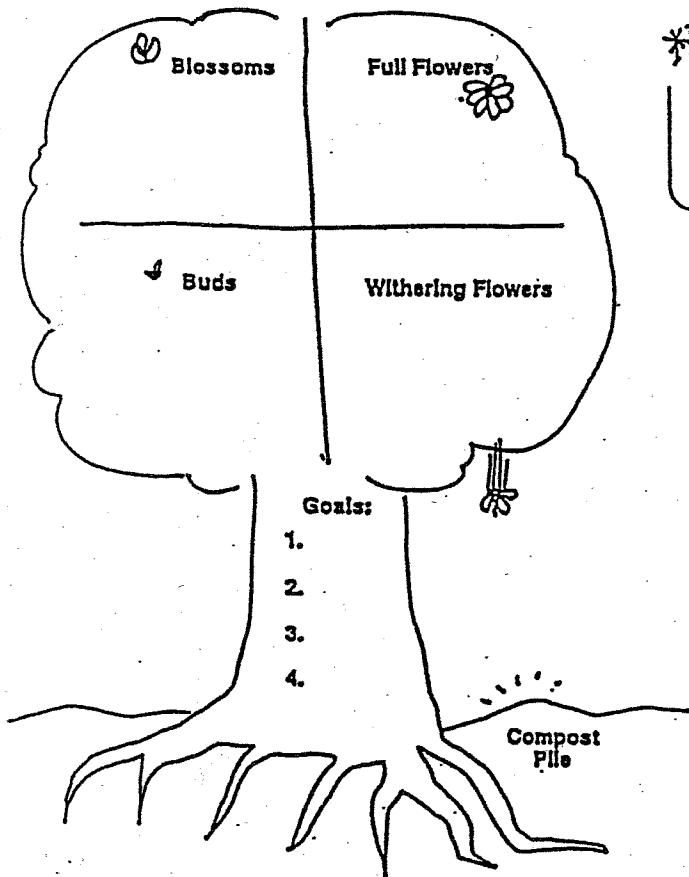
E = EDUCATORS P = PARAEDUCATORS A = ADMINISTRATORS
S = STUDENTS V = PARENTS AND VOLUNTEERS

Inservice Education: It's in your hands!
(Continued)

Inservice can take a variety of formats (e.g., summer institutes, graduate courses, workshops, required inservice presentations, staff meetings, one-on-one consultation and conversation, mentoring, team teaching, videotaping and coaching). What formats would you use to develop which concepts and skills?

Action Plan (Part II)

Developing Capacity and Skills



Training and change initiatives can be categorized as follows:

Seeds - new ideas on the horizon

Buds - training in its first steps

Blossoms - in early stages of use

Full Flowers - in wide spread use

Withering Flowers - ending or weakening

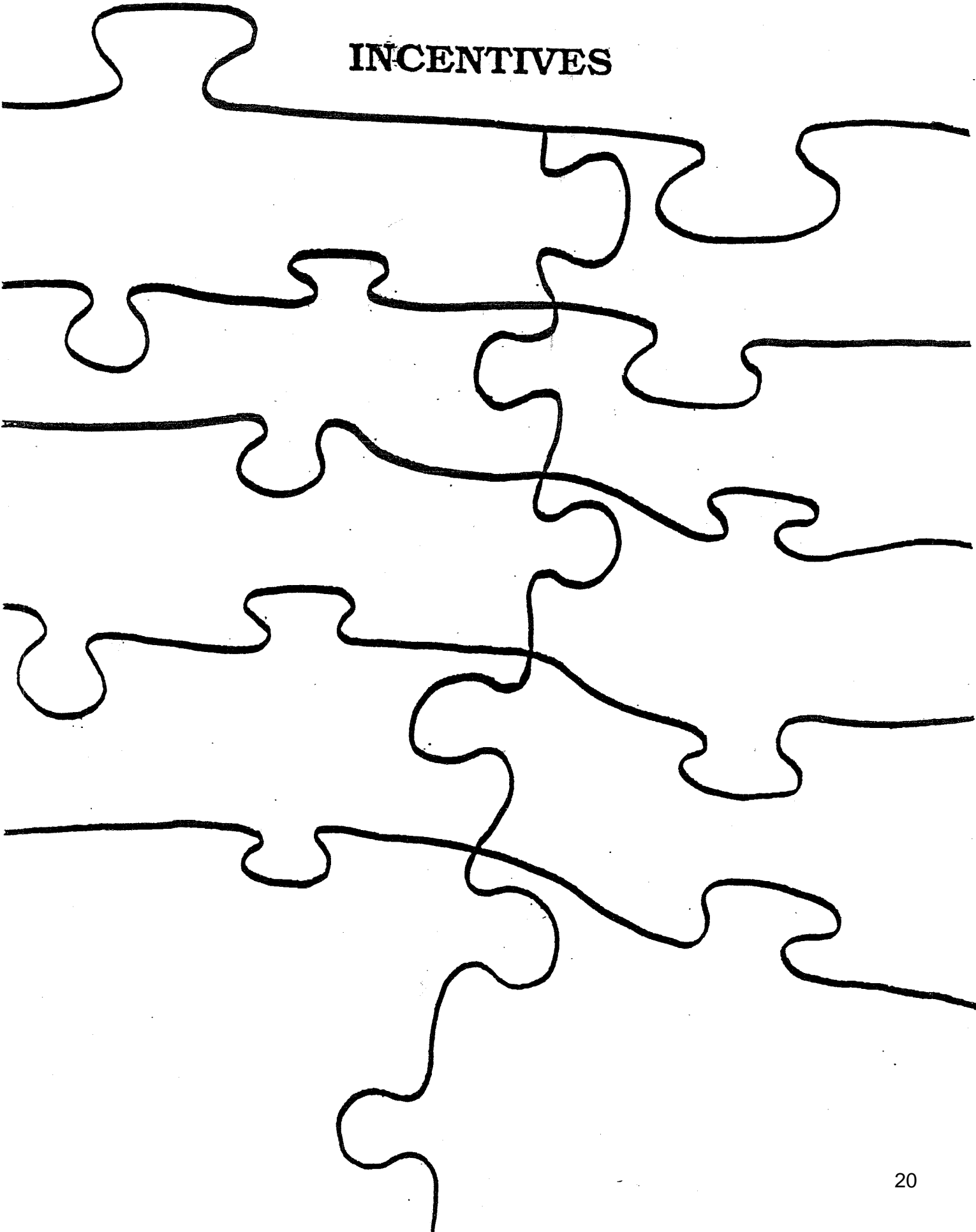
Directions:

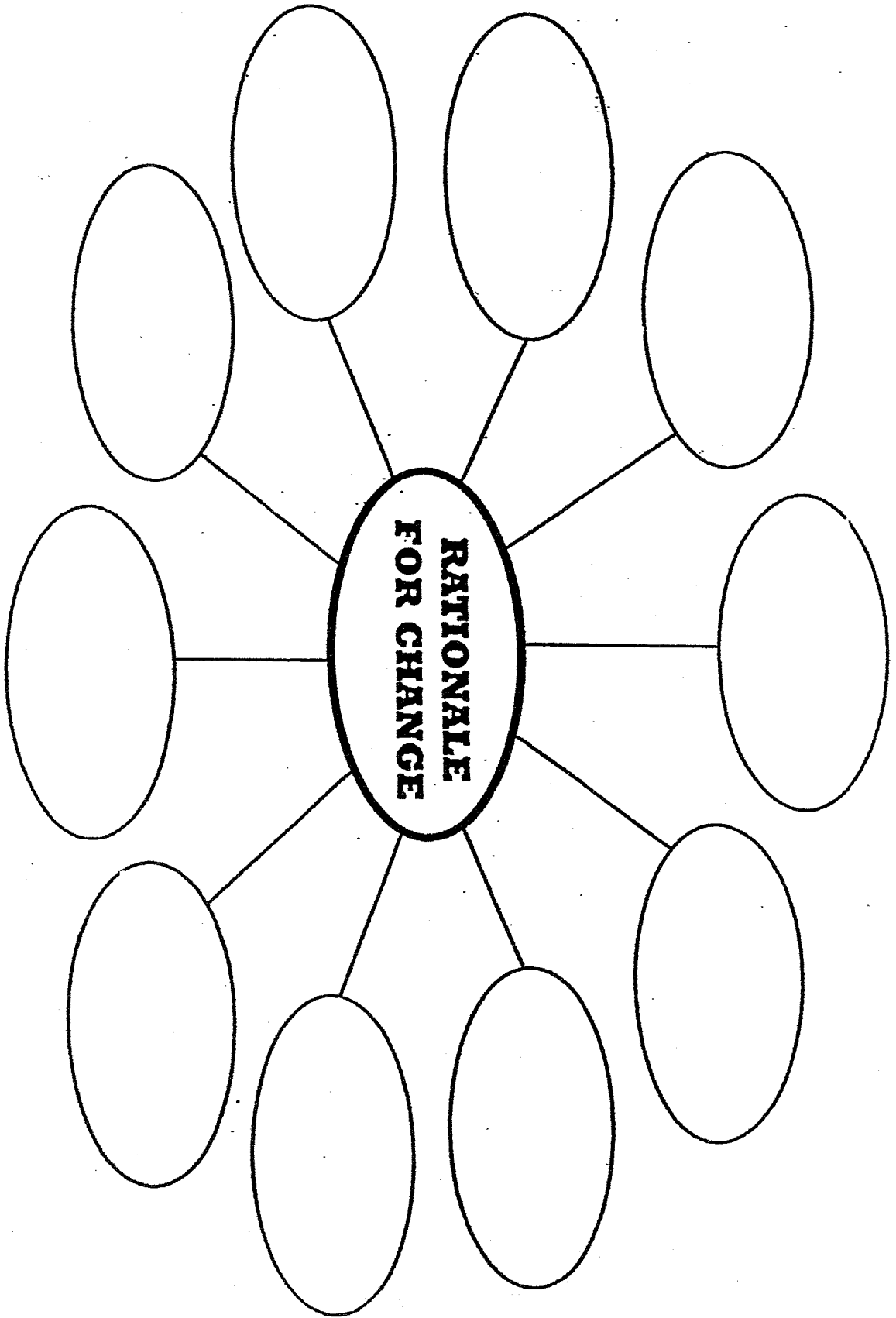
Think of the initiatives and training your school district has introduced. To what extent are they in place? Using the "blossom" rating system above, locate the initiatives and training going on in your school community. What percentage of people have received training in the various areas? Examining the pattern that emerges, discuss the following questions.

Dialogue Questions:

1. How does the pattern support or detract from the vision of inclusion?
2. What initiatives and training need to be introduced as seeds and buds?
3. Do any initiatives need to be revitalized?
4. How does the pattern support or detract from continuous learning and improvement?

INCENTIVES





**STRATEGIES FOR EXPANDING TIME FOR
COLLABORATIVE PLANNING, TEACHING, AND REFLECTION:**

- ◆ Ask staff to identify with whom and when they need to collaborate and redesign the master schedule to accommodate these needs.
- ◆ Hire "permanent substitutes" to rotate through classrooms periodically to "free up" teachers to attend meetings during the day rather than before or after school.
- ◆ Institute a community service component to the curriculum; when students are in the community (e.g. Thursday afternoon) teachers meet.
- ◆ Schedule "specials" (e.g. art, music) clubs, and tutorials during the same time blocks (e.g. first and second period) so teachers have one or two hours a day to collaborate.
- ◆ Engage parent and community members to plan and conduct half-day or full-day exploratory, craft, hobby (e.g. gourmet cooking, puppetry, photography), theater, or other experiential programs.
- ◆ Partner with colleges and universities; have their faculty teach in the school or offer TV lessons, demonstrations, and on-campus experiences to free up school personnel.
- ◆ Rearrange the school day to include a 50 to 60 minute block of time before or after school for collaborative meeting and planning.
- ◆ Lengthen the school day for students by 15 to 30 minutes per day. The cumulative "extra" student contact hours each month allow for periodic early dismissal of students and time for teachers to meet.
- ◆ Earmark some staff development days for collaborative meetings.
- ◆ Use faculty meeting time for small-group meetings to solve problems related to issues of immediate and long-term importance.
- ◆ Build into the school schedule at least one "collaboration day" per marking period or month.
- ◆ Lengthen the school year for staff but not for students, or shorten the school year for students but not staff.
- ◆ Go to year-round schooling with three-week breaks every quarter; devote four or five of the three-week intersession days to teacher collaboration.

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Alexandria, VA: Association for Supervision and Curriculum Development. Copyright
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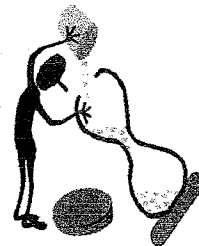
FINDING TIME TO PLAN



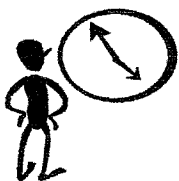
Purchased Time
summer writing; vacation



Released Time
inservice, institute
and professional
development days.



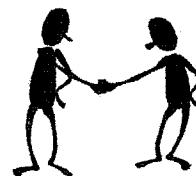
Borrowed Time
add 15 minutes for 4 days,
gain 1 hour on 5th day.



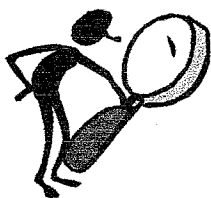
New Time
teacher incentives;
motivate use of own time.



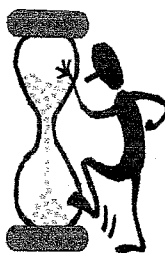
Tiered Time
layer with existing functions
such as lunch & breakfast
meetings.



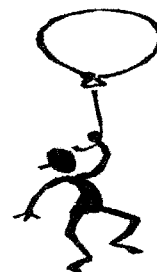
Common Time
schedule block
time for teacher
teams.



Found Time
serendipitous times that
occasionally occur: student
teacher, snow day, assembly.



Rescheduled Time
revise calendar year
and/or daily timetable.



Freed-Up Time
parent volunteers, senior
citizens, visiting artists.

The 3 R's

Relevance

1.

2.

Respect

1.

2.

Relationship

1.

2.

Relevance

1.

2.

3.

4.

5.

Respect

1.

2.

3.

4.

5.

Relationship

1.

2.

3.

4.

5.

The 3 R's

Relevance

I will _____

I will _____

Respect

I will _____

I will _____

Relationship

I will _____

I will _____

How Motivated Are You?

	Strongly Disagree				Strongly Agree
	(Please Circle One)				
1. _____	1	2	3	4	5
2. _____	1	2	3	4	5
3. _____	1	2	3	4	5
4. _____	1	2	3	4	5
5. _____	1	2	3	4	5
6. _____	1	2	3	4	5
7. _____	1	2	3	4	5
8. _____	1	2	3	4	5
9. _____	1	2	3	4	5
10. _____	1	2	3	4	5
11. _____	1	2	3	4	5
12. _____	1	2	3	4	5
13. _____	1	2	3	4	5
14. _____	1	2	3	4	5
15. _____	1	2	3	4	5
16. _____	1	2	3	4	5
17. _____	1	2	3	4	5

THE FACTS YOU NEED

FACTS ABOUT THE STUDENTS

1. Student Strengths,
Interests, Learning Styles,
Multiple Intelligences, etc.

2. Goals

FACTS ABOUT THE TASK DEMANDS

1. Content

2. Process

3. Product

Nine Types of Adaptations

Size	Time	Level of Support
<p>Adapt the number of items that the learner is expected to learn or complete. <i>For example:</i> Reduce the number of social studies terms a learner must learn at any one time.</p>	<p>Adapt the time allotted and allowed for learning, task completion, or testing. <i>For example:</i> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p>Increase the amount of personal assistance with a specific learner. <i>For example:</i> Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</p>
Input	Difficulty	Output
<p>Adapt the way instruction is delivered to the learner. <i>For example:</i> Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.</p>	<p>Adapt the skill level, problem type, or the rules on how the learner may approach the work. <i>For example:</i> Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</p>	<p>Adapt how the learner can respond to instruction. <i>For example:</i> Instead of answering questions in writing, allow a verbal response; use a communication book for some students; allow students to show knowledge with hands-on materials.</p>
Participation	Alternate Goals	Substitute Curriculum
<p>Adapt the extent to which a learner is actively involved in the task. <i>For example:</i> In geography, have a student hold the globe, while others point out locations.</p>	<p>Adapt the goals or outcome expectations while using the same materials. <i>For example:</i> In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.</p>	<p>Provide different instruction and materials to meet a learner's individual goals. <i>For example:</i> During a language test one student is learning computer skills in the computer lab.</p>

Action Plan (Part III)

INCENTIVES

What incentives exist where you work to encourage people to take a risk and create inclusive schools?

In what ways might we increase incentives for introducing and increasing commitment to the creation of schools where all students are welcomed, valued, supported, and learning?

"What's My Line?"

1. _____
2. _____
3. _____
4. _____

CHANGES IN JOB RESPONSIBILITIES OF SCHOOL PERSONNEL BEFORE AND AFTER ROLE REDEFINITION

<u>Job Title</u>	<u>Traditional Responsibilities</u>	<u>Redefined Responsibilities</u>
General Education Administrator	<p>Manages the general education program.</p> <p>Cedes responsibility for special programs to special education administrators, although special programs are "housed" within general education facilities</p>	<p>Manages the educational programs for all students.</p> <p>Articulates the vision and provides emotional support to staff as they experience the change process.</p> <p>Participates as a member of collaborative problem-solving teams that invent solutions to barriers inhibiting the successful inclusion and education of any child.</p> <p>Secures resources to enable staff to meet the needs of all children.</p>
Teacher	<p>Refers students who do not "fit" into the traditional program for diagnosis, remediation, and possible removal.</p>	<p>Shares responsibility with special educators and other support personnel for teaching all assigned children.</p>

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<u>Job Title</u>	<u>Traditional Responsibilities</u>	<u>Redefined Responsibilities</u>
Teacher (continued)	Teaches children who "fit" within the standard curriculum.	<p>Seeks support of special educators and other support personnel for students experiencing difficulty in learning.</p> <p>Collaboratively plans and teaches with other members of the staff and community to meet the needs of all learners.</p> <p>Recruits and trains students to be tutors and social supports for one another.</p>
Special Educator	Provides instruction to students eligible for services in resource rooms, special classes, and special schools.	<p>Collaborates with general educators and other support personnel to meet the needs of all learners.</p> <p>Team teaches with regular educators in general education classes.</p> <p>Recruits and trains students to be peer tutors and social supports for one another.</p>
Psychologist	Tests, diagnoses, assigns labels, and determines eligibility for students' admission to special programs.	<p>Collaborates with teachers to define problems.</p> <p>Creatively designs interventions.</p> <p>Team teaches.</p> <p>Provides social skills training to classes of students.</p> <p>Conducts authentic assessments.</p> <p>Trains students to be conflict mediators, peer tutors, and social supports for one another.</p> <p>Offers counseling to students.</p>

<u>Job Title</u>	<u>Traditional Responsibilities</u>	<u>Redefined Responsibilities</u>
Support Staff (e.g., social worker, speech and language pathologist, physical therapist)	<p>Diagnoses, labels, and provides direct services to students in settings other than the classroom.</p> <p>Provides support only to students eligible for a particular special program.</p>	<p>Assesses and provides direct services to students within general education classrooms and community settings.</p> <p>Supports students not eligible for special education.</p> <p>Trains classroom teachers, instructional assistants, volunteers, and students to carry out support services.</p> <p>Shares responsibility to meet the needs of all students.</p>
Paraeducator (Teaching assistant)	<p>Works in segregated programs.</p> <p>If working in general education classrooms, stays in close proximity to and works only with student(s) eligible for special services.</p>	<p>Provides services to a variety of students in general education settings.</p> <p>Facilitates natural peer supports within general education settings.</p>
Student	<p>Primarily works independently and competes with other students for "best" performance.</p> <p>Acts as a passive recipient of learning.</p>	<p>Often works with other students in cooperative learning arrangements.</p> <p>Is actively involved in instruction, advocacy, and decision making for self and others.</p>

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Our Examples

The Best and The Worst

Communication: Good communication includes (a) sharing resources, (b) being honest, (c) being clear, and (d) listening.

The Best	The Worst

Trust: Trust includes (a) being reliable to follow through and to offer support to families and children, (b) promoting safety for the children in their care, and (c) protecting the child's and family's confidentiality.

The Best	The Worst

Respect: Respect includes (a) valuing the child, (b) demonstrating courtesy, (c) avoiding intrusion, (d) avoiding judging the family, and (e) avoiding discrimination on the basis of race, gender, or cultural background.

The Best	The Worst

Commitment: Commitment includes (a) loyalty to the child and family, (b) accessibility, (c) showing that their work is “more than a job,” (d) treating the child and family as “more than a case,” (e) encouraging and offering hope, (f) providing consistency, (g) being flexible to accommodate the family, and (h) demonstrating sensitivity and empathy toward the child and family.

The Best	The Worst

Equality: Equality includes (a) using authority in positive ways, (b) validating family members’ perspectives, (c) promoting harmony with the family, (d) empowering the family to demonstrate their capabilities and control, (e) presenting a variety of options, (f) advocating for the child’s and family’s interests, (g) “coming to the table” to show they are willing to work with families, and (h) showing themselves to be an equal to families, as easy to know and down to earth people.

The Best	The Worst

Skills: Skills include (a) taking action to get things done for the family, (b) meeting special and unique needs of the child and family, (c) learning new things and being willing to look for answers when needed, (d) holding high expectations for children’s achievement, and (e) employing a holistic approach, considering the family context in addition to all the child’s needs within different environments.

The Best	The Worst

Are We Really A Team? Effective Team Checklist

Directions: Circle the points to the right of each item only if all group members answer "yes" to the item. total the number of points circled. The maximum score is 100 points.

- | | <u>Points</u> |
|---|---------------|
| 1. We meet in a comfortable physical environment. | 2 |
| 2. We start our meetings on time. | 2 |
| 3. We arrange ourselves in a circle when we meet. | 2 |
| 4. The size of our group does not exceed 7 members. | 2 |
| 5. Our meetings are structured so that there is ample "air time" for all participants. | 2 |
| 6. Needed members: | |
| - are invited (note: needed members may change from week to week based upon agenda items) | 2 |
| - attend. | 2 |
| - arrive on time. | 2 |
| - stay until the end of meeting. | 2 |
| 7. We have regularly scheduled meetings which are held at times and locations agreed upon in advance by the team. | 2 |
| 8. We do not stop the meeting to update tardy members. Updates occur at a break or following the meeting. | 2 |
| 9. We use a structured agenda format which prescribes that we: | |
| - identify agenda items for the next meeting at the prior meeting. | 2 |
| - set time limits for each agenda item. | 2 |
| - rotate roles. | 2 |
| - have public minutes. | 2 |
| - process group effectiveness regarding both task3 accomplishment and social skill performance. | 2 |
| - review and modify the agenda whenever necessary. | 2 |
| 10. We have publicly agreed to the group's overall goals. | 2 |
| 11. We have publicly shared our individual professional "agenda", that is, we have each stated what we need from the group to be able to work toward group goals. | 2 |
| 12. We coordinate our work to achieve our objectives (as represented by agenda items) | 2 |
| 13. We have established group social norms (e.g., no "put downs", all members participate) and confront one another on norm violations. | 3 |
| 14. We have a "no scapegoating" norm. When things go wrong, it is not one person's fault, but everyone's job to make a new plan. | 3 |
| 15. We explain the norms of our group to new members. | 2 |

Points

	<u>Points</u>	<u>Points</u>
16. We have a communication system for: - absent members - "need to know" people, not part of core team.	2 2 2	
17. We call attention to discussions which are off task or stray from agenda topics.	2	
18. We set aside time to process interactions and feelings.	3	
19. We spend time developing a plan to improve interactions.	2	
20. We have arranged for training to increase our small group skills (e.g., giving and receiving criticism, conflict resolution).	3	
21. We view situations and solutions from various perspectives.	2	
22. We discuss situations from the perspectives of absent members.	2	
23. We generate and explore multiple solutions before selecting a particular solution.	3	
24. We consciously identify the decision-making process (e.g., majority vote, consensus) we will use for making a decision.	2	
25. We distribute leadership functions by rotating 3 roles (e.g., recordkeeper, timekeeper, observer).	3	
		26. We feel free to express our feelings (negative and and positive).
		27. We structure other group rewards and "celebrations".
		28. We have identified ways for "creating" time for meetings.
		29. We summarize the discussion of each topic before moving on to the next agenda item.
		30. We distribute among ourselves the homework/ action items.
		31. We generally accomplish the tasks on our agenda.
		32. We have fun at our meetings.
		33. We devote time at each meeting to positive comments.
		34. We end on time.
		Total possible points = 100
		Our score = _____

From: Thousand, J., & Villa, R. (2000). Collaborative teams: A powerful tool in school restructuring. In R. Villa & J. Thousand (Eds.), Restructuring for caring and effective education: piecing the puzzle together. pps. 254-292. Baltimore: Paul H. Brookes Publishing.

COLLABORATION TEAM MEETING WORKSHEET

Persons Present: (note late arrivals)

Absentees:

Others Who Need to Know

Roles

Timekeeper
 Recorder
 Equalizer
 Other: _____
 Other: _____

This Meeting

Next Meeting

Items

1. Positive Comments
- 2.
- 3.
- 4.
5. Processing (task & relationship)
- 6.
- 7.
- 8.
9. Processing (task & relationship)

Agenda

Time Limit

5 minutes

5 minutes

5 minutes

Action Items

1. Communication of outcomes to absent members and others who need to know by _____
- 2.
- 3.
- 4.
- 5.

Minutes of Outcomes

Person(s) Responsible:

Agenda Building for Next Meeting

Date: _____

Time: _____

Location: _____

Expected Agenda Items:

- 1.
- 2.
- 3.
- 4.
- 5.

Action Plan (Part IV)

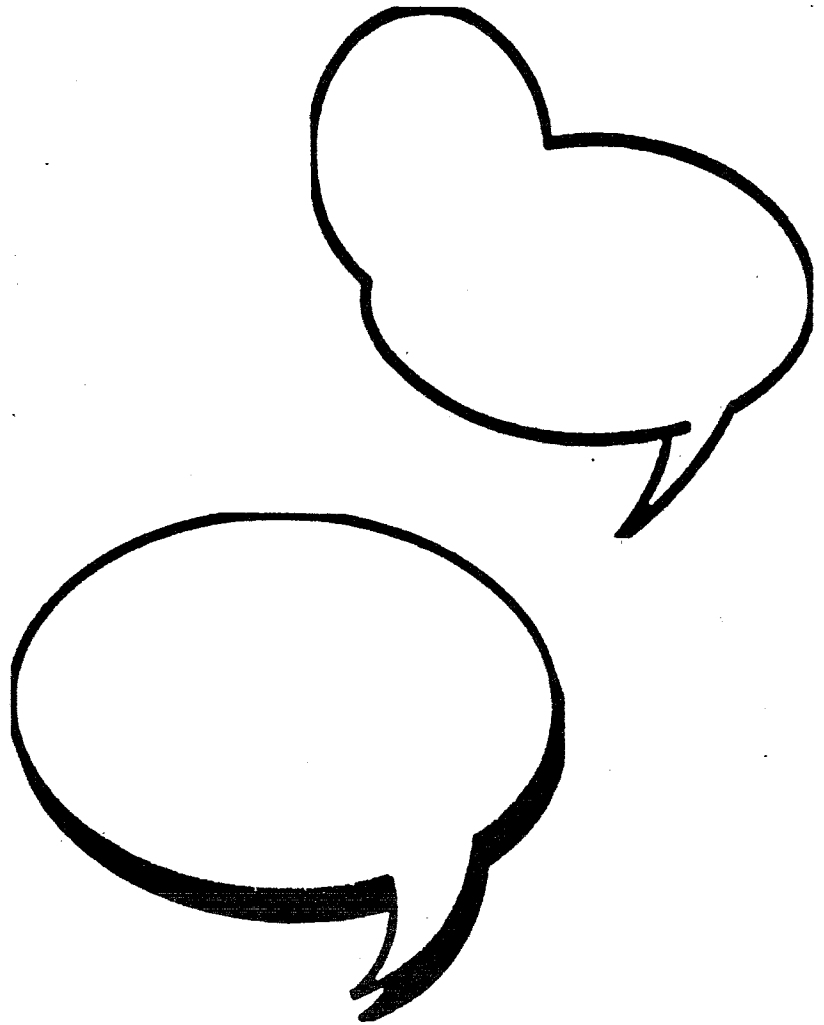
Resources

What resources exist to support inclusive schooling?

In what ways might we increase or reallocate the resources necessary to introduce and maintain the commitment necessary for the creation of schools where all students are welcomed, valued, supported, and learning?

ACTION PLAN

Quotes I want to remember:





Assessing System Forces – A Snapshot

Focus on a single change initiative that you have the responsibility to implement – one that you have already begun. Write the goal of your initiative below.

- Goal of Change Initiative:

Take a big step back – as if you were in a helicopter – and identify all the forces that are currently helping (“BOOSTERS”) and hindering (“BARRIERS”) progress toward the goal. Forces can include personal issues, staffing, leadership, relationships, governance, etc. . . .

<p>“BOOSTERS” </p>	<p> “BARRIERS”</p>
--	---

Kurt Lewin

Identify two Boosters that if increased \uparrow could accelerate the achievement of the goal.
Identify two Barriers that if decreased \downarrow could accelerate the achievement of the goal.

Predicting and Getting Ready for Change... Overcoming Resistance

$$C = D \times V \times F > R$$

Richard Beckhard, *Organizational Transitions*, 2nd ed., Addison-Wesley, 1987

Richard Beckhard created the above formula to describe what's necessary to overcome resistance to a proposed change

C = Change

- What change do you want for yourself?

D = Dissatisfaction with Current Situation

- On a scale of 1 – 10 (Low – High), how dissatisfied are you / others with the current situation?

V = Vision of a Desired / Preferred Situation

- Describe in detail and sketch / diagram the preferred situation – the result you're wanting to create.

F = First Steps Toward Vision

- What 3 things need to happen immediately to create the preferred situation?
 - 1.
 - 2.
 - 3.

R = Resistance

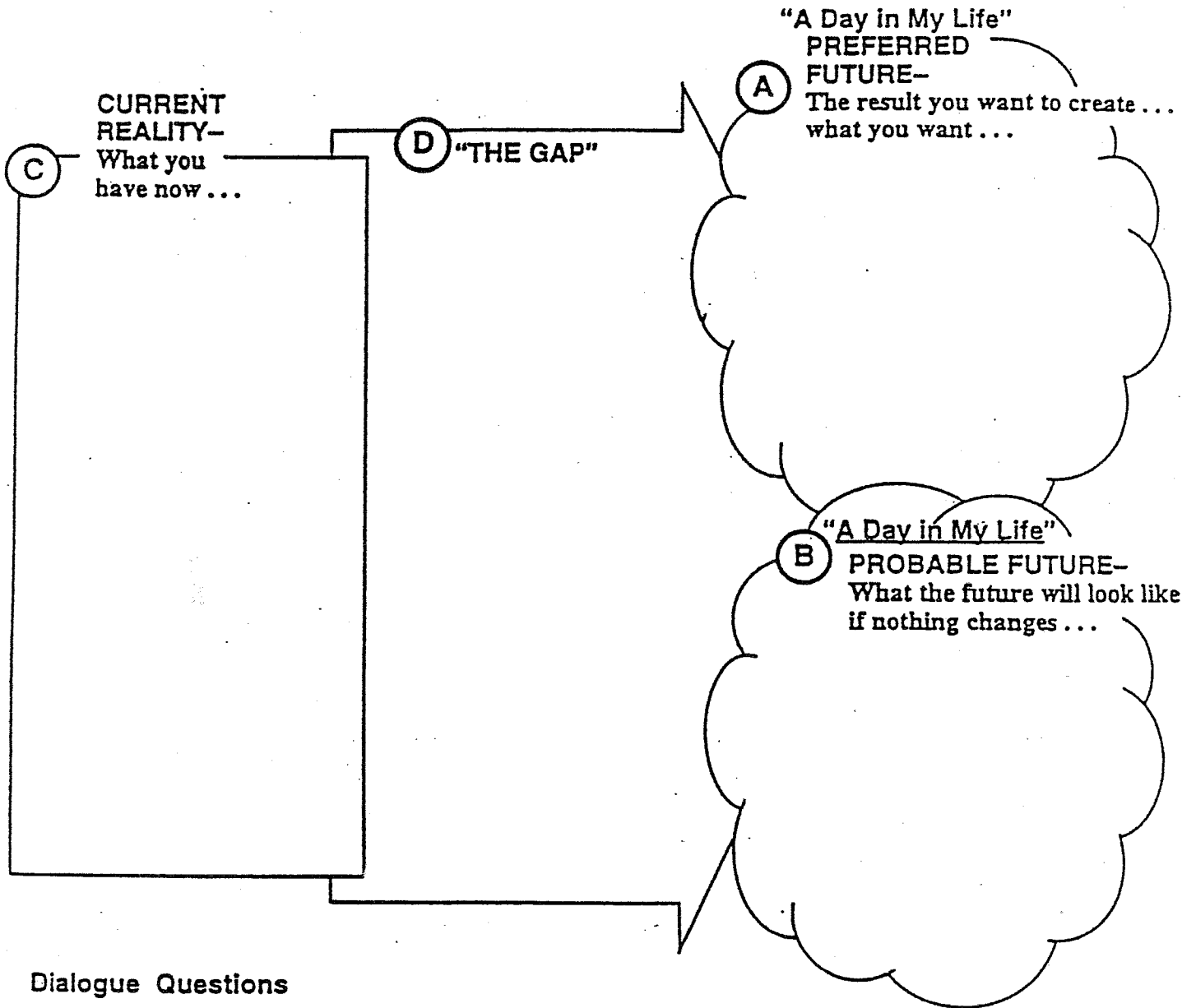
- What resistance might you anticipate?
- On a scale of 1 – 10 (Low – High) how strong might the resistance be?

Dialogue Questions

1. Which elements of the formula are strongest / weakest?
2. If you begin the change today, what predictions for success do you make?
3. How can you improve the chances of success?

Creating Structural Tension – Preferred and Probable Futures

One useful template is the strategic planning arrow diagram. Pick a time in the future and fill in the future – both A & B scenarios. Describe the current reality in box C. Then ask the questions below to begin dialogue to help develop the transition plan in the arrow box D.



Dialogue Questions

1. What are the similarities and differences between A & B?
2. What's important enough in A to make changes in C, the current reality?
3. When in the past have you made similar changes? Why? How?
4. In C, what strengths, weaknesses, opportunities and threats exist that prepare you for or hinder you from A?
5. Who do you know who has made similar changes? What advice would they have for you in creating a transition plan?

CREATIVE PROBLEM SOLVING PROCESS

PROBLEM SENSITIVITY



Being alert to situations in need of improvement.
Realizing that something should be done better.

A decision to work for improvement is made.
The challenge is accepted, a systematic response follows.



To get at the causes, questions are asked.
To improve understanding, data is collected.

Data is sorted, organized, and reviewed.
An orderly mess suggests problems and challenges.



Many problems and challenges are recognized.
The sub-problems are written as problem statements.

A bite-size problem is selected.
Problem stated in IWWMI? form. (In what ways might I?)



Many problem-solving ideas are listed, judgement is deferred.
Far-out ideas are welcome, a quantity of ideas are sought.

Interesting ideas are given consideration.
Solution-promising ideas are selected.



Many criteria for judging ideas are listed.
Criteria are used to refine selected ideas.

Several important criteria are chosen to judge ideas.
Criteria are used to find the most promising ideas.



To activate idea(s), determine what needs to be done.
Consider the needed steps, prepare a step-by-step plan.

Most promising ideas are ready for use.
The step-by step plan is prepared in final form.

ACTION PLAN IS SET IN
MOTION

Reference: Isaksen, S.G. & Treffinger, D.J. Creative Problem Solving: The Basic Course. Buffalo, NY: Bearly Limited, 1984.

**STEP #1: MESS-FINDING or
HOW TO DISCOVER PRIORITY ISSUES**

(Divergent Thinking Phase)

Select a Recorder. Identify the potential problem(s) you might address. Defer judgment until everyone has made contributions. List problem statements on flip chart paper. 10 minutes

(Convergent Thinking Phase)

PART I

Assign a "Reader" role. The reader asks the following questions related to *importance of the problem*. 5 minutes
After each question, members silently "check off" in their heads which Potential Problems seem most important. If there is time, discuss your thoughts. Group consensus is not required.

IMPORTANCE OF PROBLEM QUESTIONS:

1. Which problem affects the greatest number of people?
2. Which problem, if solved, will have the greatest impact?
3. How significant is the problem to those associated with the school or agency, including providers and consumers?

PART II

Reader asks any of the following questions concerning *potential for success* that are related to your list of Potential Problems while individual team members silently "check off" in their heads the Potential Problems that have the greatest potential for success. If there is time, discuss your thoughts. Group consensus is not required. 5 minutes

QUESTIONS

1. How easy will it be to obtain the commitment of key personnel, organizations, and community members?
2. What is the potential for support from other organizations and agencies?
3. How easy will it be to obtain necessary resources including staff, time, and funding?
4. What technical knowledge and assistance is necessary and available?

PART III

Rank Order Priority Issues 10 minutes

Each team member silently and individually ranks FIVE issues from one (1) to five (5), with one (1) being the lowest and five (5) the highest in relation to the overall importance, and potential for success. When each member is ready, go up to the list and write the rating next to the item on the list. When all members have recorded their numbers, the recorder adds the ratings and discovers which issues received the greatest number of points. Discuss, as a team, the top issues and determine a final focus for applying the steps of CPS. The recorder needs to rewrite the final Issue Statement on a new sheet of flip chart paper.

Step 2. Fact-Finding and Problem-Finding (5-10 minutes)

If the issue is "bite size" and quite well defined, spend several minutes exploring the "facts" surrounding the issue. That is, be sure each person states what is the current state of affairs, what is NOT the current state of affairs. All perceptions are correct, even if team members' perceptions seem to be in conflict.

Step 3. Problem-Finding (5-10 minutes)

If the issue statement is still quite global, restate the issues in many different ways, using the starter phrase, "In what ways might we ...?" (IWWMW). Select one of the statements for fact finding, as described above.

Step 4. Idea-Finding (10 - 15 minutes)

Select a new Recorder who labels the top of a sheet of chart paper.

Idea-Finding
("We could ...")

With the facts in mind, brainstorm (recall the rules: no "yes buts," be freewheeling, rapid fire, one or two recorders to capture main ideas in a few words, short time limit) as many ways in which the issue might be addressed. Always use the starter phrase, "We could"

Note: After 5 minutes, you may wish to "change roles" to help generate different ideas. For example, brainstorm for 2 more minutes, with

<i>Classroom Teachers</i>	<i>taking the role of</i>	<i>Community member</i>
<i>Administrators</i>	<i>taking the role of</i>	<i>Children</i>
<i>Specialist</i>	<i>taking the role of</i>	<i>Classroom Teachers</i>
<i>Parents</i>	<i>taking the role of</i>	<i>Special Education Teachers</i>
<i>...AND SO ON...</i>		

Discover Idea Clusters (Note: Idea Clusters are ideas that are interrelated.)

Paraphrase each group of interrelated ideas. Idea clusters are added to the list of ideas already started by the recorder on the flip chart paper.

(Note: Don't discard the original idea list.)

Step 5. Criterion-Finding (5 minutes)

Select a different Recorder who labels the top of a sheet of chart paper:

CRITERIA FINDING
("A good idea is one that..."
Will the idea...?")

To select key ideas and idea clusters as part of your plan, your team must develop criteria by which to evaluate ideas. Brainstorming, starting each statement with one of the two starter phrases, "A good idea is one that..." or "Will the idea...?" Brainstorm at least 7 or 8 selection criteria, while the Recorder records.

Examples are:

Person-Centered Criteria

"Will the idea...

maximizes inclusion of the student? children?
result in our desired learning outcomes?
be fun for the children/educators/others?

Systems-Related Criteria

"Will the idea ..

be cost effective?

"A good idea is one...

for which we have some of the resources we need.
that creates more time for planning in the day.

Step 6. Solution-Finding: Selecting the "Best" Solutions 15 - 30 minutes

Use the criteria to select or combine ideas from the Idea-Finding list to formulate solutions to your stated issue. You may use informal or informal methods such as the following to apply criteria to ideas.

Informal Consensus

You may use the "informal consensus" method where each team member comments on potential solutions by using the starter phrase, "I like solution #__ because it meets _____ criteria." OR "I don't think solution #_____ is a good choice because it goes against _____ criteria."

Rank Ordering of Solutions

With the selection criteria in mind, team members may individually rate the potential solutions (e.g., using a rank ordering system or a "+" versus "-" rating), record and sum ratings along side each of the solution statements, and then select ideas that receive the highest ratings. When the team has made a decision as to the top solutions, the recorder may want to record them on a flip chart paper. You may have more than one top solution.

Step 7. Acceptance-Finding: Getting Ready to Use an Action Plan Form
(20 - 30 minutes)

One step in Acceptance-Finding is to make plans to overcome barriers to the most promising solutions. Discuss (and record) possible strategies to include in the Action Plan to overcome weaknesses and barriers.

(Note: Your team may wish to review Facts and selection criteria that were not met by the potential solutions in order to identify barriers.)

In addition to planning ways to overcome weaknesses, discuss and answer "who, what, when, where, how" questions. In Acceptance-Finding, consider both assistance and resistance. For example, ask both "Who might assist getting ideas implemented?" and "Who might resist?"

"Who" Questions

Who needs to be involved?
Who needs to be informed?
Who might get in the way?
Who needs to do what?

"What" Questions

What human resources are necessary?
What financial resources are necessary?
What facilities are necessary?
What scheduling changes are necessary?
What special procedures/policies are needed?

"When" Questions

When should we get started?
When and in what order should the various activities take place?
When should we reach our objectives?

"Where" Questions

Where will we find the needed resources?
Where should the activities take place?

"How" Questions

How will we know if we've been successful?
How should we respond if things don't go as planned?
How can we address the weaker aspects of our plan?

Step 8. Action Planning (20- 30 minutes)

Using the Action Plan Form, take your solutions and identify the specific steps necessary to carry out and evaluate them. The end result will be one or more pages of a completed Action Plan that lists activities in chronological order, success criteria for each activity, the person(s) responsible, the start date for each activity, and the actual outcomes (as they unfold).

Step 9. Repeat Steps 2 - 8 for the next issue on Your "Issues" list generated in Step 1.

ACTION PLAN (Part V) TAKING ACTION

QUESTIONS TO CONSIDER

"Who" Questions

Who needs to be involved?
Who needs to be informed?
Who might get in the way?
Who needs to do what?

"When" Questions

When should we get started?
When and in what order should the
various activities take place?
When should we reach our objectives?

"How" Questions

How will we know if we've been successful?
How should we respond if things don't go as planned?
How can we address the weaker aspects of our plan?

"What" Questions

What human resources are necessary?
What financial resources are necessary?
What facilities are necessary?
What scheduling changes are necessary?
What special procedures/policies are needed?

"Where" Questions

Where will we find the needed resources?
Where should the activities take place?

In the next 24 hours I/we will ...

In the next week I/we will ...

LOCAL ACTION PLAN

Team Name: _____

Signatures of Participants: _____

Challenge Statement: _____

Activity <ul style="list-style-type: none"> • Major Activities • Chronological Order • Preparation Steps • Implementation Steps 	Success Measure "We will know we are successful if..." <ul style="list-style-type: none"> • What is measured? • Who will measure? • When to measure? 	Person(s) Responsible	Start Date	Actual Outcomes

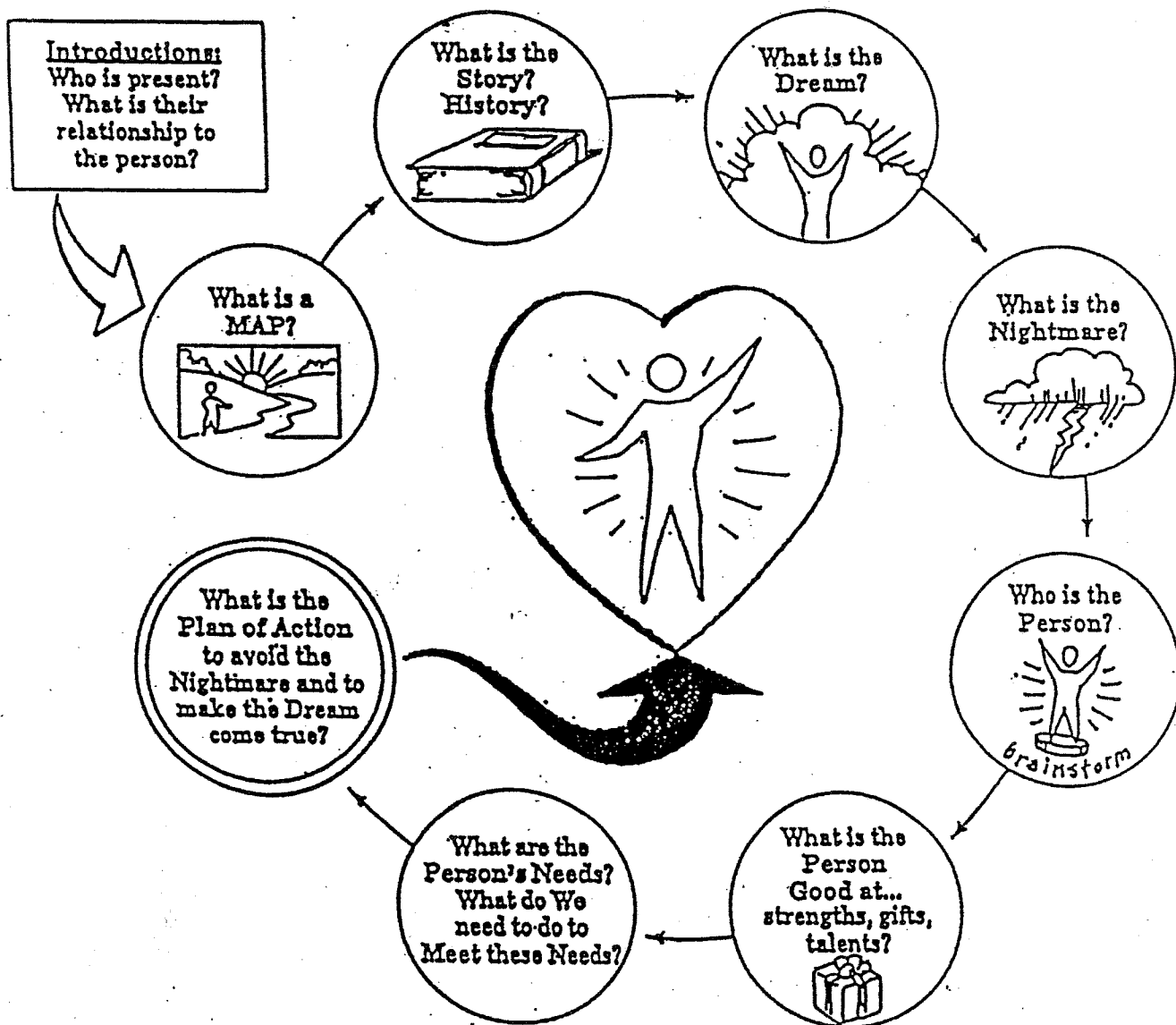


Figure 6. Eight key questions involved in MAPs.

From: M. A. Falvey, M. Forest, J. Pearpoint, & R. Rosenberg (1994). Building connections. In J. S. Thousand, R. A. Villa, & A. I. Nevin (Eds.), Creativity and collaborative learning: A practical guide to empowering students and teachers (p.355). Baltimore: Paul H. Brookes.

What can I as one person do? I do not have the systems-level support needed to make inclusion work.

In an address to the young people of South Africa on their Day of Affirmation in 1966, Robert Kennedy stated (cited in Schlesinger 1987, p. 802):

Some believe there is nothing one man or one woman can do against the enormous array of the world's ills, against ignorance, injustice, misery, or suffering. Yet many of the world's greatest movements, of thought and action, have flowed from the work of a single person. A young monk began the Protestant Reformation, a young general extended an empire from Macedonia to the borders of the earth, and a young woman reclaimed the territory of France. It was the 32-year-old Thomas Jefferson who proclaimed that all humans are created equal.

These people moved the world, and so can we all. Few will have the greatness to bend history itself, but each of us can work to change a small portion of events, and in the total of all of those acts will be written the history of this generation.

It is from the numberless diverse acts of courage and belief that human history is shaped. Each time a person stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, they send forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance.

First, believe that you can make a difference, even though the system is not yet behind you. Next, act in any and every way you can think of to increase the number of people involved and the depth of their conviction to promote inclusion. How can this be done?

- Knowing that there is strength in numbers, build coalitions among disability rights, civil rights, parent, and other groups that will embrace an inclusive philosophy.
- Create support groups of families and others like yourself to strategize ways to get broader support.
- Locate or create a successful example of inclusion and showcase, share, and publicize it. Have people visit and talk with those involved in the effort.
- Get into positions of power. For example, run for the school board, become an officer of the teachers' union, or volunteer for committees that have influence to reform policy or practice in your school.
- Model through your own actions the inclusion of adults and children with diverse interests and abilities in your professional and personal life. To create a change, one must become the change.
- Educate others about the ethical, legal, moral, databased rationale for inclusive education. Share with them the information from Chapter 3 of this book, for instance.
- Persevere and be compassionate. Remember that changing people's minds and beliefs takes time and causes emotional turmoil.
- Take action now.

From: Villa, R. A. & Thousand, J. S. (Eds.) (1995). Creating an Inclusive School (pp. 156-157). Alexandria, VA: Association for Supervision and Curriculum Development. Copyright 1995 Association for Supervision and Curriculum Development. Reprinted by permission.

Metaphoric Strategic Planning

Strategic planning is a highly analytic and rational process for identifying the current and desired situations. The same process can be done in a more-than-rational way using metaphor. As a change agent you can use the matrix below to identify potential new strategies for evolving your role.

Directions

- Using quick associations and intuition, identify the type of animal, tool, food, etc. that best represents you in your current situation. Write it in the left hand column.
- Jump to the "preferred future" column. Using quick association and intuition, identify the type of animal, tool, food, etc. that you want to be in the future. Write it in the right-hand column.

	Now	Transition Process	Preferred Future
Animal			
Tool			
Container			
Song			
Smell			
Game			
Growing Plant			
Food			

- Begin to define a transition process to move toward the preferred future for each row of the matrix.
 Example: For a **Tool** to move from being a "hammer" to become "pruning shears," some steps in the transition process might be to:
 - flatten & sharpen some edges
 - add another handle
 - join pieces with a movable hinge

Dialogue Questions:

- What patterns do you notice in the metaphors?
- Which metaphor speaks most strongly to you about the transition you want to make?
- What first steps can you take to begin the transition?
- What obstacles do you anticipate?
- Who else needs to support you in this transition?

System feedback — Multiple perspectives

