


BREAKING RANKS

LEADING CHANGE &
INSTRUCTIONAL IMPROVEMENT


CHANGE

- Deep change and lasting results require attention to the process.
- Too often, we focus on WHAT instead of HOW.


FULLAN'S ASSUMPTIONS ABOUT CHANGE

1. Do not assume that your version of what the change should be is the one that should or could be implemented.
 2. Assume that any significant innovation, if it is to result in change, requires individual implementers to clarify their own meaning.
 3. Assume that conflict and disagreement are not only inevitable but fundamental to successful change. Smooth implementation is often a sign that not much is really changing.
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FULLAN'S ASSUMPTIONS ABOUT CHANGE

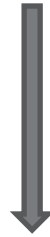
4. Assume that people need pressure to change. It is helpful to express what you value in the form of standards of practice and expectations of accountability, but only if coupled with capacity-building and problem-solving opportunities.
 5. Assume that effective change takes time.
 6. Do not assume that the reason for lack of implementation is outright rejection of the values embodied in the change or hard-core resistance to all changes.
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FULLAN'S ASSUMPTIONS ABOUT CHANGE

7. Do not expect all or even most people or groups to change. Progress occurs when we take steps that increase the number of people affected.
 8. Assume that you will need a plan. Evolutionary planning and problem-coping models based on knowledge of the change are essential.
 9. Assume that no amount of knowledge will ever make it totally clear what action should be taken.
 10. Assume that changing the culture of institutions is the real agenda, not implementing single innovations.
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BREAKING RANKS FRAMEWORK

Improved Student Performance



Curriculum, Instruction, & Assessment

Collaborative Leadership &
Professional Learning Communities

Personalization

PROCESS TO “BREAK RANKS”

1. Gather and Analyze Data to Determine Priorities


Use a wide variety of sources in order to determine the areas of greatest need.

2. Explore Possible Solutions

Consider categories such as curriculum, instruction, assessment, professional development, equitable access to programs, academic support, and interventions.

3. Assess Readiness & Build Capacity

What must be in place in order to successfully implement the needed changes? Assess staff needs, plan professional development, allocate resources.



PROCESS TO “BREAK RANKS”

4. Create and Communicate Improvement Plan

Based upon stakeholder input, establish goals and ensure clear communication with all parties.

5. Implement the Plan

Just do it!

6. Monitor and Adjust

Determine regular check points. As additional data is collected and analyzed, make adjustments or refinements.



PROMISE OF LONG-TERM SUCCESS =

GREAT INTENTIONS

+

GREAT LEADERSHIP

+

GREAT PLAN...IMPLEMENTED PROPERLY

