Developing Postsecondary Leaders

TOOL SET
A

Developing Yourself as a Leader

Contents

Purpose

Self-awareness and reflection are important characteristics of an effective Postsecondary Leader. They can help a leader understand how one's personal history shapes his or her understanding of power. This understanding is key to how leaders work with team members and foster team growth. Postsecondary Leaders should also reserve time to understand the culture they are working in and the dynamics that can create both formal and informal leadership.

How & When to Use

Tool Set A can help both Postsecondary Leaders and team members think about leadership at the beginning stages of team formation or to assess current team leadership. The tools offer ways to think about team dynamics and collaborative conversations where everyone's voice is heard.

Reflecting on Yourself as a Leader

An article by Elena Aguilar, author of *The Art of Coaching Teams*, inviting educators to think about their leadership journeys and what it means to be transformative leaders.

Click here to read >>

TOOL SET
A

Developing Yourself as a Leader

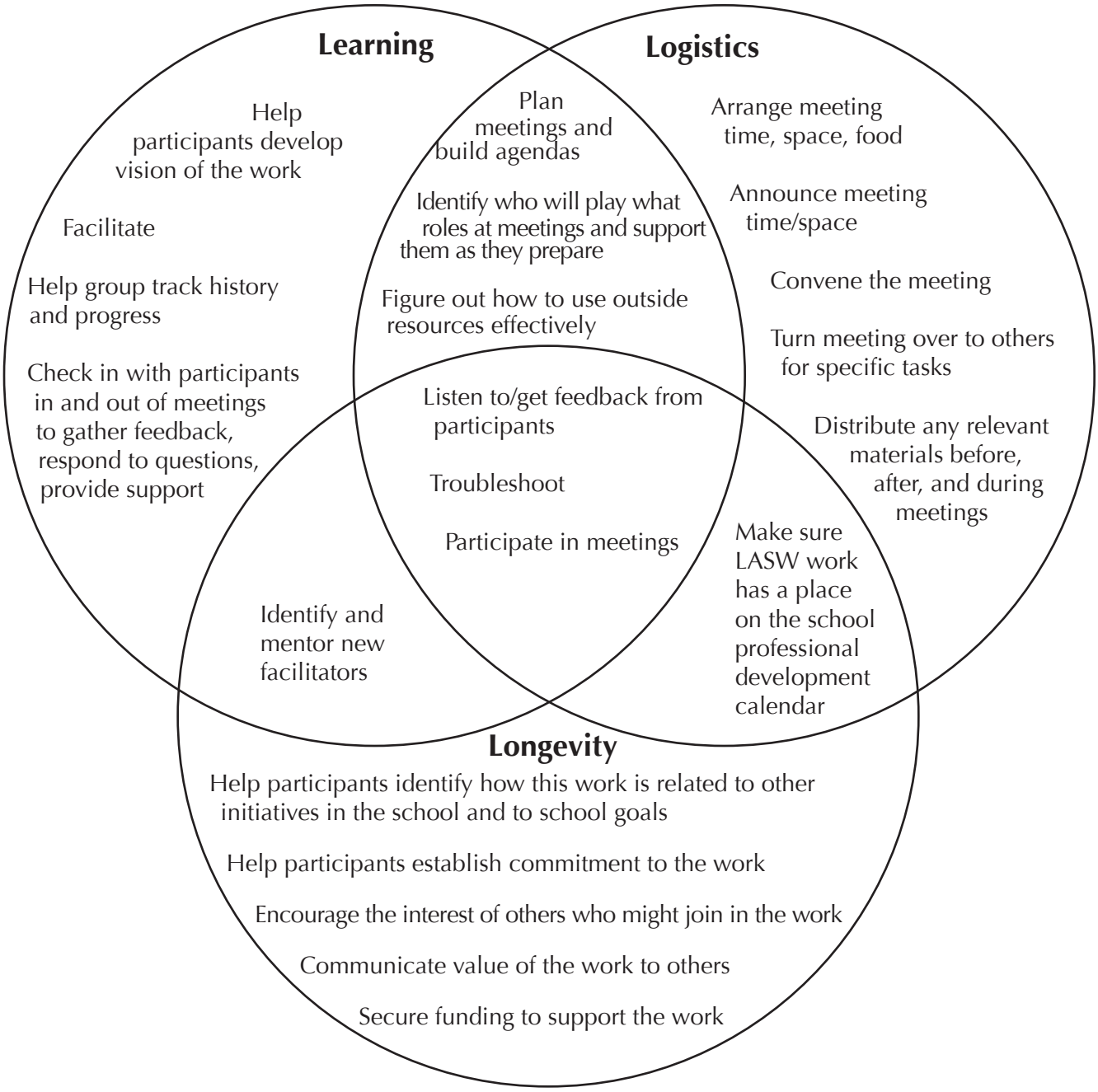
What a Group Leader Does

A leadership framework that takes into account the development of a leader and key factors for leadership sustainability.

SRI SCHOOL REFORM INITIATIVE
A COMMUNITY OF LEARNERS

What a Group Leader Does: Learning, Logistics, and Longevity

Adapted from The Evidence Process: A Collaborative Approach to Understanding and Improving Teaching and Learning *by the Evidence Project Staff (Cambridge, MA: Harvard Project Zero, 2001).*



Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org.

TOOL SET A

Developing Yourself as a Leader

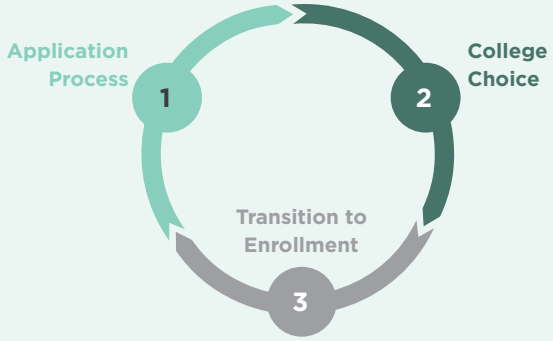
Critical Questions for Administrators on the Postsecondary Process

This list of questions is designed for administrators to think about how to support and organize postsecondary efforts in schools. The questions are organized around key steps and timeframes that can impact student outcomes and underscore the importance of school-wide efforts to support the postsecondary process.

Critical Questions for Administrators on the Postsecondary Process

Use these critical questions to think about how you, as an administrator, are supporting and organizing postsecondary efforts in your building. The questions are targeted around the key steps for an effective postsecondary process throughout the school year. They also underscore the importance of the school-wide community when collaborating with Counselors.

Components of the Postsecondary Process



Data and Accountability:

- Who is working on the postsecondary process in the school? Who facilitates this work and the team?
- How is data analyzed using various Naviance reports? Specifically, reports should show the following: number of applications, gender, type of college, and ethnicity. Is there data on the variety of options students are pursuing? Are there other data sources?
- How does the Case Manager for Diverse Learners participate in supporting the postsecondary process? How does he or she make sure Diverse Learner are applying to the appropriate postsecondary options and resources?
- How is data shared and socialized with the administration, Counseling Department, senior seminars, and schoolwide?

September to December:

- How do students' academic qualifications (grades, test scores, and other achievements) factor into their college application choices? How can students best "match" to four-year college choices that meet their academic qualifications and fit?
- How can you develop and support targeted strategies for your top-achieving students to ensure

that they apply to and meet priority deadlines and access scholarships?

- What is the process for engaging seniors in exploring their postsecondary college options – including selectivity, public/private, liberal arts, two-year institutions, and trade schools? What tools are available to make the appropriate decisions?
- What is the Counseling Department application policy? Do families and students know about it? How many students complete the Common Application?
- How do students let you know where they intend to apply? Do you have a senior survey form? What does it look like? How do tools like Naviance impact that data collection?
- What activities engage students in the application process? What happens in one-on-one interactions, advisory or homeroom, assemblies, workshops, and/or Career and Technical Education classes?
- How are students nominated or informed about special scholarships?
- Is there a postsecondary calendar? Is it shared schoolwide? How do the students first know about it?
- What preparation is needed for the October *FAFSA Season* kick-off? How are students who have special circumstances identified? How will that impact their FAFSA completion?

December to February:

- How are students prepared to work during the winter break to meet priority deadlines? What tools and resources do they have to work with?
- What FAFSA activities are available to meet targeted deadlines so students apply early? Do they know about the College Board's CSS Profile for private colleges, especially if they are applying to highly selective/selective institutions?
- Have you supported school-wide postsecondary efforts to complete recommendations, Common Application mid-year reports, etc.?
- Have you met your application and acceptance goals? How does the school socialize some quick wins and accomplishments? What is your target completion rate for the end of February?
- What are the targeted interventions for students with lower academic qualifications?
- How is the school doing on the FAFSA completion goal?

February to May:

- How are seniors being prepped on the transition to college? Does this include a discussion on schedules, credit hours, professors, navigating college offices, and overcoming college culture shock?
- What is the strategy to get struggling students to complete the FAFSA and/or college applications?

- How are students learning how to read award letters, compare college offers, and understand FAFSA verification?
- How are students being supported in discussions on their college options? Are their options matching their academic qualifications?
- How are families engaged in this critical decision-making time?
- How are students being prepared to respond for the May 1st deadline of notifying postsecondary institutions of enrollment? Are there school-wide Decision Day efforts?
- Is there a checklist for students so they know about responding to college deadlines, financial aid verification, orientation dates, and housing fees?
- How is the school-wide community aware of acceptances and enrollments, and how are they celebrated?

May to August:

- What is the strategy to ensure students enroll in the postsecondary option they said they are going to attend?
- How are you ensuring enrollment for students attending community college, vocational/trade school, and/or the military? How are you supporting Diverse Learners?

TOOL SET B

Unpacking Adult Mindsets

Contents

Purpose

In order to better serve students, Counselors and other educators must begin by examining their personal beliefs and how they impact practice. Effective Postsecondary Leaders embrace change so they can truly adapt to the needs of team members and especially students. Of course, this can be hard to do. Tool Set B provides multiple viewpoints on how to engage in the process of changing beliefs as a leader as well as replicating this process in a school community.

How & When to Use

Counselors and other educators should refer to the following readings when considering adult mindsets and personal beliefs. Tool Set B can be used in postsecondary teams, school-wide professional development, or leaders can read them for personal-professional growth. The overview of professional learning workshops from Tilden High School showcase different ways to implement these conversations in your school community.

Willing to Be Disturbed

A chapter from Margaret J. Wheatley's *Turning to One Another: Simple Conversations to Restore Hope to the Future*. Wheatley asks educators to reflect on their willingness to have their beliefs and ideas challenged by others. She also espouses the idea that strong leaders cannot create change unless they are willing to be disturbed. This is a great read when working with teams that are stuck and need a fresh approach to the work.

Wheatley, Margaret J. Turning to One Another: Simple Conversations to Restore Hope to the Future San Francisco: Berrett-Koshler Publishers, Inc., 2002

"Willing to Be Disturbed"

As we work together to restore hope to the future, we need to include a new and strange ally—our willingness to be disturbed. Our willingness to have our beliefs and ideas challenged by what others think. No one person or perspective can give us the answers we need to the problems of today. Paradoxically, we can only find those answers by admitting we don't know. We have to be willing to let go of our certainty and expect ourselves to be confused for a time.

We weren't trained to admit we don't know. Most of us were taught to sound certain and confident, to state our opinion as if it were true. We haven't been rewarded for being confused. Or for asking more questions rather than giving quick answers. We've also spent many years listening to others mainly to determine whether we agree with them or not. We don't have time or interest to sit and listen to those who think differently than we do.

But the world now is quite perplexing. We no longer live in those sweet, slow days when life felt predictable, when we actually knew what to do next. We live in a complex world, we often don't know what's going on, and we won't be able to understand its complexity unless we spend more time in not knowing.

It is very difficult to give up our certainties—our positions, our beliefs, our explanations. These help define us; they lie at the heart of our personal identity. Yet I believe we will succeed in changing this world only if we can think and work together in new ways. Curiosity is what we need. We don't have to let go of what we believe, but we don need to be curious about what someone else believes. We do need to acknowledge that their way of interpreting the world might be essential to our survival.

We live in a dense and tangled global system. Because we live in different parts of this complexity, and because no two people are physically identical, we each experience life differently. It's impossible for any two people to ever see things exactly the same. You can test this out for yourself. Take

any event that you've shared with others (a speech, a movie, a current event, a major problem) and ask your colleagues and friends to describe their interpretation of that event. I think you'll be amazed at how many different explanations you'll hear. Once you get a sense of diversity, try asking even more colleagues. You'll end up with a rich tapestry of interpretations that are much more interesting than any single one.

To be curious about how someone else interprets things, we have to be willing to admit that we're not capable of figuring things out alone. If our solutions don't work as well as we want them to, if our explanations of why something happened don't feel sufficient, it's time to begin asking others about what they see and think. When so many interpretations are available, I can't understand why we would be satisfied with superficial conversations where we pretend to agree with one another.

There are many ways to sit and listen for the differences. Lately, I've been listening for what surprises me. What did I just hear that startled me? This isn't easy – I'm accustomed to sitting there nodding my head to those saying things I agree with. But when I notice what surprises me, I'm able to see my own views more dearly, including my beliefs and assumptions.

Noticing what surprises and disturbs me has been a very useful way to see invisible beliefs. If what you say surprises me, I must have been assuming something else was true. If what you say disturbs me, I must believe something contrary to you. My shock at your position exposes my own position. When I hear myself saying, "How could anyone believe something like that?" a light comes on for me to see my own beliefs. These moments are great gifts. If I can see my beliefs and assumptions, I can decide whether I still value them.

I hope you'll begin a conversation, listening for what's new. Listen as best you can for what's different, for what surprises you. See if this practice helps you learn something new. Notice whether you develop a better relationship with the person you're talking with. If you try this with several people, you might find yourself laughing in delight as you realize how many unique ways there are to be human.

We have the opportunity many times a day, everyday, to be the one who listens to others, curious rather than certain. But the greatest benefit of all is that listening moves us closer. When we listen with less judgment, we

always develop better relationships with each other. It's not differences that divide us. It's our judgments about each other that do curiosity and good listening bring us back together.

Sometimes we hesitate to listen for differences because we don't want to change. We're comfortable with our lives, and if we listened to anyone who raised questions, we'd have to get engaged in changing things. If we don't listen, things can stay as they are and we won't have to expend any energy. But most of us do see things in our life or in the world that we would like to be different. If that's true, we have to listen more, not less. And we have to be willing to move into the very uncomfortable place of uncertainty.

We can't be creative if we refuse to be confused. Change always starts with confusion; cherished interpretations must dissolve to make way for the new. Of course it's scary to give up what we know, but the abyss is where newness lives. Great ideas and inventions miraculously appear in the space of not knowing. If we can move through the fear and enter the abyss, we are rewarded greatly. We rediscover we're creative.

As the world grows more strange and puzzling and difficult, I don't believe most of us want to keep struggling through it alone, I can't know what to do from my own narrow perspective. I know I need a better understanding of what's going on. I want to sit down with you and talk about all the frightening and hopeful things I observe, and listen to what frightens you and gives you hope. I need new ideas and solutions for the problems I care about. I know I need to talk to you to discover those. I need to learn to value your perspective, and I want you to value mine. I expect to be disturbed by what I hear from you. I know we don't have to agree with each other in order to think well together. There is no need for us to be joined at the head. We are joined by our human hearts.

TOOL SET
B

Unpacking Adult Mindsets

Changing the Discourse in Schools and Discourse I & II "T" Chart

An article and complementary chart that frame how much discourse in schools is structured to perpetuate the dominant culture rather than support the needs and interest of students.

CHAPTER 6 of *Race, Ethnicity, and Multiculturalism Policy and Practice*.

Changing the Discourse in Schools

Eugene Eubanks, Ralph Parish, and Dianne Smith

In this chapter, we are going to discuss two very simple ideas. First, if American schooling is to be transformed, its participation in the reproduction of long-term unequal social arrangements must be eliminated. Second, the current dominant discourse in schools (how people talk about, think about and plan the work of schools and the questions that get asked regarding reform or change) is a hegemonic cultural discourse. The consequence of this discourse is to maintain existing schooling practices and results. We call this hegemonic discourse, Discourse I.

If the announced purpose of school reform, to educate everyone well, is taken seriously, then a different, more critical discourse (which we call Discourse II) must precede and guide reform (Aronowitz, 1994; Fullan, 1988; Kilmann et aI., 1985). It must prepare a cultural ground for change. The most serious question facing substantive school reform is how to create Discourse II in school cultures.

Schools are a major part of society's institutional processes for maintaining a relatively stable system of inequality. They contribute to these results by active acceptance and utilization of a dominant set of values, norms and beliefs, which, while appearing to offer opportunities to all, actually support the success of a privileged minority and hinder the efforts and visions of a majority. Some social scientists call this condition and its sustaining process hegemony, i.e., when a cultural set promulgated by an elite or dominant class comes to be pervasive and taken for granted in a society even when its practice is not in the interests of many others. Because of strong elements of social reproduction and hegemony in American society and its schools over a long period of time, we would assert that schools have not typically been instruments of social change, except when needed to preserve the overall hegemonic social/economic order.

Since John Dewey (1966), many educators have espoused a belief that schools in a democratic society should educate all people well. We suggest that the difficulty in initiating schooling for a democratic society flows from the strength of social reproduction in American schooling. Social reproduction as defined by McLaren (1994) is perpetuation of social relationships within the larger society. Another way to say this is that children are developed to replace their parents and/or family members in the social and economic life of a society. There are, in addition, a series of steps in an effective change process for schools that have been observed and documented. Since most change efforts falter ultimately, there must be something more to making systemic change than simply understanding and using effective change processes.

Efforts in the past four decades to change outcomes of American schooling, so that they no longer correlate highly with race, class, and gender and to provide a higher quality and level of education for everyone, have, at best, been modestly effective. That assessment is probably a kind one. How do we explain this poor record of reform? Are the programs and processes that have been offered as "school improvement solutions" poor ones? Perhaps, but let us briefly examine this history. The federal government and the private sector heavily invested in promoting school curriculum reform, beginning with the National Defense Education Act in the late 1950's. In the 1960s, curriculum reform and the retraining of teachers (for modem mathematics, linguistics, and whole language, and inquiry approaches to teaching science and social science) were massive reform efforts. When this proved to have little effect by the 1970s, research and development approaches to reform were tried through such means as the Elementary Secondary Education Act, Regional Educational Laboratories and Centers, National Science Foundation Consortiums, and funding by many non-profit foundations. National dissemination systems emerged in the 1970s to allow local school districts to have access

to the newest and best educational research and development. Newly developed innovations were believed to be excellent and have potential for substantially changing the outcomes of America's schools. Many, if not most, of these new programs were superior to existing ones and could have been effective in educating everyone well. There is no lack of well-known and effective solutions. If we have effective solutions and if we know, as some suggest, effective organizational change processes, why is it so difficult to produce substantial and lasting change in schools?

We are going to suggest two possible reasons. One is that a focus upon processes of change assumed that following certain steps would promote change. The second is that substantive issues are seldom identified as the purpose of change. Focus upon the change process produces questions like: Is it top down?; Is it bottom up?; Is it renewing?; Is it vertical as well as horizontal?; Is it more or less linear or sequential? These questions are the wrong focus. Such questions generally maintain an organization's ability to reproduce itself. Some top-down changes work very well but not most. Some bottom-up changes work very well but not as often as claimed. Yet trying to follow or implement such linear change processes has seldom led to substantial change in educational settings. There are also examples of interactive and renewal approaches to change that work very well. But more often than not such efforts rarely become truly interactive and renewing, let alone establish meaningful change. Some recent school interventions like Re: Learning, Comer Schools, Accelerated Schools, and Total Quality Management (TQM) have made use of what can be identified as a general model of renewal. The renewal process makes use of collaboration, shared decision making, and a much wider involvement of people at site-based change. Comer (1988) has reported that the schools in Hartford, where he began work in the 1960s, have begun to achieve substantive improvement. He also indicates that other sites have not been able to replicate this same outcome. The evidence from the Accelerated School implementation indicates that somewhere around the third or fourth year, most schools begin to discontinue their efforts. Sarason (1990) describes these outcomes as predictable and common.

We think the "something more" consists of the second of the two factors we identified above. The purpose or reason, the substance of the thing, that is discussed as the reason for attempting to change must not be superficial. It makes a difference what is identified as needing change! Practitioners often understand and implement the mechanics of the process but not the implications and consequences of a new idea. Training and workshops are often identified as being for improved practice. This does not carry a message of changing something significant but rather of improving what is already occurring. From a beginning in teacher education pre-service programs throughout "on-the-job" learning and including staff development and school improvement efforts in school districts, teachers are trained to believe in process and methods. Techniques, methods, and new curriculum content are the stuff of improvement efforts. Learning and the effect of classroom relationships and conditions seldom if ever become a focus of improvement, unless it is a new discipline program to aid control. Teachers are seldom if ever given the opportunity to do active learning and engage in reflective discourse about the effects of their work.

Even when an attempt to identify and discuss substantive issues occurs, there are serious barriers. Existing cultural patterns, ways of thinking and accepted practice tend to conceal significant problems and contradictions. Symptoms often get identified and treated as causes and the problems persist. For example, children do not turn in their homework assignments, which drives many teachers to distraction. The homework problem will get identified as something within the student and/or home conditions. Different policies will then be employed that reward or punish doing or not doing homework. What will seldom be considered is the idea that the relationships and conditions of learning in the school and classroom are major contributors to why children do not do homework. Such things are not considered because teachers and principals are coming to school every day "doing their work" in ways that are acceptable within the culture of schooling. Thus it cannot be anything they are doing.

Giroux (1991), Aronowitz (1994), McLaren (1994), Foucault (1977), and others including Deal and Kennedy (1982) and Fullan, (1988) suggest that getting at the substance of systemic or cultural change requires demystifying the hegemonic cultures. Elites not only rule through informal consent, incentives, or even the use of force but rather often through taken-for-granted, accepted social conventions or practices' that define and constitute what is "natural," "normal," and the "way things are" or "should be." Hegemony, then, preconditions a social discourse that allows the powerful and those who use the discourse to blame outsiders and subordinates for their own oppression and "failings." It can also lead to those groups blaming themselves for their fates. Finally, it provides explanations and solutions for dealing with deviations from the natural or normal.

In order to begin to identify substantive issues involved in systemic change, it is necessary to use a critical theory approach that enables the deconstruction or demystification of the underlying assumptions and values that drive an existing school culture. Systemic change must be understood to be related to what is troubling us, i.e., the hegemony. The use of existing cultural ways promotes symptomatic issues like attendance, dropouts, discipline, low test scores, and low grades. Often in cultural organizations like schools, we exchange one cultural way for another that maintains outcomes that sort by race, class, and gender. (The new discipline policy has much the same effect as the old discipline policy.) We simply follow "the change process" and implement something adapted to the old cultural ways (how we do things here). A fundamental belief in process is part of school cultures. If we followed the process and nothing changed, then the explanation must be in the thing being implemented. It did not work. This cultural way is a major factor in allowing schools to have the appearance of responding to change without having to change anything substantive.

In another example, many local schools are conducting inservice efforts on topics like assertive discipline, discipline with dignity, positive discipline, gaining control of the learning, to mention only a few. They all ignore the substantive issue and instead view the issue as one of finding ways of controlling children. The substantive issue is the question: What are we doing in this school that alienates many of our children so that they create problems and are disruptive? For example, it is not uncommon in urban profile elementary schools to find that minority males may represent 60 percent or more of the discipline problems, failing grades and poor attendance. These young men may represent only 30 percent or less of a school population. How do we account for this disproportionate outcome? Yet, in the vast majority of cases introspection or reflection about underlying problems in the school are not considered as relevant to this as a "school effect." The problem will universally be identified as in the students and/or their families.

Similarly, children in urban type schools are viewed as "needing more structure" because they are "from disadvantaged conditions" or "from single parent families" or "working families" or "more dangerous." The problem is viewed as part of something in the children and/or their existence outside of school. Therefore, controlling or "teaching them discipline" is viewed as a solution and a precondition for lea ruing. Such approaches have the effect of maintaining the existing cultural ways in schools and assuring that the children continue to be sorted to replace their parents in the social order.

We suggest that the effect a change will have depends upon the discourse that sustains and accompanies a change effort. Are substantial issues raised as the essential discourse for change? Is there a Discourse I or II attending the change effort? When teachers and others in school sites are confronted with efforts to change, what are their ways of deciding what is happening and how they must respond? Does the discourse engage in a dialogue about important relationships and conditions in the school settings, i.e., the hegemony? Is there a discourse of hope, of despair or of how "they" will not leave us alone, i.e., cultural oppression? Is the cultural discourse about how the students and the administrators are not competent, and, therefore, teachers are confronted with an impossible task, blaming the victim? Do the people have a Discourse I or a Discourse II colloquy?

Words like "staff development," "inservice," and "school improvement" are terms that have meaning in the existing school cultures. They have invariably come to mean that people in schools can go through a process that appears to be change oriented but, in fact, has not resulted in any substantial improvement of student learning. These processes are cultural ways to maintain the status quo without appearing to be unresponsive to outside demands for improvement (Parish & Arends, 1983). These standard processes have become a primary part of a Discourse I in schools.

Discourse II conversations tend to be about uncomfortable, unequal, ineffective, prejudicial conditions and relationships in a school. Discourse II processes create demystified schooling eventually. It is not that some of the more conventional terms could not be about substantive change. It is that they already have these other meanings and thus are difficult to consider in a different light. Is the discourse about conventional and traditional teaching and organizing or does it relate to creating a transformed school that is about learning, not only for students but for everyone there? Is the result that outcomes no longer correlate with social class, race or gender? This can be answered by asking, do outcomes continue to favor certain people and groups?

Discourse II schools create an organizational setting that is continually changing and developing because the members are continually learning. In a Discourse II school, ambiguity and change are part of a purposeful structure. The direction for change is clear. It is intended to produce schools where every student develops intellectually to high levels and the performance gap related to race, class and gender narrows until school effects are no longer correlated with those factors. How schools get there is varied and part of the human dynamics. Teachers and principals can figure it out, given time and a path to follow. This is what Discourse II becomes.

What we want to consider here is, can Discourse II schools be created? What is the substance of Discourse II and how do we get such a transformational agenda in schools? How do we get practitioners in school cultures who accept existing cultural ways to deconstruct and demystify their beliefs about their work? How do we create a Discourse II dialogue without creating anger, defensiveness, blame, guilt, and denial?

We search for answers to this question as we work in schools. In this search we have come to realize that there may only be paths to discover, not answers. The values and beliefs of existing school cultures lead to insistence upon answers. "Searching for answers," in fact, may be the first casualty of demystification. "Just tell us what to do," is a status quo value. We wish to share with you our discourse around this question.

In the twenty-first century, even now, knowledge and creation of meaning become essential for whatever life choices people wish to make. To deny a person the fullest intellectual and personal development is to deny a fundamental human right. Certainly, in our social context it denies property, liberty, and probably eventually life. Everyone will not want the same things or same paths, but to have a choice requires intellectual development beyond that to what we now provide for a select 20 percent. We are convinced that almost all of our population across all races has the intellectual capacity to reach that type of development. They have spoken a human language since the age of 3-4. That is the hardest thing they will ever have to learn. It is all they need to get smart.

In the past, the better educated you were, the more options you had or the greater chance to, at least, be in some manner in charge of your own life-to be free. That is why Western cultures have historically assured the best schooling for the privileged and limited the schooling of others as a cultural priority. It is one of cultures' ways of preserving social reproduction. That is one reason why, in this period of change, political/economic solutions like privatizing, vouchering, and other marketing strategies are advocated by conservatives for Year 2000 goals. The resources of a family determine access to quality and preparation. These "reform" measures have the effect of maintaining schooling advantages for the privileged, in the name of choice, freedom,

standards, and the American Way. These are all part of our old cultural ways. Old cultural ways endure even when their continuation threatens the very culture they are trying to preserve.

A helpful note is that cultural ways are not absolute. Such ways were part of the rhetoric of the Robber Barons of the 1880s and the 1980s as well. But, there were also persons of wealth, power, and privilege in the 1880s and also in the 1980s who recognized the hegemony for what it was and sought to dismantle it (Josephson, 1962). An intelligent view of the twenty-first century would reveal that it is important to abandon some old cultural ways in order to make new ones. It is necessary to create a new "debate" and a Discourse II. It is possible to understand a good deal of our current political turmoil as emanating from a public debate, or lack of, over these very issues. If one argues for the reduction of civil government in providing for the health, education, and welfare, does that require more civil responsibility on the part of the private sector? Are the cultural ways of American capitalism geared to such a condition?

In mercantile and industrial capitalism there were opportunities for persons to acquire meaningful work and financial rewards without extensive formal academic preparation in order to have a decent life (Hodgkinson, 1986a, 1986b). Education was a way to aid this development. Experience and on the job development were also ways to achieve some social/economic security, although much more difficult, often more time consuming and often less rewarding than formal education. It was not so important in America that the privileged received superior educations, because most believed everyone could still have an adequate standard of living. However, many are beginning to understand that to assign someone to an apprenticeship in an information-based culture has the likely effect of assigning someone to a limited/lesser life (Katznelson, 1981). America, more than any other nation, may have encouraged a higher amount of upward social mobility, but the dominance of class and especially of race still reigns in America. Those who work in schools are still enmeshed in the reproduction of a highly stratified society, whether they understand it or not. A story from Ralph Parish illustrates what we mean by the historical hegemony. Although, accounting for different generations, each of us has a similar story, with a different war.

I remember Percy, who was in my 5th and 6th grade urban school classrooms. This was during WWII. He was always a little strange it seemed to many of us. He dressed in bib overalls (only country people or lowly working people wore them). Percy did not always appear very clean and did not talk exactly like the rest of us. Yet, I had come to like him. He had a good sense of humor and if you took the time to know him he was often fun to be around. He was very quiet and never took an active role in class or school things. In my recollection, he had never been identified as good at anything we did in school. He usually only came to school three or four days a week, except in winter. Then, in the spring of our 6th grade year, he just disappeared. He, plainly, wasn't at school anymore. After a couple of weeks, I asked our teacher about Percy. She said to me, "He won't be in our class anymore." "Why not?" was my response. She informed me that he had had his twelfth birthday. This concerned me because my twelfth birthday was coming up in less than a. month. When I pushed for more information, she only said that his family had decided that it was time for him to go to work with his father. I already knew that Percy's father was a "junkman."

At the time it seemed to me that Percy was rewarded and was already being treated like an adult. He worked every day and had no school. Wouldn't that be great! I asked my parents about such a possibility for me, about going to work in a store, like our family did. They responded with a conventional dialogue concerning education and school and that I "was going to amount to something." Those dreaded words. The point here is Percy. Years later when I finally understood what really happened with Percy, I tried to find Percy to see how life turned out for him. I went to the place where his father had his junk yard. It was gone and so was the old weatherworn house next to the junk yard, Percy's home. I learned later that he had gone into the Army and had been killed in Korea. We know now that there are legions of Percys in America, as there are also smaller legions of us.

Both of us started on our life paths from birth. By the time either of us was old enough or wise enough to understand that most of the choices that controlled our lives were 11ot made by us, it was too late, especially for Percy. Percy was smart and could learn anything. "Just don't like school stuff," he said once. That was OK, I was somewhat embarrassed that I liked school anyway. "You sure do like reading," he had told me. "How come you do so much of it?" he wanted to know. I described my feelings about the adventures you could have through reading. All the stuff you could know that others didn't know, how good it felt just to know things. He looked at me in a funny way and shook his head. However, I noticed after that, he started carrying library books around more. One day I caught him reading when it was not reading time. It was Jack London, one of my favorites. I had told him one day just before he left, "You're just like someone out of Jack London."

Now I understand that while I thought it might have been great to go to work and-not have to do school work, the one who had to live that reality did not feel that way. His path was not filled with a lot of hope, good news, or joy. America's cultural ways owned him. There was no adult nor any system like school that provided him with a different construction of meaning. His path was filled mostly with, "looking for ways out," without much hope of finding any, unless he got lucky. He was trapped in the "working boys" culture described so well by Lois Weis (1990). His trap was the accident of birth. Who Percy was or could have become never became anyone's consideration, most of all not to Percy. Not even at school, where it could have been and should have been. Current authors who discuss critical theory argue that schooling should actually be a process that demystifies the cultural reproductive role of schools (Giroux, 1991; Aronowitz, 1994; Freire, 1970; Apple, 1993). These scholars assert that schools should be about assisting all students to be developed to the point where they are free to understand and make their own life choices.

The cultural path left open to me had some good news, hope, and joy available but a prescribed amount of each. I was to be a manager of something. It is what the men in our family did. It took me well into my first year of teaching before I saw that schools were a part of this sorting of people (Bowles & Gintis, 1986; Anyon, 1980; Kozol, 1991; Oakes, 1986). We teachers are conditioned to be instruments of this sorting of children according to their "appropriate" condition. Nobody tells us this when we begin to learn about teaching. No one tells us as we begin our teaching careers. To the contrary, we either discover it ourselves and search for ways to understand the "why" and "how" of it, or we continue in the accepted way.

Urban schools are full of Percys, regardless of their race or gender. We blame each other, we blame "downtown," but mostly we blame the children and their families. We blame everyone and everywhere except where the problem probably largely lies-in a social/economic-cultural system that requires and "needs" to create persons of poverty to preserve a well-protected system of social privilege (Fine, 1990). Adam Smith (1776) said that in order to create persons of wealth to advance civilization, it is necessary to create persons of poverty. Six hundred to one was his ratio. In America today the ratio may be a little higher.

Those who work in urban schools will tell you all the staff are doing their work. Yet certain children are being pushed out; others do not do well, and many schools are full of stress and anger. Teachers and principals become resentful and defeated. The world of "urban type" schools, whether they are in the suburbs, inner city, or areas of rural poverty, is full of announced good intentions and poor outcomes. Most of all they are full of denial. "Not my fault. Not our fault. It's their fault." (Aquila & Parish, 1989).

Let us describe a statement recently made to us by an urban teacher. She is white, over 40, has more than twenty years teaching experience, and is very angry and insistent that we hear and appreciate her understanding and presentation of why teachers in her urban school were not effective with many of their students:

> They can't expect us to do it with classes over 30 and over 150 overall. They come from unstable, dysfunctional, and non-supportive families. They expect us to teach this curriculum, and most of them can't read and aren't smart enough to learn. The administration tells us that everyone can and will learn, but they haven't a clue about how to do it, even if it were true. It's a politically correct statement. Authentic schools is a phrase our principal learned- at a recent conference. He tells us that this is a new relationship in schools. Most of us find it insulting to imply that we are somehow not authentic teachers and persons and its our fault that schools aren't. (As she delivered this group report, heads were nodding all over the room.)

This teacher and her colleagues at this meeting were in an urban school located in a suburban community. It had once, in the memory of a majority of the teachers, been an all-white community and school. Over 95 percent of the teaching staff are still white, and 90 percent of the administrative staff are white. Thirty percent of the students are now nonwhite. Twenty-six percent of all students are on free lunch. Twenty years ago there were less than 5 percent on free lunch and only two families of African Americans. In this suburban-URBAN school, as in most urban schools, the fundamental issue of race, racism, and classism could not only not be discussed but must also be denied as a factor in schools. There have developed, in these urban school cultures, code words and phrases to express their racism, classism and anger. Chris Argyris (1982) calls this the "undiscussables in organizations." Edgar Schein (1985) discusses them as hidden cultural ways in an organization. They prevent organizational cultures from changing or identifying problems that block them from accomplishing their stated purposes and becoming more authentic organizations. The code words allow for denial, or, at least, set the parameters of action. However, everyone understands what is being said. The denial is for outsiders and their own self-esteem.

It is not only the professional staff who participate in this organizational culture, so do the others who live in, around, and with urban schools. In our metropolitan area almost all of the school districts have some urban schools in them. School boards and school board elections regularly make use of the code words about preserving "standards." They regularly, in the name of some acceptable cultural value, develop policies that result in continued sorting by race, class, and gender. School boards, administrators, and teachers can thus deny any official-intentional racial practices. They practice them informally on a daily basis in terms of who they hire, who they promote, who gets suspended, who gets educated well or less well, and often who gets resources.

Some examples of these racially based cultural code words we hear regularly are: "We're a school in transition. Things have changed, students just aren't what they used to be. You just can't teach as much as you used to. We have so many single parent families. We have drugs and crack babies now that teachers didn't have to deal with before. The disintegration of the family structure makes it harder for children to learn. Children are having children." The words not only reflect class, gender, and racial hegemony in schooling but also the helplessness many urban educators feel about their ability to do anything about the conditions in which they find themselves. They desegregate school populations and then resegregate the students in buildings through programs, curriculum, and schedules. Schools sort students through teaching methods, schedules, school rules, administrators, and teachers. The right kids still get sorted or "tracked" down the right paths, including out the door.

It is not just majority Euro-ethnic teachers who use these code words and follow cultural ways. These code words are sometimes said by some non-Euro-ethnic principals and teachers, who have become white middle class by adoption and preference. It is not a new story in America's racial history. An urban school leader recently told us, "Some of the most biased teachers in my school are middle class non-white teachers who have moved to the suburbs and teach in the inner city." She continued, "It is how they show they belong." We must somehow find ways to help our educators confront this system of schooling that continues and maintains the hegemony and sorting (hooks, 1992a; Shor and Freire, 1987; Parish et al., 1989). When all the

rhetoric regarding school reform and restructuring is said and done, it is this hegemonic culture of schooling that must be transformed.

Discourse II must be about transformational issues (Bennis, 1984). The work of those in schools must become learning: this applies to teachers, principals, students, and others who come to the school as volunteers and helpers. Schools must develop into and promote what we and others have called "learning organization cultures." Learning organizations are those that provide intellectual and character development and a desire to become lifelong learners for all. There are schools where the discrepancies in development and learning are eliminated by the time students graduate from high school. Anything less leaves America behind in a world where intellect is the medium of exchange and power.

There is available knowledge that will allow us to move towards developing these learning organization cultures (Sergiovanni, 1991). As a society, all we lack is the will to do so. By this, we mean that those with power have not decided to share it. If history is any judge, they probably will not voluntarily do so. Some are concerned that if we create a nation of smart people, hegemonic culture will no longer be accepted. Those who support/promote American cultural ways do not trust just anyone to be smart enough to create a better, more equitable society. Those who rule fear the creation of a new set of losers out of the old winners. It is a fundamental cultural hegemonic belief of capitalism and racism that if those who have little get better, then those who have much will get less. It is the Adam Smith model. Everything we have learned about change so far tells us that until high intellectual development for all becomes the common cultural purpose/discourse of schooling, the reforms that can change schooling will never be implemented. This is the "stuff' of Discourse II.

What we must also recognize is that "hegemonic cultural ways" work in hidden and oblique ways to maintain themselves. The ways of school reform and change that most of us know about and practice are basically those ways we have learned from our teaching and school cultures. These are the hidden ways that maintain Discourse I ideas: the code words that promise but do not deliver change. In Missouri, we have identified seventy-five academic benchmark standards that will enable us to compete economically with Europe and Japan. World class standards is the language. This is essentially a Discourse I paradigm. The only thing being changed is the number of benchmarks. There will probably be no meaningful Discourse II reform in such a schooling agenda.

The challenge before us is how to go about changing the work of schools. How do we change so that the work and convenience of the adults, i.e., Discourse I, takes second place to learning, for everyone? How do we help those in schools cut through cultural myths without making them feel defensive, guilty, or at fault?

Administrators with whom we work invariably come back to talk to us about this issue. Their conversation often begins something like this: "Well, what we studied and talked about regarding sorting is true. We hear it and see it every day. What we want to know again is how do we change it? We get so frustrated. How do I change the discourse in my school?" One recently said, "Most of our discourse uses adversarial ways to identify personal blame when things don't go well." They often continue, "Some (teachers) still want to call me boss and have me decide things for them. If I ask them what do they think, they respond in various ways, 'that's not my job.' They do all sorts of things that demand that I be in charge and then complain because they are not consulted. In other words, the discourse is about adult work and work relationships, not essentially about the learning and how it is going." (While this note is taken directly from one conversation, there have been over twenty similar conversations.)

As our conversations continue and as we explore together what has to occur, a look of unease begins to appear in their faces. Eventually, we and they agree that Discourse II is what has to occur and that somehow the Discourse I picture of reality must be broken. Then these administrators almost universally say, "But this is going to take a long time. The teachers where I work do not want to be free, except free to do whatever they

want in their room. What can I do Monday?" When we say "start," there is a long silence. Then they most often say something like, 'They'd never let me." The belief among most practicing school leaders is that they may not have that much time. Five to ten years is the minimum time required to get started down the learning path. This is a long time for leadership positions in today's schools, especially if we are asking them to challenge and dismantle strongly held schooling ways. "Not having time" is part of the sorting way of Discourse 1. If I (we) never have time to reflect, to consider, to question, then what prevails is how we do it now.

The length of time in leadership roles is decreasing in America's schools. If people have to keep starting over, they never get very far. Changing leadership regularly is one way to keep starting over. Part of the dynamics that maintains the sorting machine is that urban type schools are often not allowed any continuity when they do get good leadership. The mean term of service for urban superintendents is two and a half to three years. Organizations do not get very far when they are continually required to start over all the time.

It is necessary to deconstruct (Foucault, 1977; hooks, 1992b) these sorting ways so that educators can no longer accept the existing system of schooling. We are convinced that once educators understand they are part of maintaining the hegemonic culture, they will reject such behavior. We believe it violates the basic reasons most of them became teachers and principals. We must learn to ask different questions and to question everything we do in schools from a perspective of effects and consequences. There needs to be a focus upon creating learning conditions and relationships that do not sort and also provide high levels of intellectual development for every student.

So we argue very strongly that any real effort to make substantive (systemic) change must begin with a Discourse II dialogue in schools, one that blames no one and deconstructs what is really going on (Smith, 1994). It must have leadership that asks smart questions and leadership that creates discourse so there is sufficient dissatisfaction with what is, among not only the staff, but the community and students as well. Once that Discourse begins they can all move forward together to implement changes that will transform their school.

Discourse II paths are full of land mines and ambushes. It takes courage, intelligence, guile, determination, sensitivity, patience, caring, and time. We do not fully understand how to develop, prepare, cajole, or entice the type of people to lead and carry out a Discourse II agenda, especially in urban schools, but we are looking and trying to find these ways because we are convinced that anything else is just Discourse I window dressing.

This is our issue and dilemma: Where are the people who are willing and committed to engage in the struggle? The ones who will find joy in Discourse II paths to Discourse II schools? That is, people who will claim Discourse I as their terrain of contestation. Given the contest, Discourse II becomes an overriding project of possibility and hope for change. If, as Alice Walker (1992) suggests, resistance is the secret of joy, then we seek the joyous people.

REFERENCES

Anyon, Jean. 1980. "Social Class and the Hidden Curriculum of Work." *Journal of Education* 162(1):67-92.

Apple, Michael. 1993. *Official Knowledge: Democratic Schooling in a Conservative Age*. New York: Routledge Press.

Aquila, Frank, and Ralph Parish. 1989. "Clash of Cultures: Instruction Technology and the Craft of Teaching." *Journal of Research and Development in Education* 22(2):49-56.

Argyris, Chris. 1982. *Reasoning Learning and Action: Individual and Organization*. San Francisco: Jossey-Bass Publishers.

Aronowitz, Stanley. 1994. *Dead Artists, Live Theories, and Other Cultural Problems*. New York: Routledge Press.

Bennis, Warren. 1984. "Transformation Power and Leadership." pp. 64-71 in *Leadership and Organizational Culture*, edited by Thomas J. Sergiovanni and John E Corbally. Urbana, IL: University of Illinois Press.
Bowles, Samuel, and Hebert Gintis. 1986. *Democracy and Capitalism: Property, Community and the Contradictions of Modem Social Thought.* New York: Basic Books, Inc., Publishers.
Comer, James P. 1988, November. "Educating Poor Minority Children." *Scientific American* 259(5):42-48.
Deal, Terrence E, and Alan Kennedy. 1982. *Corporate Cultures*. Reading, MA: Addison-Wesley.
Dewey, John. 1966. *Democracy and Education*. New York: Macmillan. (Reprint of 1926 original).
Fine, Michele. 1990. *Framing Dropouts*. New York: Columbia University Press.
Foucault, Michel. 1977. *Power and Knowledge*. Translated by C. Gordon, L Marshall, and K. $opes. New York: Pantheon Press.
Freire, Paulo. 1970. *Pedagogy of the Oppressed*. New York: Continuum.
Fullan, Michael. 1988. *Change Process in Secondary Schools: Towards a More Fundamental Agenda.* Toronto: University of Toronto.
Giroux, Henry. 1991. *Border Crossings: Cultural Workers and the Politics of Education*. New York: Routledge Press.
Hodgkinson, Harold. 1986a. "Today's Numbers, Tomorrow's Nation." *Education Week*, May 16:14-15.
hooks, bell. 1992a. *Yearning*. Boston: South End Press.
hooks, bell. 1992b. *Black Looks: Race and Representation*. Boston: South End Press.
Josephson, Matthew. 1962. *The Robber Barons.* New York: Harcourt, Brace and World.
Katznelson, Ira. 1981. *City Trenches: Urban Politics and the Patterning of Class in the United States*, New York: Pantheon.
Kilmann, Ralph II., Mary J. Saxton. Roy Serpa, & Associates. 1985. *Gaining Control of the Corporate Culture.* Sari Francisco: Jossey Bass.
Kozol, Jonathan, 1991. *Savage Inequalities*. New York: Crown Publications.
McLaren, Peter. 1994. *Life in Schools*. (2nd Ed.). While Plains, NY: Longman Press.
Oakes, Jeannie. 1986. *Keeping Track: How Schools Structure Inequality*. New Haven, CT: Yale University.
Parish, Ralph. Frank Aquila. Eugene Eubanks, and Sandra Walker. 1989. “Knock at Any School.” *Phi Delta Kappan* 70(5):386-394.
Parish, Ralph, and Arends, Richard. 1983. “Why Innovative Programs are Discontinued.” *Educational Leadership* 40(4):62-65.
Sarason, Seymour II. 1990. *The Predictable Failure of Educational Reform: Can It Change Course Before Its Too Late?* San Francisco: Jossey-Bass.
Schein, Edgar. 1985. *Organizational Culture and Leadership: A Dynamic View*. San Francisco: Jossey-Bass.
Sergiovanni, Thomas J. 1991. *The Principalship: A Reflective Practice Perspective* (2nd Ed.). Needham Heights, MA: Allyn & Bacon.
Shor, Ira, and Paulo Freire, 1987. *A Pedagogy for Liberation.* New York: Bergin & Garvey.
Smith, Adam. 1982. *The Wealth of Nations*. Reprint of Books l&ll (1776). Andrew S. Skinner Ed. Penguin Classic Publications, Penguin Press, New York.
Smith, Dorothy. 1994. “Why Do We Have to Read About Girls Living in Australia and London?: Reflections from a Womanist Theorist on Critical Education.” Pp. 328-335 in *The Education Feminism Reader*, edited by Linda Stone. New York: Routledge Press.
Walker. Alice. 1992. *Possessing the Secret of Joy*. New York: Harcourt Brace Jovanovich.

The Nature of Discourse(s) in Education: Notes on "Changing the Discourse in Schools" a.k.a. Discourse I & II "T" Chart

Chart Developed by Bay Area Coalition for Equitable Schools, 2003.

The contents of this chart are derived from:
Eugene Eubanks, Ralph Parish and Dianne Smith. "Changing the Discourse in Schools." In Race, Ethnicity, and Multiculturalism: Policy and Practice, ed. Peter Hall. New York: Routledge, 1997.

"Schools are a major part of society's institutional processes for maintaining a relatively stable system of inequality. They contribute to these results by active acceptance and utilization of a dominant set of values, norms and beliefs, which, while appearing to offer opportunities to all, actually support the success of a privileged minority and hinder the efforts and visions of a majority." — Eugene Eubanks, Ralph Parish, and Dianne Smith

Discourse I deals with. . . .	Discourse II deals with. . . .
Singular truths	Multiple stories
"The change process"	The desired circumstances
Improving what exists	Changing something significant
Techniques, methods, and content	Learning and school relationships
Symptoms	Causes
The way things are	What could be
Blaming others for not meeting our standards	Questioning whether our standards are hindrances
Discipline and control	Alienation and resistance
Competency	Relevance
The familiar	The uncomfortable
Answers and solutions	Dilemmas and mysteries
Information transfer	Knowledge creation
Ability and merit	Privilege and oppression
Dropouts	Pushouts
Reproduction	Transformation
The work of adults	The learning and experience of students
World-class standards	Re-creating our society
Limited time and ability	Getting started anyway

Technical Problems vs. Adaptive Challenges

A chart that illustrates the difference between the technical and adaptive aspects of the work. The latter entails a focus on transforming beliefs, which will result in greater outcomes for students. Adapted from Ronald A. Heifetz & Donald L. Laurie's *The Work of Leadership*.

TECHNICAL PROBLEMS VS. ADAPTIVE CHALLENGES

The single biggest failure of leadership is to treat adaptive challenges like technical problems.

TECHNICAL PROBLEMS

1. Easy to identify
2. Often lend themselves to quick and easy (cut-and-dried) solutions
3. Often can be solved by an authority or expert
4. Require change in just one or a few places; often contained within organizational boundaries
5. People are generally receptive to technical solutions
6. Solutions can often be implemented quickly—even by edict

ADAPTIVE CHALLENGES

1. Difficult to identify (easy to deny)
2. Require changes in values, beliefs, roles, relationships, & approaches to work
3. People with the problem do the work of solving it
4. Require change in numerous places; usually cross organizational boundaries
5. People often resist even acknowledging adaptive challenges.
6. "Solutions" require experiments and new discoveries; they can take a long time to implement and cannot be implemented by edict

EXAMPLES

- Take medication to lower blood pressure
- Implement electronic ordering and dispensing of medications in hospitals to reduce errors and drug interactions
- Increase penalty for drunk driving
- Change lifestyle to eat healthy, get more exercise and lower stress
- Encourage nurses and pharmacists to question and even challenge illegible or dangerous prescriptions by physicians
- Raise public awareness of the dangers and effects of drunk driving, targeting teenagers in particular

Adapted from Ronald A. Heifetz & Donald L. Laurie, "The Work of Leadership," *Harvard Business Review,* January-February 1997; and Ronald A. Heifetz & Marty Linsky, *Leadership on the Line,* Harvard Business School Press, 2002

TOOL SET
B

Unpacking Adult Mindsets

School-wide Professional Learning Workshops

An overview of Tilden High School's professional development offerings focused on socializing students' postsecondary and social-emotional learning needs.

School-wide Professional Learning Workshops

Sample from Tilden High School

Objectives:

Conduct half-hour powerful learning opportunities on 1) postsecondary success and 2) caring for self and others. As a fun bonus, raffle prizes can be offered. The workshops are for all educators.

Directions:

Review the session descriptions below. Each session is 30 minutes and will be offered twice. Choose which two sessions you want to attend. You are encouraged to select one session from each of the two themes, but doing so is not required.

Postsecondary Learning Opportunities	Take CARE! Learning Opportunities
Session Title: Increasing the Match Whether you realize it or not, you wear a "college advisor" hat as part of your role. In light of that, this session will help you increase your understanding of the College Access Grid and your ability to support students in matching to colleges at which they will be successful. The session will also cover the benefits of taking students' needs, strengths, and weaknesses into consideration when guiding them towards colleges that may be a match on paper but not a match to their needs. You will engage in scenario-based learning.	**Session Title: Using the Trauma Lens To Support Students During Holidays** For some, holidays are an exciting time with family, friends, good food, and much needed relaxation. For others, like many of our students, they are anxiety-inducing and plans are uncertain. Join us to talk about tips, tools, and strategies that you can use with your students to support their transition into the holiday break. Additionally, we will discuss ways you can meaningfully bring students back from break into the classroom in January.
Session Title: Ready, Willing, and Able How do we cultivate students who are ready, willing, and able for college access and success? We sure as heck don't know definitively, but come to this session to learn about what the Postsecondary Leadership Team is doing to tackle the issue. We will also engage in an activity to explore connections between identity and college access/success.	**Session Title: Mindful Practices** Mindful Practices provide a learning experience that empowers teachers to use movement and Social-Emotional Learning (SEL) strategies in the classroom to help students learn self-awareness and self-regulation skills. In this session, participants will have multiple opportunities to move, breathe, and learn simple SEL techniques that can be used for self-care in times of stress and everyday as needed (for yourself or with your students). Take a moment for some self-care and learn quick/easy strategies you can use in the classroom.

Changing Professional Practice Requires Changing Beliefs

An article written by Nelson and Guerra the encourages Counselors and other educators to examine current beliefs and their impact on students. “Educators must address underlying beliefs if we hope to significantly improve learning for culturally, linguistically, and economically diverse students.”

Click here to read >>

TOOL SET C

Developing Sustainable Teams

Contents

Purpose

A range of educators is needed to make postsecondary work a school-wide effort where all adults feel a shared sense of responsibility to help students reach their goals. At Network for College Success partner schools, Counseling Departments and/or Postsecondary Leadership Teams (PLTs) are responsible for leading school-wide postsecondary work. Unlike Counseling Departments, PLTs often include teachers and administrators in addition to Counselors and College & Career Coaches. PLTs are an effective way to support comprehensive college access programming, with particular regard for the needs of first-generation students and/or diverse students. Experience tells us that key performance indicators on college access move when there is a coordinated team effort and a clear plan for the work.

How & When to Use

Tool Set C contains many rich examples of school-based artifacts on postsecondary work and team planning. They are great tools to reference as you begin the planning process or reflect on team activities throughout the school year.

TOOL SET C

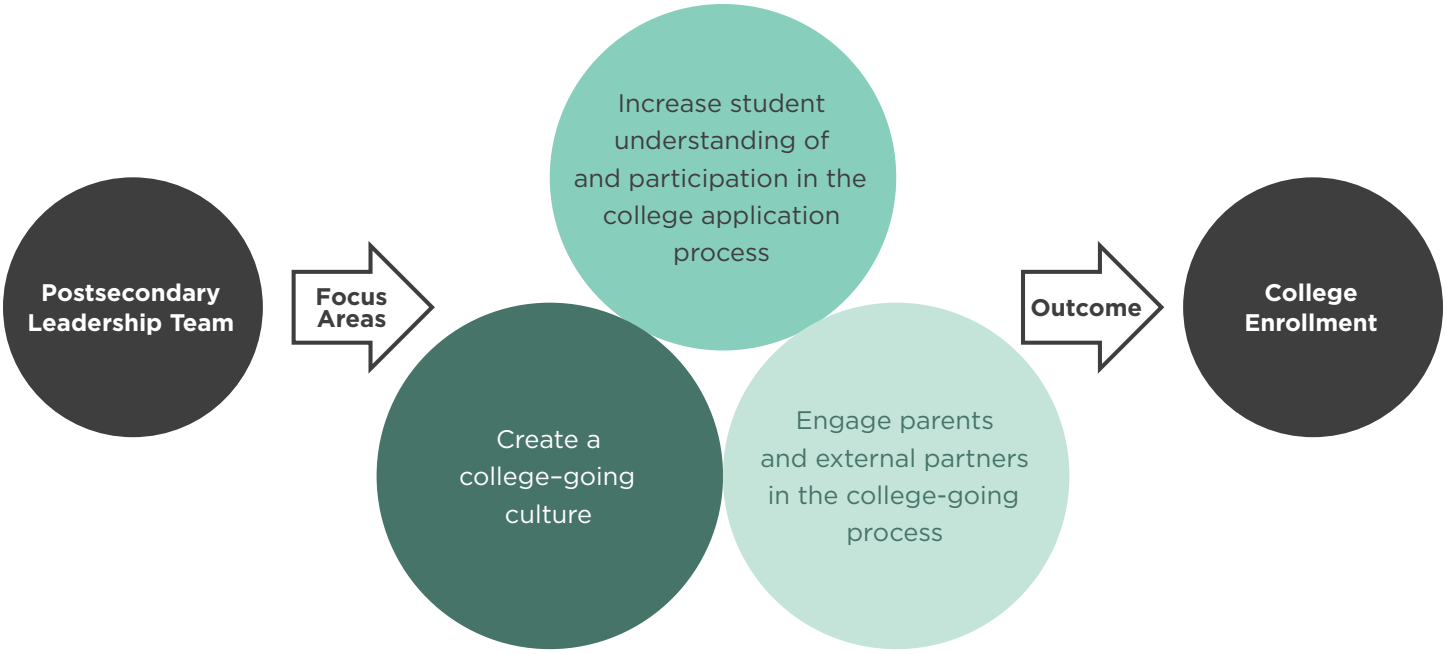
Developing Sustainable Teams

A Strategic Approach to Postsecondary Leadership Teams

Sample work products from Washington High School on their approach to postsecondary success, including the various roles and responsibilities of educators.

A Strategic Approach to Postsecondary Leadership Teams: Theory of Action

Sample from Washington High School



We believe that...

- If we increase student understanding of and participation in the college application process while providing them with the social capital they need to successfully navigate all of its components...
- If we establish a college-going culture in which all staff members push students to go to college and ensure that students are well-prepared and college-ready...
- If we establish deep and meaningful relationships with parents while developing strategic partnerships with universities and other postsecondary institutions...
- Then, we will dramatically increase college enrollment, empowering and transforming student lives and the community.

A Strategic Approach to Postsecondary Leadership Teams: Overview

Sample from Washington High School

George Washington High School's Postsecondary Leadership Team (PLT) is a team of leaders within the school charged with building a college-going culture. The end goal is to increase college enrollment and, ultimately, college graduation. Washington's PLT members are directly responsible for deciding, planning, and implementing postsecondary-related initiatives. The PLT will meet on a monthly, and sometimes bi-weekly, basis wherein the team will regularly examine data, plan postsecondary-related events, and engage in professional learning. The team will draw heavily from data pertaining to colleges at the local, regional, and national levels. This data, among other relevant sources, will inform decisions about curriculum, professional development, programs/initiatives, and school-based systems and structures that support postsecondary success.

The PLT is also charged with bringing together the intersections of academic achievement and postsecondary access to create equitable outcomes for students. The team is responsible for shaping a culture of success in which students aspire to a quality life beyond high school as well as receive opportunities and resources to fully participate in their academic and personal development.

Washington's PLT Composition
Team Lead (Assistant Principal I)
Assistant Principal II
Principal
Counselor, 9th grade team member
Counselor, 10th grade team member
Counselor, 11th grade team member
Counselor, 12th grade team member
Postsecondary Coach
Postsecondary Coach (through community partner)
Program Coordinator
Senior Seminar Teacher I, 12th Grade-level team member
Senior Seminar Teacher II, 12th Grade-level team member
Science Teacher, 12th grade team member
Math Teacher, 12th grade team member
Social Studies Teacher, 11th grade team member
English Teacher, 11th grade team member
External Partners
Student (Senior)

Washington's Counselors will provide:

- Classroom guidance (e.g., academic skills, postsecondary planning, career planning, social/emotional strategies, etc.)
- Individual student planning (e.g., goal setting, academic plans, career plans, transition plans, etc.)
- Responsive services (e.g., individual and small-group counseling, individual/family/school crisis intervention, consultation/collaboration, etc.)
- System support (e.g., professional development, collaboration/teaming, program management and operation, etc.)
- Data-driven support (e.g., college application data, standardized test data, etc.)

Postsecondary Coach responsibilities include:

- Developing and strengthening relationships with colleges, universities, trade schools, and external partners
- Organizing college-related events (e.g., college advising forums, college/career fairs, parent nights, guest speakers, etc.)
- Leading college visits for student and parent groups
- Leading high-profile scholarship opportunities (e.g., Gates Millennium, Questbridge, Posse, etc.)
- Providing classroom guidance
- Providing individual, small group, and school-wide student and family planning
- Managing, utilizing, and sharing data to drive support
- Developing Senior Seminar, Advanced Placement, International Baccalaureate, and Career and Technical Education
- Attending weekly Senior Seminar meetings, monthly PLT meetings, and individual check-ins with the administrative team
- Developing a school-wide college-going culture

Program Coordinator responsibilities include:

- Managing, utilizing, and sharing data to drive support
- Providing postsecondary supports for students in their respective programs
- Assisting with organizing college visits for student and parent groups
- Monitoring progress of students' effective transition to college
- Marketing their program to internal and external stakeholders
- Providing individual, small group, and school-wide student and family planning
- Developing a school-wide college-going culture

Senior Seminar Teachers responsibilities include:

- Building a department/program culture that 1) strengthens support for seniors' access to college 2) focuses on adult professional learning, and 3) fosters collective responsibility for student success
- Improving instruction with a focus on: using data to monitor milestones, utilizing common instructional strategies based on best practices, and demystifying the college application process
- Attending weekly Senior Seminar meetings, monthly Grade-Level Team meetings, and monthly PLT meetings
- Providing individual, small group, and school-wide student and family planning
- Analyzing data and creating solutions
- Developing a school-wide college-going culture

TOOL SET C

Developing Sustainable Teams

Postsecondary Leadership Team: Responsibility Chart

A sample chart from Julian High School that shares how the school community approaches postsecondary programming by illustrating various tasks and corresponding stakeholders. The chart is a great way to check in as a team on how work is being prioritized as well as promoting mutual accountability.

Postsecondary Leadership Team: Responsibility Chart

Sample from Julian High School

KEY: **Lead** | **Inform** | **Support**

Responsibilities	Beasley-Green	Bird	Brown	Bradford	Brumfield	Hobson	Jones	Kay	May	Pittman
Student Postsecondary Advising										
In Advisory (homeroom), monitoring student engagement in the postsecondary process and creating interventions when necessary	L	I	S	S	I	S	L	L	S	L
Individually advising students in your cohort about postsecondary options	L	I	S	L	I	S	L	L	S	S
Sending college application documents (transcripts, fee waivers, SAT/ACT, school profile, etc.) for students in your cohort	L	I	I	S	I	L	S	L	L	S
Collecting and tracking acceptance and award letters, FAFSA correspondence, and other documents from students in your cohort	L	I	I	L	I	S	L	L	L	S
Unifying School-wide Voice: Staff and Students										
Planning and implementing postsecondary events for students in your cohort or schoolwide	L	I	S	L	L	S	L	L	S	L
Aligning the collaborative efforts of Julian partners (BAM, WOW, GearUp, and OneGoal) as they relate to postsecondary work	L	S	S	L	I	S	L	I	S	L
Planning and implementing professional development opportunities for staff to learn more about postsecondary advising, how to use Naviance (software program), and the work of the Postecondary Leadership Team (PLT)	L	L	L	I	L	S	S	S	S	L
PLT Leadership										
Facilitating meetings (agenda, minutes, process observation, etc.)	L	S	S	S	I	S	S	L	S	S

Annual Postsecondary Plan

An annual postsecondary plan from Bowen High School that outlines the work of a Postsecondary Leadership Team across grade levels. The plan details programs, corresponding stakeholders, and the anticipated outcomes.

Annual Postsecondary Plan

Sample from Bowen High School

Goals → Actions → Levers → Indicators

GOALS

- 65% College Enrollment
- 70% College Persistence

VISION

Develop a college-going culture by increasing postsecondary awareness and engagement at each grade level. Ultimately, students will actively engage in the postsecondary planning process toward best-fit opportunities.

	ACTIONS	LEVERS	INDICATORS
9th	• Three college tour opportunities • Three college/career fair opportunities • Quarterly Grade Point Average (GPA)/Behavior, Attendance, & Grades (BAG) Report workshops • Advising sessions with College Possible • Junior Achievement of Chicago: Career Exploration workshop	• Postsecondary Leadership Team (PLT) • Grade-level team • Counseling Department • External partners: OneGoal • College Possible • BAG Reports	• Postsecondary program participation rates • GPA growth • Post-workshop survey

For sample of a BAG report, go to page 257 in this Toolkit.

	ACTIONS	LEVERS	INDICATORS

10th	• Three college tour opportunities
	• Three college/career fair opportunities
	• Quarterly GPA/BAG Report workshops
	• Sophomore Day of Action
	• In-class Naviance workshops (bi-monthly)
	• Advising sessions with College Possible
	• Junior Achievement of Chicago: Career Exploration workshop
		• PLT
		• Grade-level Team
		• Counseling Department
		• External partners:
		  ◦ OneGoal
		  ◦ College Possible
		• BAG Reports
			• Postsecondary program participation rates
			• GPA growth
			• Post-workshop survey

11th	• Four college tour opportunities
	• Three college/career fair opportunities
	• Quarterly GPA/BAG Report workshops
	• In-class Naviance workshops (bi-monthly)
	• Junior Achievement of Chicago: Career Exploration workshop
		• PLT
		• Senior Grade-level Team
		• Counseling Department
		• External partners:
		  ◦ OneGoal
		  ◦ College Possible
		• BAG Reports
			• Postsecondary program participation rates
			• GPA growth
			• Post-workshop survey

	ACTIONS	LEVERS	INDICATORS

12th	• Eight college tour opportunities
	• Three college/career fair opportunities
	• GPA/BAG Report workshops
	• In-class college application completion workshops
	• In-class Senior Seminar lessons
	• In-class Naviance workshops
	• Senior Day of Action
	• Decision Day
	• Junior Achievement of Chicago: Career Exploration workshop
		• PLT
		• Senior Grade-Level Team
		• Counseling Department
		• External partners:
		  ◦ OneGoal
		  ◦ College Possible
		• BAG or College Access Progress Reports
			• Postsecondary program participation rates
			• GPA growth
			• Post-workshop survey
			• KPIs:
			  ◦ Apply to 1+ match college
			  ◦ Apply to 1+ four-year college
			  ◦ Apply to 3+ colleges
			  ◦ Complete FAFSA

TOOL SET C

Developing Sustainable Teams

Modified Fishbowl Protocol and Observation Tool

This is a protocol school teams can use when examining postsecondary data and collectively thinking about implications for the work. The Network for College Success recommends the Fishbowl protocol in professional learning communities or during school-wide professional development. Educators can observe a team in action and reflect on key criteria for effective team functioning.

Modified Fishbowl Protocol and Observation Tool

Protocol designed to surface the following:

- Effective data use (from Naviance reports)
- Team functioning and cohesion as well as day-to-day meeting practices
- Ability to problem-solve and think about tiered interventions

Activity

Observe a modified Postsecondary Leadership Team meeting. The entire team is not necessarily present and only a portion of the meeting will occur. The team will be reviewing current student application data to action plan for the month before winter break. The team will sit in the middle of the room and observers will sit in a circle surrounding the team.

Materials

- Team meeting agenda
- Data report
- Observation Tool

Process

- Facilitator provides context for the Postsecondary Leadership Team meeting and general guidance for Fishbowl activity (see below). (5 minutes)
- Observers will remain silent while the presenting team meeting takes place. Observers should record evidence and questions on the Observation Tool. (20 minutes)
- Observation Debrief (30 minutes)
    - Part 1: Observers share evidence from each of the Rubric elements
    - Part 2: Observers share questions for the presenting team and also for their practice
    - Part 3: Presenting team members respond to the questions and then engage in whole group discussion
    - Part 4: Everyone engages in individual reflection and shares ideas in pairs

Based on the School Reform Initiative Fishbowl Protocol.

Fishbowl Observation

The presenting team is conducting a modified meeting that includes analyzing current college application data, derived from Naviance reports. With the following guiding questions in mind, the team will engage in a modified Atlas Protocol as described in the steps listed below.

Guiding questions: What interventions will help our students meet application milestones and priorities before the winter break? What resources and supports can facilitate this process?

Modified Atlas Protocol (from the School Reform Initiative):

- 2 minutes: Team silently reviews the data
- 5 minute round: What did we see?
- 5 minute round: What does the data suggest?
- 8 minute round: What are some implications and/or possible next steps?

Observation Rubric and Evidence Tool

Description of Elements	Evidence from Observation*	Questions from the Team Observation or for my Practice
Regular and Effective Meetings Team meets regularly with a written agenda, review of action items, and a note-taker. Minutes are distributed within a week of the meetings.		
Use of Data and Progress Monitoring Team regularly uses one or more source of appropriate and timely data to drive decisions toward addressing Key Performance Indicators.		
Interventions Team regularly uses tiered interventions at all grade levels to respond to gaps in postsecondary achievement.		
Team Cohesion Team members communicate well, trust one another, and work collegially in the best interest of one another, students, and the Postsecondary Leadership Team.		

** You may or may not observe evidence for all of the elements.*

Observer Reflection and Assessment of Your School

Have we created subgroups for our senior class based on their academic qualifications? What are the next steps?

Are we effectively using Naviance reports (or some other data source) to monitor student progress for each subgroup? What are the next steps?

Do we use a protocol and/or process for effective data review? What are the next steps?

Do we have effective interventions for each subgroup? What are the next steps?

What elements of the Rubric does our team need to focus on? What are the next steps?

TOOL SET D

Fine-Tuning Team Dynamics

Contents

Purpose

Sometimes, teams can get stuck in a rut and need a new way to approach the work. Postsecondary Leaders can fine-tune team dynamics by helping team members think about issues in a new light, creating time and space for team members to learn more about each other, and/or facilitating conversations that frame conflict as a natural part of team development. It is important for team members to invest in the work and value each other so that growth and creativity can occur.

How & When to Use

The first team-building activity in Tool Set D, the Tarp Protocol, is an effective way to help teams identify obstacles and use them as bridges to find solutions. The Compass Points protocol, often used with Network for College Success partner schools, helps each team member think about and socialize his or her work style. The team can then collectively assess how to work best together. Finally, the *Managing Conflict* article by Aguilar pushes educators to think about how conflict can be an opportunity for a team to reflect and grow.

TOOL SET
D

Fine-Tuning Team Dynamics

Tarp Protocol

An activity that acknowledges challenges and possible solutions to the team's collective work. The protocol promotes team building and helps participants think outside the box when solving issues by providing different approaches and pushing them out of their comfort zones.

Tarp Protocol

Purpose

As a team, participants must stand on the tarp and flip it over without touching the ground. The activity will promote team building and help participants think outside the box when solving issues. The activity will also give diverse voices the opportunity to lead and support the team.

Materials

- Large plastic tarp
- Masking or painter's tape
- Markers

Time

20-25 minutes

Preparation

1. The facilitator explains to participants that the goal of the activity is to identify challenges they are facing and, as a team, symbolically "flip" them over to solutions.
2. The facilitator asks each participant to think of one to two challenges. The challenges must be words or phrases, not sentences. Participants will then write down the challenges on strips of masking tape with markers.
3. The facilitator asks each participant to write possible solutions on separate pieces of masking tape. The solutions can be specific to the challenge or general problem-solving tactics.
4. The facilitator labels one side of the tarp "challenge" and the other side "solution."
5. Participants will tape their strips to the appropriate side.
6. The facilitator gives them the opportunity to collectively read both sides. Then, he/she asks them to stand on the challenge side.

Rules

1. They need to problem solve together to flip the tarp onto the "solution" side.
2. They can use their hands.
3. Once they are on the tarp, no one can stand on the floor. Their feet must never leave the tarp. If someone touches the ground, the team starts over.
4. If you aren't leading, you have to support and cheer your team on.
5. You can allocate an open window of time (5-15 minutes) or set the challenge by assigning a specific amount of time.

Debriefing

This activity lends itself well to discussions on achieving success despite the obstacles in our lives. Lifelong success is rarely achieved through chance – instead, the successful make a plan, continually evaluate, then change the plan as needed. When everyone on the team is committed to the plan, success is much more likely.

- What strategies did you apply here to experience success and are any of these strategies applicable to real life situations?
- How is this activity just like real life? How is it unlike real life?
- How did you like the activity? Would you use it again?

TOOL SET
D

Fine-Tuning Team Dynamics

Compass Points

This protocol allows team members to consider their own working styles as well as the working styles of others. It also gives insight on what team members may need to know about each other in order to work more effectively together.

Compass Points: North, South, East, and West
An Exercise in Understanding Preferences in Group Work

Developed in the field by educators.

Purpose
Similar to the Myers-Briggs Personality Inventory, this exercise uses a set of preferences which relate not to individual but to group behaviors, helping us to understand how preferences affect our group work.

Note: See the third page, Compass Points Explanations Expanded*, for additional descriptions of the 4 preferences.*

Process
1. The room is set up with 4 signs on each wall — North, South, East, and West.

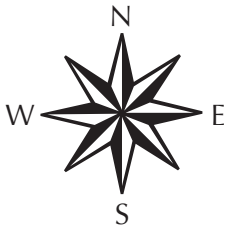
2. Participants are invited to go to the direction of their choice. No one is only one direction, but everyone can choose one as their predominant one.

3. Each direction group answers the 5 questions (see next page) on a sheet of newsprint. When complete, they report back to the whole group.

4. Processing can include:
   - Note the distribution among the directions: what might it mean?
   - What is the best combination for a group to have? Does it matter?
   - How can you avoid being driven crazy by another direction?
   - How might you use this exercise with others? Students?

North
Acting — "Let's do it";
likes to act, try things, plunge in

West
Paying attention to detail — likes to know the who, what, when, where and why before acting



East
Speculating — likes to look at the big picture and the possibilities before acting

South
Caring — likes to know that everyone's feelings have been taken into consideration and that their voices have been heard before acting

North, South, East, and West

Decide which of the 4 directions most closely describes your personal style. Then spend 15 minutes answering the following questions as a group.

1. What are the strengths of your style? (4 adjectives)

2. What are the limitations of your style? (4 adjectives)

3. What style do you find most difficult to work with and why?

4. What do people from the other directions or styles need to know about you so you can work together effectively?

5. What do you value about the other 3 styles?

SRI SCHOOL REFORM INITIATIVE
A COMMUNITY OF LEARNERS

Compass Points Explanation Expanded

Developed by Sue Horan, June, 2007.

North
- You take charge.
- You run the daily operation.
- You have lists of things to do and you need to get started and get them done.
- You get assignments in early.
- You don't have to ask questions to begin your work or assignment.
- You drive the work and get it done.
- You teach our children a complete curriculum.
- You will stitch the mosaic together and do the work.

East
- You have the big picture, the frame that needs to be filled in.
- You need to see the final product and will work with the end in mind.
- You believe in working backwards, understanding by design.
- You don't get a project started until you are clear about the final product.
- You teach our children the big concepts.
- You know what the mosaic looks like in the end.

West
- You ask the hard questions.
- You live by inquiry.
- You challenge us to identify the details.
- You don't start a project until you are clear about the details.
- You make our picture more complete.
- You lead by inquiry and engage in thoughtful discourse.
- You make us think and teach detailed concepts to our children.
- You fill in the details of the mosaic.

South
- You take in the information, slow us down, and make sure everyone has voice and is heard.
- You include everyone, and make sure the human side is nurtured.
- You take care of us and bring up our affective domain.
- You make sure the emotional side of our work is heard.
- You make sure we are all included.
- You teach our children with strong relationships and care.
- You add beauty to the mosaic, make sure everyone participates in the creation, and keep us all comfortable.

TOOL SET
D

Fine-Tuning Team Dynamics

Managing Conflict in School Leadership Teams

An article by Elena Aguilar that pushes educators to examine how conflict can be healthy for a team once it is examined and collectively resolved.

Click to here to read >>

TOOL SET E

Running Effective Meetings

Contents

Purpose

Teams function more effectively when there is agreement among members about what is important. This requires Postsecondary Leaders to first develop a foundation of trust among members with clear norms and structures for mutual accountability. Postsecondary Leaders are more likely to run effective meetings when team functioning and trust are central to the planning process. Meetings should also incorporate time and space for reflection so team members can build on their successes and consider challenges.

How & When to Use

As teams are forming—whether it is introducing new members or simply starting another school year—Postsecondary Leaders should always reserve time to revisit the norms that govern the team's work and beliefs. Even seasoned teams should dedicate meeting time to see if anything has changed in their community or functioning. Tool Set E begins by asking educators to examine positive leadership experiences and specify what attributes from those experiences could become team norms. Regularly looking at data should also be a part of team meetings. The Modified ATLAS protocol can help team members look at student data and action plan next steps.

Educators must utilize meeting time to reflect on team processes and refine supports to meet the needs of students. The structured approach of a protocol, with clear expectations for conversation, creates a safe space for all participants to engage and move the work forward.

Attributes of a Learning Community

This protocol is designed to establish the basic attributes for a strong learning community through real participant experiences. The attributes become goals or guidelines to monitor progress as well as setting the stage for team norms.

Attributes of a Learning Community

This approach was used by the Foxfire Networks to train teachers in the Foxfire Approach. It was probably used by other groups as well, but that is where I learned it. – Marylyn Wentworth

Purpose
To establish basic attributes of good learning communities through real participant experiences. The attributes become goals/guidelines for checking on progress as a new learning community develops.

Time
One hour

Process
1. Participants write about a personal experience in a learning community that they *know* was a place of positive learning for them. It could be a club, a church group, a school experience, a course, or a support group; any group that was a positive learning community. Their writing should include the reason for the group's existence, how the group was structured, and what made it a positive learning place.

2. In groups of 3 or 4, participants share their stories with one another.

3. As each story is told, the group picks out the attributes that made that learning community productive and satisfying *(everyone really listened to each other, we worked cooperatively to get things done, there was a lot of respect for different opinions…).*

4. Each group makes a list of the 4 or 5 attributes that seem to stand out for them. Sometimes they will be attributes that show up in all the stories, sometimes it will be an attribute that only appears in one story but seems really important to the group.

5. Each group names one attribute in turn while the facilitator records on a general list. Any repeated attributes get noted with stars (*).

6. When the list is complete (the facilitator can reword for a succinct list), the facilitator asks the group if this list seems like a good list of attributes to guide the group as it forms its own community of learners. Additions can be made at this time. If anything on the list seems hard to do, or inappropriate to the group, a note to that effect is written next to that attribute.

7. At different points during the seminar/workshop, the Attributes of a Learning Community are checked for development and progress.

Note: This same process can be used to look at the attributes of a good learning experience. It gets at the essential elements of what is going on when people know they are learning at a high and satisfying level. The initial question gets changed to "Think about a time when you know you were really learning a lot, and loving it. Write about that time…"

TOOL SET
E

Running Effective Meetings

Forming Ground Rules

A protocol to support Counseling Departments or Postsecondary Leadership Teams to develop norms that will shape how they work together. Ground rules help teams establish trust and clarify expectations.

SRI SCHOOL REFORM INITIATIVE
A COMMUNITY OF LEARNERS

Forming Ground Rules (Creating Norms)

Developed by Marylyn Wentworth.

Gaining agreement around Ground Rules, or Norms, are important for a group that intends to work together on difficult issues, or who will be working together over time. They may be added to, or condensed, as the group progresses. Starting with basic Ground Rules builds trust, clarifies group expectations of one another, and establishes points of "reflection" to see how the group is doing regarding process.

Time
Approximately 30 minutes

Process

1. Ask everyone to **write down what each person needs in order to work productively in a group**, giving an example of one thing the facilitator needs, i.e. "to have all voices heard," or "to start and end our meetings when we say we will." (This is to help people focus on process rather than product.)

2. **Each participant names <u>one</u> thing from her/his written list**, going around in a circle, with no repeats, and as many circuits as necessary to have all the ground rules listed.

3. **Ask for any clarifications** needed. One person may not understand what another person has listed, or may interpret the language differently.

4. **If the list is VERY long — more than 10 Ground Rules — ask the group if some of them can be combined to make the list more manageable**. Sometimes the subtle differences are important to people, so it is more important that everyone feel their needs have been honored than it is to have a short list.

5. **Ask if everyone can abide by the listed Ground Rules**. If anyone dislikes or doesn't want to comply with one of them, that Ground Rule should be discussed and a decision should be made to keep it on the list with a notation of objection, to remove it, or to try it for a specified amount of time and check it again.

6. **Ask if any one of the Ground Rules might be hard for the group to follow**. If there is one or more, those Ground Rules should be highlighted and given attention. With time it will become clear if it should be dropped, or needs significant work. Sometimes what might appear to be a difficult rule turns out not to be hard at all. "Everyone has a turn to speak," is sometimes debated for example, with the argument that not everyone likes to talk every time an issue is raised, and others think aloud and only process well if they have the space to do that. Frequently, a system of checking in with everyone, without requiring everyone to speak, becomes a more effective Ground Rule.

7. **While work is in progress, refer to the Ground Rules whenever they would help group process**. If one person is dominating, for example, it is easier to refer to a Ground Rule that says, "take care with how often and how long you speak," than to ask someone directly to stop dominating the group.

8. **Check in on the Ground Rules when reflection is done on the group work.** Note any that were not followed particularly well for attention in the next work session. Being sure they are followed, refining them, and adding or subtracting Ground Rules is important, as it makes for smoother work and more trust within the group.

TOOL SET
E

Running Effective Meetings

Modified ATLAS Protocol

A protocol designed for use when data is a focal point for discussion. The protocol supports equity of voice and allows all members to describe the data, make inferences, and share implications for future work.

Modified ATLAS Protocol

Group/Team: **Data being reviewed and analyzed:**	
Individually review the data and then, as a group, answer the following questions. (5 minutes)	
What do you see? • What is the data showing us? • State only facts and numbers. Avoid inferences or conclusions. (5 minutes total)	Record:
What does the data suggest? (5 minutes)	Record:
What are some implications or next steps? (5 minutes)	Record:

Based on the School Reform Initiative ATLAS Protocol.

TOOL SET
E

Running Effective Meetings

Modified What? So What? Now What? Protocol

This protocol allows participants to connect with one another and receive useful feedback about the work. The protocol creates space to acknowledge successes as well as recognize and reflect on how challenges can become opportunities.

Modified What? So What? Now What? Protocol

Purpose

This protocol allows participants to connect to one another and to each other's work, while at the same time allowing all group members to receive useful feedback.

Introduction from Facilitator

Today, we are doing a modified version of the *What? So What? Now What?* protocol. Our goal is to connect to our team's work. This means acknowledging our successes but also recognizing and reflecting on how our challenges can become opportunities. We are going to engage in the protocol using the steps below.

1. Presenters will set the context and ground the team on "What did we do? What are we working on?" The focus in on successes and challenges.
2. Then, the presenters will take us through the "So What? Or, why is this important to us?" As the other team members listen, they take notes using the note catcher:

Context Setting	What?	So What?	Now What?
Outline success(es), challenge(s), and the opportunities they present.	What did we do? What are we working on?	Why is this important to us?	What can we do?

Based on the School Reform Initiative What? So What? Now What? Protocol.

3. Presenters introduce key highlights on student enrollment and persistence data to provide additional background. Team members are given time to process quietly and can markup the text with their thoughts.
4. The presenters answer any clarifying questions. In small groups (two to three people):
   - Team members discuss what they heard in the "What?" and "So What?" portions. ("What I heard the presenter say was…" Why this seems important to us…" "I wonder…")
   - Team members spend time discussing "Now What?" Remember, the team owns this work collectively.
5. The team comes back together to discuss the "Now What?" Presenters take notes on what they hear and share their thoughts.
6. Debrief the protocol and process.

Based on the School Reform Initiative What? So What? Now What? Protocol.

TOOL SET F

Bridging School Leadership Teams

Contents

Purpose

Counselors and College & Career Coaches should establish regular communication with administrators so, together, effective systems and structures are created for student success. Tool Set F provides some key resources to help administrators and Postsecondary Leaders reflect on their roles and examine how collaboration leads to improved student outcomes.

How & When to Use

Tool Set F can help administrators and Postsecondary Leaders in both their learning and planning. The tools can serve as a starting point for intentional collaboration among educators to leverage the best possible supports for students. While Tool Set F begins with research, it moves on to practical approaches for organizing postsecondary work in schools.

TOOL SET
F

Bridging School Leadership Teams

Enhancing the Principal-School Counselor Relationship Toolkit

"The Principal-School Counselor Relationship Toolkit comes from a multi-year research project undertaken by the College Board's National Office for School Counselor Advocacy (NOSCA), to learn what principals and school counselors think is important in their relationships, how they view the current status of their own relationships within their schools, and what effective Principal-Counselor relationships might look like."

To access the Toolkit, click here >>

TOOL SET
F

Bridging School Leadership Teams

Key Distinctions in Postsecondary Responsibilities

In Chicago Public Schools, College & Career Coaches play an active role in supporting the postsecondary process for students. While Counseling Departments and College & Career Coaches share some responsibilities, there are distinctions in the roles. This tool provides an opportunity to examine those distinctions.

Key Distinctions in Postsecondary Responsibilities

School Counselors

- Help lead and drive Postsecondary Leadership Team work with College & Career Coaches
- Create space for College & Career Coaches in department meetings
- Understand and support data systems
- Lead professional development that builds staff knowledge on postsecondary processes
- Connect academic progress to postsecondary outcomes for staff and students (includes academic audits)
- Explore and communicate the relationship between test results and college access
- Take on leadership roles (such as in grade-level teams) to collaborate with educators
- Create and identify social/emotional supports that complement postsecondary efforts
- Work with administration to connect school-wide goals to postsecondary efforts

Jointly support the implementation of the following:

- College Applications
- FAFSA Processing
- College Exposure and Trips
- Family Nights
- Decision Day
- Prepping for College Choice
- Collaboration with Senior Seminar Teachers
- Senior Seminar
- Collaboration with Administrators

College & Career Coaches

- Facilitate the logistical planning of postsecondary efforts
- Maintain data on postsecondary indicators
- Help lead the Postsecondary Leadership Team and drive postsecondary work school-wide
- Keep an eye on key postsecondary indicators and troubleshoot when needed
- Provide multiple opportunities to engage students in the college application and FAFSA processes; coordinate postsecondary programming
- Work closely with Counseling Department to analyze data on postsecondary indicators
- Help build the process of a school-wide postsecondary common language

TOOL SET
F

Bridging School Leadership Teams

How Administrators Can Support Effective Counseling Departments

This Network for College Success presentation was given to high school Principals to highlight the importance of collaboration between Counseling Departments and administrators.

How Administrators Can Support Effective Counseling Departments

Network for College Success

Activity

- In two minutes, answer the following questions:
  - What do you know about counseling?
  - What do you think you need to know?
- For two minutes, turn to a partner and share your answers.

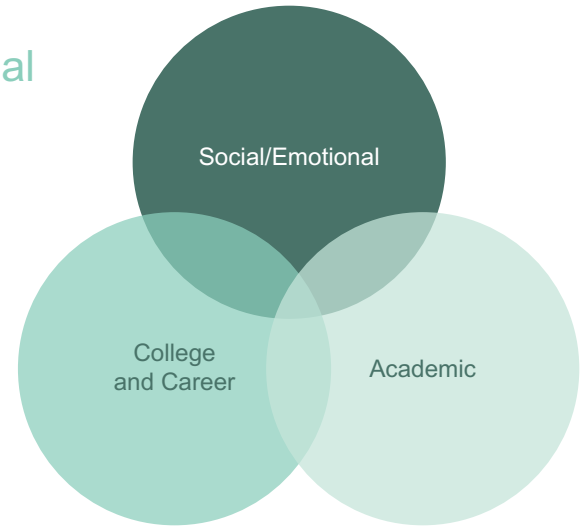
TOOL SET F Bridging School Leadership Teams

Objectives

- Explore the American School Counselor Association (ASCA) national model
- Review the Network for College Success indicators for postsecondary work in schools
- Connect and envision the Administrator and Counseling Department relationship

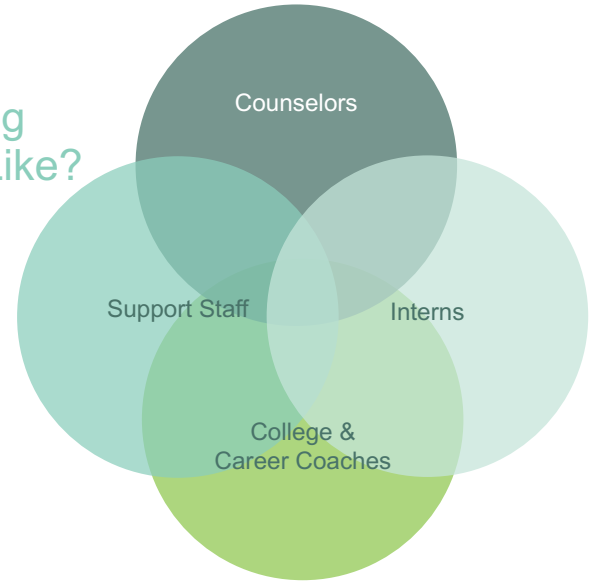
TOOL SET F Bridging School Leadership Teams

ASCA National Model



TOOL SET F Bridging School Leadership Teams

What can Counseling Departments Look Like?

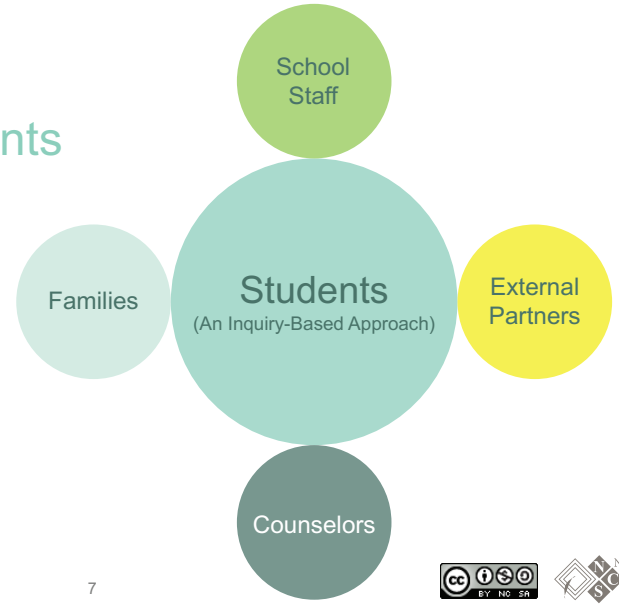


Developing Postsecondary Leaders
POSTSECONDARY SUCCESS TOOLKIT
6
NETWORK FOR COLLEGE SUCCESS

TOOL SET F Bridging School Leadership Teams

Vision for Effective Counseling Departments

Network for College Success Approach



Developing Postsecondary Leaders
POSTSECONDARY SUCCESS TOOLKIT
7
NETWORK FOR COLLEGE SUCCESS

TOOL SET F

School Systems and Structures Connected to Counseling

- Programming/Schedules
- Course Availability
- School-wide Grade Entry and Progress Reports
- Leadership Structures and Participation
- Case Management

TOOL SET F

Administrator Role: Key Indicators for Success

- Support Counseling Department development and resources
- Create a school-wide vision for counseling work
- Communicate college-going culture

TOOL SET F

Administrator Role: Key Indicators for Success (cont.)

- Advocate for counseling work
- Provide access to timely and relevant data
- Provide opportunities for Counselor collaboration and constructive feedback on school-wide goals

TOOL SET F

Administrator Role: Key Indicators for Success (cont.)

- Include Counselors in school-wide planning opportunities
- Ongoing reporting to and dialogue with Counseling Department