

Redesigning Schools for Success

Implementing Small Learning Communities and Teacher Collaboration

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“Collaborative Response: Leading a New Vision”

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Why Redesign Schools?

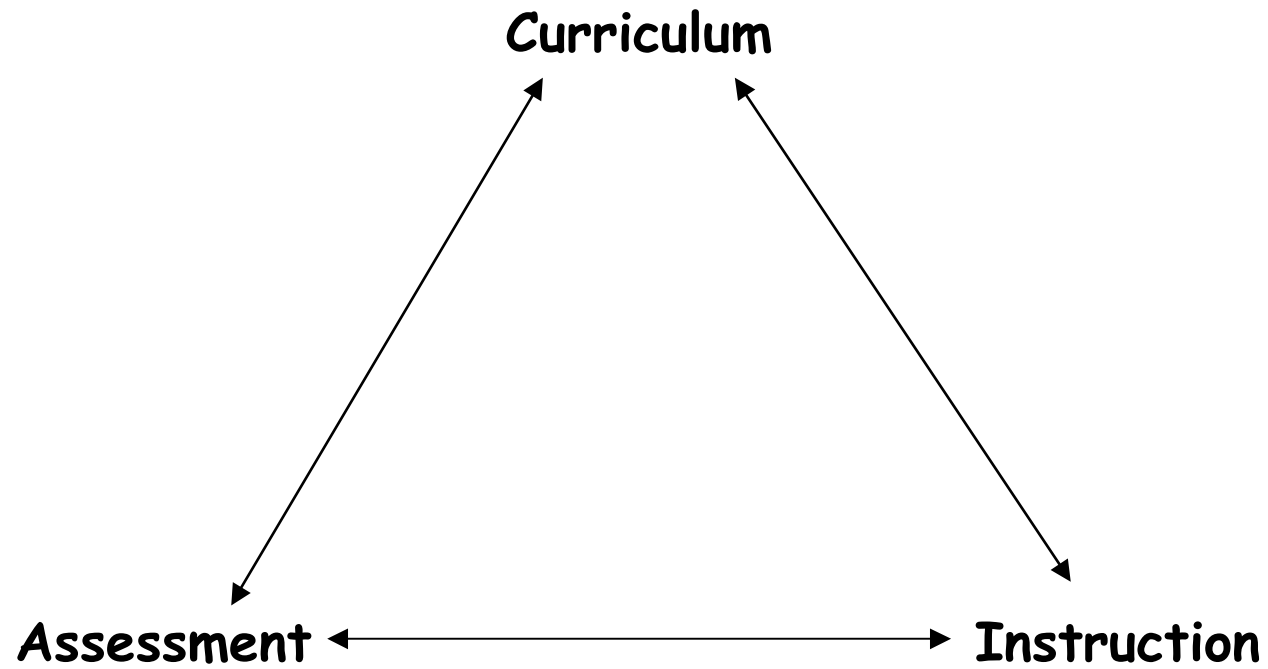
All organizations are perfectly designed to achieve the results they are getting.

Kurt Senske (2004)

Why Redesign Schools?

- INCREASE the learning results
- Current design INHIBITS best practices
- An Issue:
 - Leadership Development

Design Elements



Curriculum (Ends)

A description of the learning results
the school is trying to achieve with
students

Instruction (Means)

What the school and teachers do to
achieve the learning results described in
the curriculum and in the assessment
program

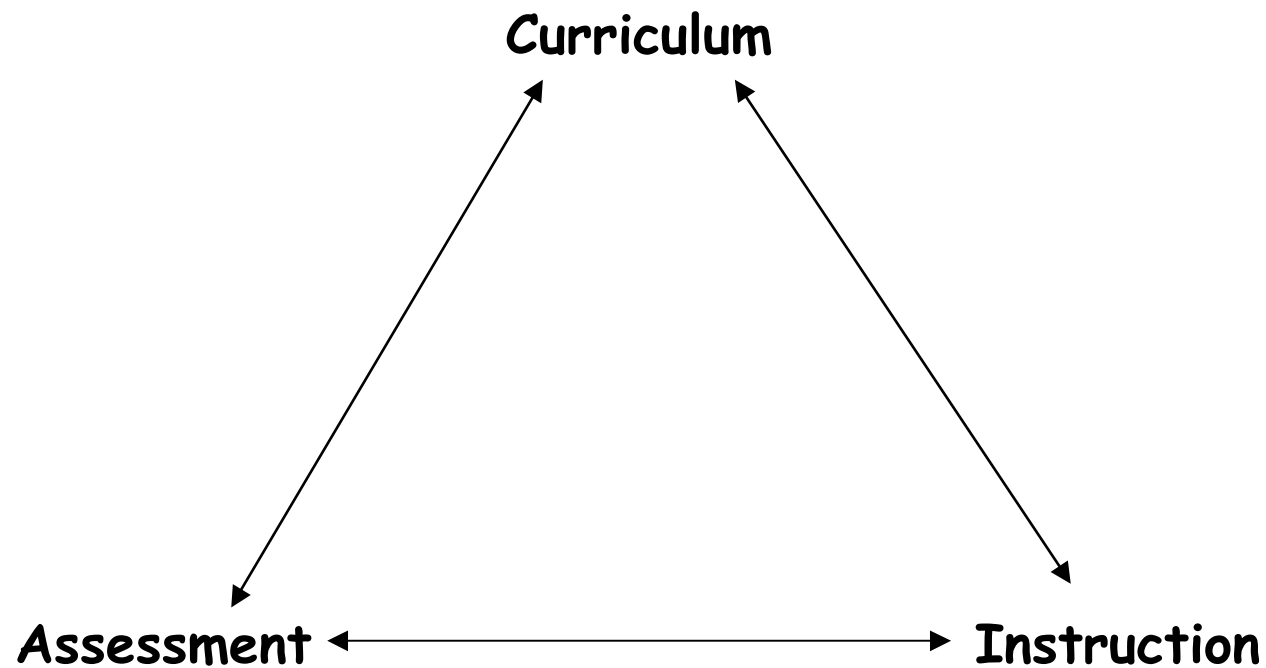
Assessment

- How the school measures the learning results it is trying to achieve; the criteria for satisfactory performance
- Measures of the instructional processes and inputs
- The use of data obtained from these measures

**What will your school district be like
in 3 to 5 years?**

Student Learning Results?

**What will your school district be like
in 3 to 5 years?**



References for *Redesigning Schools for Success*

- ***New Small Learning Communities: Findings from Recent Literature***
(Cotton, 2004)
- ***Breaking Ranks II™: Strategies for Leading High School Reform***
(NASSP, 2004)
- **Effective Schools Research**
(Edmonds, 1979; Taylor, 2002)
- ***Effects of High School Restructuring: Ten Schools at Work***
(Cawelti, 1997)
- ***Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement***
(Waters, Marzano, and McNulty, 2003)

And also

- Schomker, Reeves, Fullan, DuFour, O'Shea, Blanchard, Collins, Covey, Leithwood, Horan

Instructional Practices Implemented at the School Level

1. Small learning communities
2. Schools-within-a-school
3. Interdisciplinary teaching teams
4. Common preparation time for teaching teams
5. Teacher leadership (distributed/shared leadership)
6. Autonomy (distributed/shared decision-making)
7. Diverse/heterogeneous student groups
8. Looping
9. Differentiated staffing

Instructional Practices Implemented at the School Level

Small learning communities are created by forming **schools-within-a-school** featuring **interdisciplinary teaching teams** each having responsibility for a **diverse group of students**. Teaching teams have **common preparation time** together each day, develop their own **leadership**, and have **autonomy** for most instructional decisions for the students assigned to them. Teams have **differentiated staff** and remain with students for more than one year, a practice known as **"looping."**

Teacher Level Instructional Practices

1. Teacher collaboration
2. Continuous professional development
3. Personalized learning plans for teachers
4. Flexible scheduling/grouping
5. Personalizing students' programs
6. Personalized plans for progress for students
7. Personal adult advocates for students
8. Family involvement

Instructional Practices Implemented by Teachers Working in Teams

Through teacher collaboration, teachers develop personal learning plans that focus their own continuous professional development on the needs of the team and students. Teaching teams personalize students' programs by flexible scheduling and grouping, identifying personal adult advocates to collaborate with students and their families to establish, implement, and monitor student personal plans for progress.

Curriculum Practices

1. Curriculum framework *
2. Curriculum development
3. Curriculum alignment with content standards
4. Clearly stated vision and mission focused on student learning
5. Essential learnings and high expectations
6. Career focus in all courses
7. Continuous engagement in all subject areas *
8. Curriculum integration

Assessment Practices

1. Assessment Program (course level)
2. Assessment Development
3. Alignment With Curriculum
4. Accountability
5. Frequently Monitoring Student Achievement
6. Reporting Assessment Results

The Foundation for School Redesign

- Small Learning Community
- Teacher Collaboration
- Alignment of the design elements:
 - curriculum,
 - instruction, and
 - assessment

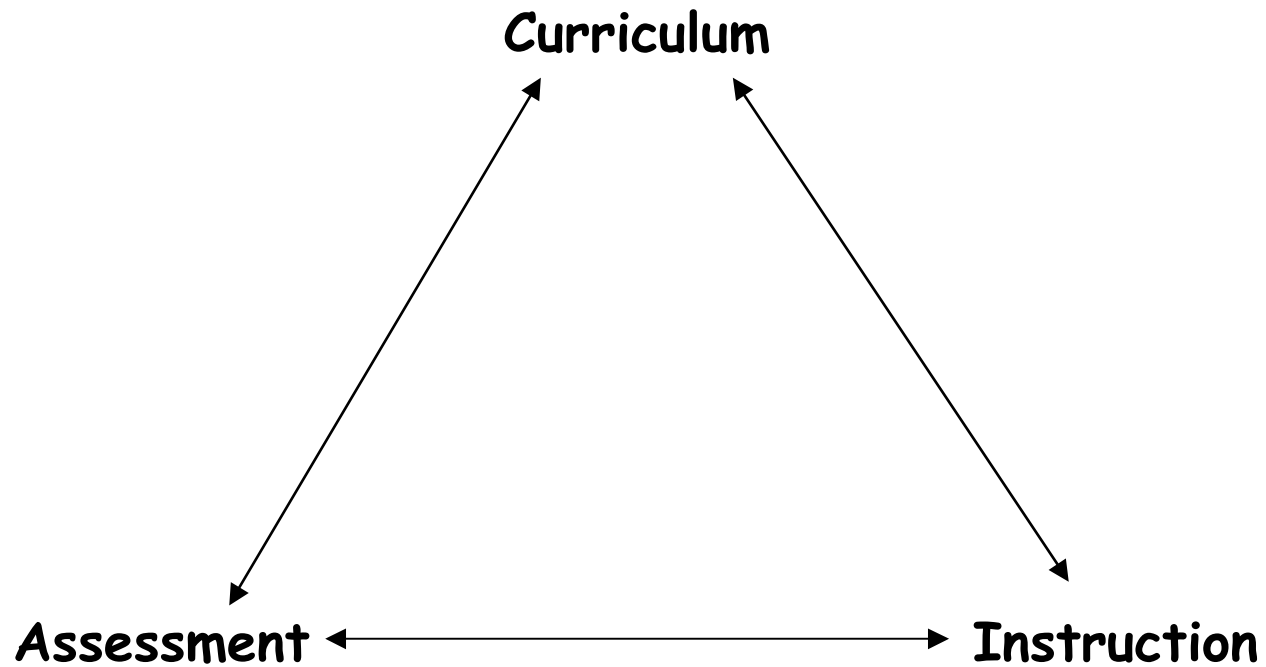
Small Learning Communities

- **Interdisciplinary Teaching Team**
- **Group of students (about 200)**
- **The students' parents**

Teacher Collaboration

Teacher collaboration increases student learning results by using the processes of planning, development, implementation, and evaluation for the purpose of improving instruction, curriculum, assessment, and professional practice.

Alignment of Design Elements



Creating

Small Learning Communities

Interdisciplinary Teaching Team

- A team is group of teachers who have
 - a common set of goals,
 - shared responsibility and accountability, and
 - diverse knowledge and skill

Subject Areas Assigned to Teaching Teams

Academic <hr style="width: 20%; margin: 5px auto;"/>	Personal Decision- Making <hr style="width: 20%; margin: 5px auto;"/>	Fine Arts/Technology/ World Languages <hr style="width: 20%; margin: 5px auto;"/>
Language Arts Mathematics Science Social Studies ***** 4 teaching teams ***** Grade level or multi-grade level ***** 200 students / SLC	Health/Physical Education Family & Consumer Sci. Guidance ***** 1 teaching team ***** Multi-grade level ***** 800 students / SLC (4 groups of 200)	Fine Arts Technology World Languages ***** 1 teaching team ***** Multi-grade level ***** 800 students / SLC (4 groups of 200)

School Schedule

Creating Common Preparation Time

Periods	Grade 9	Grade 10	Grade 11	Grade 12
1	PDM-FA/T/WL*	PDM-FA/T/WL	Academic	Academic
2				
3	Academic	Academic	Academic	Academic
4				
5			PDM-FA/T/WL	PDM- FA/T/WL
6				
Academic Teams for Grades 9 and 10 have preparation time during Periods 1 and 2. Academic Teams for Grades 11 and 12 have preparation time during Periods 5 and 6. PDM and FA/T/WL Teams have preparation time during Periods 3 and 4.				

* PDM = Personal Decision-Making, FA = Fine Arts, T = Technology, WL = World Languages

Leadership

Development

Leadership Development

Basics of Successful Leadership

- Setting Direction
 - People are motivated by goals that are personally compelling, challenging, and achievable
- Developing People
 - Intellectual stimulation, individualized support, modeling
- Redesigning the organization
 - Strengthening cultures, modifying organizational structures, building collaborative processes

Leadership Development

Essential Leadership Decisions

- **Inquiry** - “talk about”
 - Instructional practices that work, how adults can improve learning results, evidence of student learning
- **Focus**
 - Increasing learning results, alignment of organizational activities and resources with objectives
- **Monitoring**
 - Checking student progress, the implementation of instructional processes, and inputs
- **Recognition**
 - The “positives” and the “negatives”

(Reeves, 2005b)

Planning to Redesign a School

The One Page® Plan for Schools

VISION

MISSION

OBJECTIVES

STRATEGIES

ACTION PLANS

The One Page® Plan for Schools

Benefits:

(1) plans are brief, changeable, and easy to monitor

(2) plans are focused on student learning

(3) plans are in alignment at all levels

(4) participation in the planning process is 100 percent,

with participants writing plans that specifically address

their responsibilities for achieving student learning

results

(5) it all fits on one page

The One Page® Plan for Schools

One Page Plans can be written by

Superintendent

Central office leaders

Principals

Assistant principals

Team leaders

Teachers

Students (Personal Plans for Progress)

Summary

- School Redesign Foundation
 - Small Learning Community
 - Teacher Collaboration
 - Alignment of C/I/A
- Creating Small Learning Communities
 - Interdisciplinary Teaching Teams
 - Grouping Subject Areas
 - Common Preparation Time

Summary

- Leadership Development
 - Setting Direction
 - Developing People
 - Redesigning the Organization
 - Inquiry
 - Focus
 - Monitoring
 - Recognition
- Using The One Page® Plan in Schools
 - Vision
 - Mission
 - Objectives
 - Strategies
 - Action Plans

The Center for School Redesign™ is a resource to help school leaders

- Using The One Page® in Schools
- Creating Small Learning Communities
- Leading Teacher Collaboration
- Redesigning Curriculum
- Redesigning Assessment
- Evaluating the Redesigned School

Materials Available

- *Redesigning Schools for Success*
- *Redesigning Schools for Success - Executive Summary*
- *Redesigning Schools: Saving a Nation At Risk An Essay*

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