The Answer is in the Room where Failure Is Not an Option: A Foundation for a High-Performing Culture

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Sustained Student Success
Collective Teacher Efficacy
Courageous Leadership Team
Courageous Leadership (CL)

Because failure is not an option
1. Student / Adult Engagement

2. Some Keys to Building Courageous Leadership Teams

3. Developing Collective Teacher Efficacy (CTE)

4. Framework for Scaling Excellence
Four Assumptions:

1. Everyone is already working hard.

2. Every school has excellent teachers.

3. It’s an internal journey—most of what you need is there.

4. The real challenge is building the capacity for leadership TEAMS to create a culture where *Failure Is Not an Option*®
What Do Courageous Lead Teams and CTE Look Like?

Three Case Studies:

* Fort Wayne, IN – Maintaining Collaborative Culture while Introducing Teacher Evaluation

* Jackie Robinson goes from D to A rating – NY Board of Ed

* Mansfield, TX goes from Good to Great – Rated “Recognized” by state of TX
Case Study 1:

Maintaining a collaborative learning community while introducing Teacher Evaluation and Merit Pay

Laying the Ground for Collaboration

Meeting The Challenge

• Move toward the danger.
• Maintain trust by communicating fully and transparently.
• Focus on the work.
• Rename, reframe, and own the initiative.
• Meet new demands with support.
• Create consistent instructional processes.
• Engage staff formally and continuously.
Some Criteria for Success:

1. Common Purpose

2. Relational Trust

3. Collective Teacher Efficacy -- Common Language, Common framework for action, Capacity
The human body has an enormous capacity for adjusting to trying circumstances. I have found that one can bear the unbearable if one can keep one’s spirits strong even when one’s body is being tested. Strong convictions are the secret of surviving deprivation: your spirit can be full even when your stomach is empty.

~Nelson Mandela, *Long Walk to Freedom*
Are Purpose and Practice Aligned?

Truancy policy
Tony example
How three schools approach lateness
The 10 D’s of Deviance in Approaches to Difficult Youth

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Problem Label</th>
<th>Typical Responses</th>
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</thead>
<tbody>
<tr>
<td>Primitive</td>
<td>Deviant</td>
<td>blame, attack, ostracize</td>
</tr>
<tr>
<td>Folk Religion</td>
<td>Demonic</td>
<td>chastise, exorcise, banish</td>
</tr>
<tr>
<td>Biophysical</td>
<td>Diseased</td>
<td>diagnose, drug, hospitalize</td>
</tr>
<tr>
<td>Psychoanalytic</td>
<td>Disturbed</td>
<td>analyze, treat, seclude</td>
</tr>
<tr>
<td>Behavioral</td>
<td>Disordered</td>
<td>assess, condition, time out</td>
</tr>
<tr>
<td>Correctional</td>
<td>Delinquent</td>
<td>adjudicate, punish, incarcerate</td>
</tr>
<tr>
<td>Sociological</td>
<td>Deprived</td>
<td>study, re-socialize, assimilate</td>
</tr>
<tr>
<td>Social Work</td>
<td>Dysfunctional</td>
<td>intake, case manager, discharge</td>
</tr>
<tr>
<td>Educational</td>
<td>Disobedient</td>
<td>reprimand, correct, expel</td>
</tr>
<tr>
<td>Special Education</td>
<td>Disabled</td>
<td>label, remediate, segregate</td>
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</tbody>
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Adapted from *Reclaiming Youth at Risk: Our Hope for the Future* (Bloomington, IN: National Educational Service, 1990)
The staff of Jackson Middle School has worked for several months to develop a new mission statement for their school. Ultimately they voted to endorse the following:

It is the mission of our school to help each and every child realize his or her full potential and become a responsible and productive citizen and life-long learner who uses technology effectively and appreciates the multi-cultural society in which we live as they prepare for the global challenges of the 21st century.
Four Questions of a Mission Statement to Shift School Cultures

1. If all students can learn, what should they be learning?
   a. Is there a school wide agreement about the answer to this question? How about district wide?
   b. Is there alignment between what is taught and what is tested?
   c. Are the scope and sequence of lessons consistent across subjects or grade levels?
Four Questions of a Mission Statement to Shift School Cultures

2. How will we ensure engaging and relevant pedagogy?
   a. Is professional development for the adults in the school engaging and relevant?
   b. Is the instruction relevant to student needs?
   c. Is the pedagogy state-of-the-art and continually improving?
Four Questions of a Mission Statement to Shift School Cultures

3. How will you know if they are learning it?
   a. How often are assessments given?
   b. Do the formative assessments align with the summative ones?
   c. Are assessments consistent across grade/subject areas?
   d. Are tests a “surprise”?
Four Questions of a Mission Statement to Shift School Cultures

4. What will you do if they don’t learn?
   a. Do all teachers and staff agree?
   b. Are supports working? How do you know?
   c. Are supports comprehensive, or are there holes?
   d. Are all staff aware of all supports?
Strategies for Building Trust

1. Listen first. This strategy has many components:
2. Show appreciation via understanding the other point of view.
3. Effective communication has more to do with emotions than with logic.
4. Tap into meta messages that are not directly spoken and inquire. “There are too many mandates!” may also mean: “I don’t feel capable of meeting new standards.” Listening to “the music as well as the words” (ibid), means tapping into the emotional tenor of the speaker: “I am not upset, thank you!
5. Finding merit in what the person does, thinks or feels is important in showing appreciation.
6. Communicate understanding in words and actions.
7. Show appreciation for yourself as well! “Like you, I worked very hard on student achievement using the prior set of standards. I don’t know how you feel about it, but on my worst day, I feel like I may have wasted a lot of time. It’s not easy to move forward, but I feel good that I have made that decision…”
8. Find common ground. As in the last paragraph, finding areas of commonality may be the best way forward – even when they are few in number. Uncovering the underlying issues helps: “the research indicates that holding students back in early grades does not work, but I can see your point about there needing to be some “rework” in the instruction before Johnny can advance…”[RN1]
10. Confront inappropriate behaviors.
11. Create fail-free zones.
12. Adopt a “never finished” stance and expectation in which the new norm is that there is always a better way
13. Eliminate blame as a recourse or conversational option
14. Clarify expectations collaboratively with staff and ideally students, so that everyone is in agreement and fear of failure or fault is reduced.
15. Engage staff on a voluntary basis initially to gain support and build capacity.
16. Make measuring relationships and trust an agenda item for the school and district.
First, who is teaching?

Meet...
Who is Teaching?

See no evil Sam

Because failure is not an option

HOPE Foundation
Who is Teaching?

Karate Kate
Who is Teaching?

Smooth Stewart
Random Acts of Excellence?

**De-brief:**

1. Which of these teaching approaches is underway in schools you serve?
2. Which is most prevalent in these schools?
Case study of Worley Middle School, Mansfield, Texas

- In 2008 – 2009, in- and out-of-school suspensions and detentions were approximately 2,000 per year.
- By 2010 this number was reduced by half to 1,000
- At present the number for 2010 – 2011 is 100
Steps of Instructional Learning Walks

Step 1: Brainstorm a list of observable Indicators of Quality Instruction.

1. Think of a lesson you have taught or observed that was highly successful in terms of student participation and outcomes.
2. How did you know it was successful?
3. What actions were the students engaging in that contributed to their successful outcomes?
4. What actions or role did the teacher take to garner the success?
5. What were some of the key attributes of the lesson that contributed to its success in each category?
6. Think of these categories: teacher behaviors and student behaviors.
7. Individually, list teacher behaviors and actions and student behaviors and actions that you expect to see when Quality Instruction is present.
Steps of *Instructional Learning Walks*

Step 2: Norm the Indicators of Quality Instruction as a group

1. In teams or small groups, share your individual lists.

2. Combine and refine the lists to form one comprehensive list.

3. Continue combining and refining until you have a list of three to five indicators in each category (teacher behaviors, student behaviors).
Step 3: Check Indicators of Quality Instruction

Be sure you have distinguished between Indicators of Quality Instruction and Lesson Design/Instructional Strategies. For example, an indicator might be “focused student discussion” while one strategy the teacher is using to incorporate focused student discussion might be cooperative learning. We are looking to identify the “indicator of quality” such as “focused discussions” not the specific instructional strategy or program.
### Conversation shifts
To Support and Scale Excellence

**Changing the conversations...**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>What’s wrong</td>
<td>What’s right</td>
</tr>
<tr>
<td>WHO did it</td>
<td>WHAT was done?</td>
</tr>
<tr>
<td>We already do this!</td>
<td>What is new to learn here? (treasure hunt)</td>
</tr>
</tbody>
</table>
Construct for developing common language and priorities across the district/network

**Figure 5.1  Leadership Teams**

Leadership teams convened by the steering committee regularly learn processes for identifying and scaling positive deviance. In turn, they use them at their school sites and bring back with them artifacts of what they learned in their school learning community. This is then shared across the learning teams to scale those practices across the district.

Because failure is not an option
Principle #1: Common Mission, Vision, Values, & Goals

Principle #2: Ensuring Achievement for ALL Students: Systems for Prevention and Intervention

Principle #3: Collaborative Teaming Focused on Teaching and Learning

Principle #4: Using Data to Guide Decision-making and Continuous Improvement

Principle #5: Gaining Active Engagement from Family and Community

Principle #6: Building Sustainable Leadership Capacity