Coles, James; Bojar, Anthea L.


Feb 97


Reports - Descriptive (141) -- Speeches/Conference Papers (150)

Administrators; *College School Cooperation; 
*Educational Change; Elementary Secondary Education; 
*Faculty Development; Higher Education; *Inservice Teacher Education; Needs Assessment; *Partnerships in Education; School Districts; Students; *Teacher Education Programs; Teacher Improvement; Teachers

Cardinal Stritch College WI

This paper outlines staff development programs offered by the teacher education faculty at Cardinal Stritch College (Wisconsin) to 26 districts from CESA 7 over 5 years. More than 850 administrators, staff, parents, board members, teachers, and students have participated. After assessing district and school needs through ongoing evaluation, surveys, focus groups, and other efforts, six programs were developed. The programs, which are described briefly, are: (1) Leadership I: School Improvement Team Training; (2) Leadership II: Advanced Facilitator Training; (3) Conflict Resolution through Collaborative Negotiation; (4) Activating Student Responsibility for Learning: Skills for the 21st Century; (5) CESA #7 Academy for Principals; and (6) Active Learning. Participants were able to earn college or CEU credit. The format for both the way the sessions were offered and the focus of the sessions changed based on the input received from participants. The last sections of the outline list what the staff has learned through the sessions and outgrowths of the program. A chart depicting professional knowledge base for teaching and learning is appended, as well as an outline of what teachers need to know and be able to do. (ND)
Norms that Affect School Culture

REFORM: Schools Cannot Do It Alone
School Districts / CESA 7 / Cardinal Stritch
1992 - Present

Who
Faculty from Cardinal Stritch College have offered staff development in 26 districts from CESA 7 over 5 years with over 850 participants. Depending on the training. Participants included administrators, staff, parents, board members, teachers and students.

What
- Assessed district/school needs through
  ✓ Planning a session with representatives from the districts in CESA 7
  ✓ On-going evaluation of efforts
  ✓ Phone and written surveys
  ✓ Strategic planning for staff development
  ✓ Continuous evaluation of the sessions
  ✓ Focus groups both at the school/district site
  ✓ Update and renewal sessions for past participants
- Offered staff development for:
  ✓ Leadership I: School Improvement Team Training - 6 days
    This is a six-day interactive experience for school-based teams which is designed to facilitate the development, implementation and assessment of a school improvement plan. The emphasis will be upon shifting from a top down decision-making strategy to one that emphasizes shared decision-making when the decisions affect student learning and achievement. The sessions will focus upon team development and will stress the importance of making decisions that impact upon the performance and achievement of all students. Teams needing initial training are welcome as well as schools sending a second or third team. It is very important that the principal or other key administrator participate in the training. Also, it is very desirable that parents, a board member, and students (when appropriate) are members of the team.
  ✓ Leadership II: Advanced Facilitator Training - 3 days
    Empowering school staff to facilitate the School Improvement process requires: problem solving skills, collaborative skills, meeting management, program assessment tools, and knowledge of organizational and systems development. This series builds awareness and skills in these critical facilitation areas. Participants should have taken the original Academy and possess the motivation to become premier facilitators. We recommend that participants attend in teams of two or more.
  ✓ Conflict Resolution Through Collaborative Negotiation
    School change creates conflict! Conflict creates opportunities for growth and creative problem solving. This workshop will provide initial training and practice in resolving conflicts through collaborative negotiation. We
recommend that participants attend in teams of two or more. At the end of the program, participants will have a solid knowledge base and increased skill level to a) modify their own behavior, and b) better understand and deal with others' behaviors.

- **Activating Student Responsibility for Learning: Skills for the 21st Century - 3 days**
  How can we teach so that students become actively involved in their own learning? These sessions are designed for K-12 teachers who are interested in assisting their students in becoming active and involved learners. Emphasis will be placed on brain compatible learning, and a variety of teaching approaches and techniques will be modeled and discussed.

- **CESA #7 Academy for Principals: - 3 days**
  The principal's role is probably impacted more than any other role in education as schools undergo systemic change. This forum will provide an avenue to discuss, brainstorm, and problem-solve leadership issues. This will be an opportunity to develop and refine the conceptual, interpersonal, and technical skills that are necessary to be an effective principal. The skills emphasized will be based on the needs of the participants, but will include conceptual, interpersonal, and technical skills.

- **Active Learning - 3 days**
  This workshop will focus on classroom teaching strategies which actively engage students in taking more interest in and responsibility for their own learning. The content and activities will be appropriate for both elementary and secondary teachers as they move toward and engage in block scheduling, integrated curriculum approaches, etc. Emphasis will be placed on establishing a positive and brain compatible learning environment for students and teachers.

**How**
- Representatives from CSC, CESA 7 and school districts wrote grants offered through DPI to help finance the offerings.
- Districts contributed from staff development funds.
- College credit was offered. Participants paid for this.
- CEU credit was given to those who wanted it for license renewal and were not taking it for college credit.

The format for both the way that the sessions were offered and also the focus of the sessions changed based on the input that we received from participants. Based on district needs, we increased the topics and the sections of the offerings.

**Format**
- We moved from offering sessions at one site to offering sessions at three sites. Offering options in locations made it much more convenient for districts.
- We moved from a more “input” driven format to a facilitative format which
gave participants significant amounts of time in each session to work together in teams. Facilitators helped teams to achieve.

We offered opportunities for individual support within each district.

Content
Our assumptions changed in the following areas:
1. The ease of transferring such skills as “problem solving” and “conflict resolution” changed. It is very difficult to transfer these skills. We encouraged districts/schools to bring one team one year and another the next. Several schools have done this.
2. The district’s skill and habit of basing decisions on data. We moved to focusing on how all of these efforts help and support student performance. Our focus became developing teams that can become skilled so that they can amplify learning.

What Have We Learned?
- Importance of having a student focus
- Necessary support structures
  - Time
  - Resources
- Alignment of staff development to district priorities was critical
- Superintendent’s and principal’s involved was critical
- Necessary skill transfer
- Direct connection to teachers and learners
  * All of these are necessary to build capacity in the school/district to have systemic transformation that positively impacts learning and achievement.

Questions to be addressed include: a) How do I turn conflict into an opportunity?, b) How do I avoid competitive negotiations?, and c) How do I use collaborative strategies in order to engage in creative problem-solving?

Outgrowth of this:
- Focus groups in district to determine what they have learned and what they will need.
- Green Bay is going to divide their district into quadrants, increase the School Improvement Training to 8 days. Theme Leadership and Learning . . . Transition all of the above efforts into these two themes over 3 years. It will be “kicked off” in August with a retreat for all administrators.

Resources:

James Coles, Ph.D.
Administrator
CESA 7
595 Baeten Road
Green Bay WI 54304
414-492-5960 phone
414-492-5965 fax
jcoles@cesa7.k12.wi.us e-mail

Anthea L. Bojar, Ph.D.
Associate Dean Teacher Education
Cardinal Stritch College
6801 North Yates Road
Milwaukee WI 53217
414-352-5400 x472 phone
414-351-7516 fax
abojar@acs.stritch.edu e-mail
PROFESSIONAL KNOWLEDGE BASE
FOR TEACHING AND LEARNING

- Values
- Beliefs
- Purpose
- Beliefs
- Values

**SHARED DECISION MAKING**

- Problem Solving Processes
- Meeting Strategies
- Group process/Team Building
- Conflict Resolution
- Collaboration
- Data Collection
- Assessment

**MANAGING CHANGE**
Continuing school improvement through collaborative/cooperative efforts

**POSITIVE IMPACT ON KIDS**
What teachers must know and be able to do in the 1990's and beyond
Adapted from Michael Fullen, Teacher Leadership: A failure to conceptualize, PDK, 1994

Expertise in:
✓ Brain-based learning
✓ Teaching in a brain compatible way
✓ Collaboration
✓ Content and Context
✓ Continuous learning for themselves
✓ The change process
✓ Moral purpose
✓ Conflict resolution and problem-solving skills

Recipe for creating a learning organization

Adapted from Prisoners of Time, a report of the National Education Commission on Time and Learning, 1994

✓ Reinvent schools around learning, not time
✓ Fix the design flaw; use time in new and better ways
✓ Establish an academic day
✓ Keep schools open longer to meet the needs of children and communities
✓ Give teachers the time they need
✓ Invest in technology
✓ Develop local action plans to transform schools
✓ Share the responsibility: finger pointing and evasions must end

Evolved schools

• Changes in capacity
• Knowledge and skills
• Action inquiry
• Focus on curriculum and instructional practice
• Rich training and development
• Authentic rewards for high performance
First and Second Generation Correlates

- Safe and Orderly Environment
- Climate of High Expectation for Success
- Instructional Leadership
- Clear and Focused Mission
- Opportunity to Learn and Student Time on Task
- Frequent Monitoring of Student Progress
- Home-School Relations

Organizational Improvement Through Positive Corporate Culture

- Shared Purpose
- Collegiality
- Experimentation
- Appreciation and Recognition
- Involvement in Decision Making
- High Expectations for Employees
- Protecting What's Important
- Tangible Support
- Caring, Celebration and Humor
- Traditions
- Trust and Confidence
- Reaching Out to the Knowledge Base
- Honest and Open Communication

Title: REFORM: Schools Cannot Do It Alone

Author(s): James Coles, Ph.D. Anthea Bojar, Ph.D.

I. DOCUMENT IDENTIFICATION:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

[ ] For Level 1 Release: Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

[ ] For Level 2 Release: Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but not in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

Signature: [Sign here please]

Printed Name/Position/Title: Anthea L. Bojar Associate Dean for Teacher Education

Organization/Address: [Add the organization and address]

Telephone: [Provide the phone number]

FAX: [Provide the fax number]

E-Mail Address: [Provide the email address]

Date: [Provide the date]

[Add the necessary signatures and dates]
December 11, 1996

Dear AACTE Presenter:

Congratulations on being selected as a presenter at the 49th Annual Meeting of the American Association of Colleges for Teacher Education (Phoenix, AZ, February 26-March 1, 1997). The ERIC Clearinghouse on Teaching and Teacher Education would like you to contribute to the ERIC database by providing us with a written copy of your paper. Abstracts of documents that are accepted by ERIC appear in the print volume, Resources in Education (RIE), and are available through computer in both on-line and CD-ROM versions. The ERIC database is accessed worldwide and is used by colleagues, researchers, students, policy makers, and others with an interest in education.

Inclusion of your work provides you with a permanent archive, and contributes to the overall development of materials in ERIC. The full text of your contribution will be accessible through the microfiche collections that are housed at libraries around the country and the world and through the ERIC Document Reproduction Service. Documents are accepted for their contribution to education, timeliness, relevance, methodology, effectiveness of presentation, and reproduction quality.

To disseminate your work through ERIC, you need to fill out and sign the reproduction release form on the back of this letter and include it with a letter-quality copy of your paper. Since our Clearinghouse will be exhibiting at the Conference, you can either drop the paper off at our booth, or mail the material to: The ERIC Clearinghouse on Teaching and Teacher Education, AACTE, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186. Please feel free to photocopy the release form for future or additional submissions.

Should you have further questions, please contact me at 1-800-822-9229.

Sincerely,

Lois Lipson
Acquisitions/Outreach Coordinator