

# **TRANSFORMING SCHOOL CULTURE**

# What Do We Know About Effective Culture?

## Twelve Norms of School Culture Where People and Programs Improve

|                                     |                                |
|-------------------------------------|--------------------------------|
| Collegiality                        | Appreciation and recognition   |
| Experimentation                     | Caring, celebration, humor     |
| High expectations                   | Involvement in decision making |
| Trust and confidence                | Protection of what's important |
| Tangible support                    | Traditions                     |
| Reaching out to the knowledge bases | Honest, open communication     |

"Good Seeds Grow in Strong Cultures" by Saphier and King

# Strong Professional Cultures:

Value student learning over personal ease

Value Teacher Efficacy:

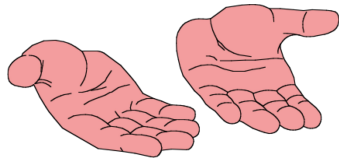
Assume ALL children can learn if they—teachers and staff—find the curriculum and instructional strategies that work.

*If you intend to introduce a change that is incompatible with the organization's culture, you have only three choices:*

- 1. modify the change to be more in line with the existing culture*
- 2. alter the culture to be more in line with the proposed change,*
- 3. or prepare to fail.*

David Salisbury & Daryl Conner

**It's not so much that we're afraid of change, or so in love with the old ways, but it's that place in between ... it's like being in between trapezes. It's Linus when his blanket is in the dryer. There's nothing to hold on to.**



*- Marilyn Ferguson*

# Change in Schools

## **Technical (Rules, Policies, Procedures) and. Adaptive (Attitudes, Beliefs, Behaviors) Change Process**

*Which is more durable? Is it important to have both?*



# “IN OUR SCHOOL”- POSTED IN EACH ROOM

We **CONNECT** before we correct. We get **CURIOUS**, not furious.

We understand that behavior is **COMMUNICATION**. We Believe in **CO-REGULATION**- that kids regulate off the adults in their lives.

We **EMPATHIZE** when someone is flipping their lid. We believe **KIDS DO WELL WHEN THEY CAN**.

We believe in **RESTORATION**- not punishment.

We know that **RELATIONSHIPS** buffer stress and build resilience.

We see you, we hear you, we are with you.

**ALL OF US NEED EACH OTHER, ALWAYS**

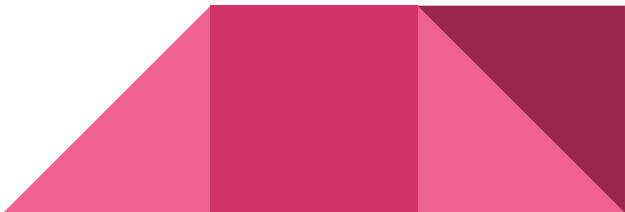


# **TO CHANGE YOUR SCHOOL'S CULTURE**

- Promote your mission, vision, values and goals.
- Bring your staff together to find best practices.
- Sustain the culture through communication.
- Persist.
- Confront problems.

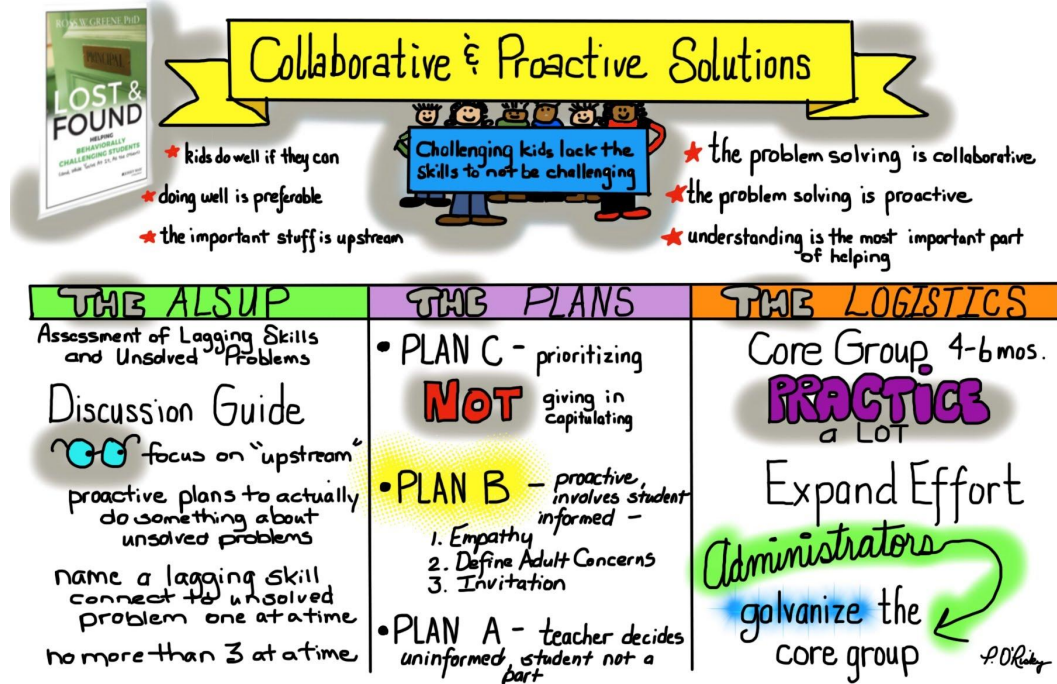
# George Couros on Change and Leadership

“In reality, you can’t make anyone change; people can only change themselves. What you can do is create the conditions where change is more likely to happen. As a leader, you can create those conditions by taking a strength-based approach for learning and leadership and unleashing talent in your organization.”

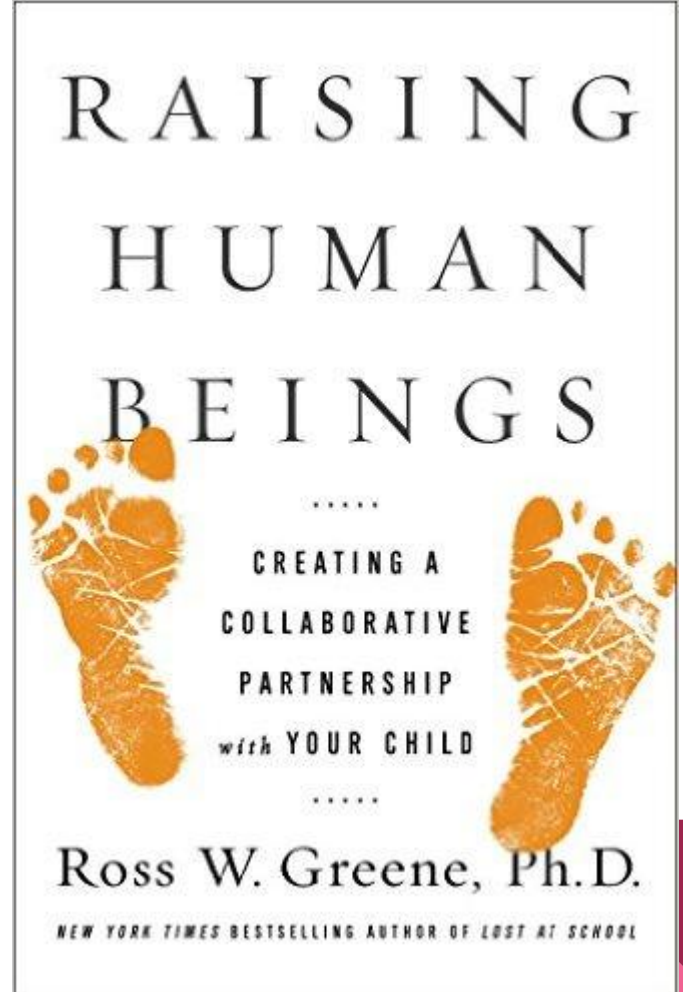


# Collaborative and Proactive Solutions is Positive School Climate and Culture

- Common Vision
- Empowering
- Fulfillment
- Skill Building
- Proactive
- Collaborative
- EMPATHY



# CPS and Other School Initiatives



"Failure is an  
opportunity to grow"

## GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude  
determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try  
new things"

"Failure is the  
limit of my abilities"

## FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like  
to be challenged"

"I can either do it,  
or I can't"

"My potential is predetermined"

"When I'm frustrated,  
I give up"

"Feedback and criticism  
are personal"

"I stick to what I know"

NEW YORK TIMES BESTSELLER

"Provocative and fascinating." —MALCOLM GLADWELL

Daniel H. Pink

author of *A Whole New Mind*

# DRIVE

The Surprising Truth  
About What Motivates Us

3 FACTORS LEAD TO BETTER  
PERFORMANCE & PERSONAL  
SATISFACTION...

AUTONOMY  
MASTERY  
PURPOSE



# Response to Intervention

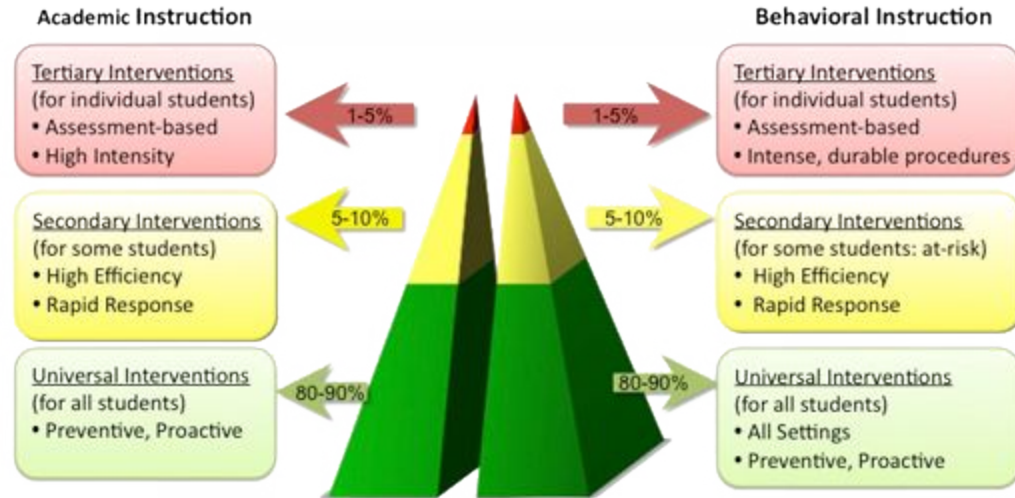
## Designing Schoolwide Systems for Student Success

Emphasis on Tier I Teacher Skill

Differentiation

Scientific, Data-Driven

Research Based



# Responsive Classroom & Restorative Justice



# PBIS (Adult Action Plan\*)

## Be Safe

use equipment appropriately



hands and feet to self



freeze for 5



always report  
hib



## Be Respectful

voice level: 0-4



take turns



play by the  
rules



## Be Responsible

return  
equipment



line up on time  
report hurts  
and wrongs to  
adult

own your  
mistakes



## Be Kind

good  
sportsmanship



include others



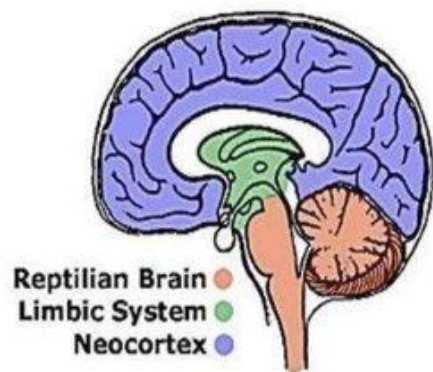
caring  
conversations



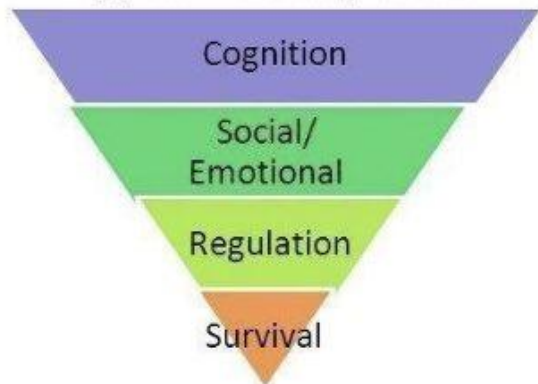
apologize for  
mistakes



# Trauma & Brain Development



## Typical Development

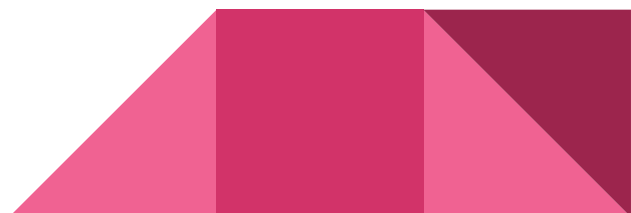


## Developmental Trauma



Adapted from Holt & Jordan, Ohio Dept. of Education

FIDELITY SOCIAL JUSTICE DIVERSITY HUMILITY SUPPORT SYSTEM COURAGE DIFFERENCE  
CULTURE RESPECT BELONGING COURAGE TRUST ACCOUNTABILITY WELCOMING VALUED GROWTH CENTERING COMMUNITY  
WELCOMING TRANSPARENCY INTERACTING ACTIVE FAIRNESS JUSTICE DIGNITY  
POWER EQUITY FAMILY TRANSPARENCY RECEPTIVENESS CONNECTION  
OPENNESS EQUALITY COLLECTIVE RESPONSIBILITIES ACCOUNTABILITY  
TRUST SOCIAL JUSTICE EXPERIENCES HONESTY WELCOMING RESPECT  
HONESTY DIFFERENCE AFFIRMING IDENTITIES BACKGROUND INFORMATIVE SOCIAL JUSTICE FIDELITY  
LEADERSHIP INFORMATIVE VALUED PERSPECTIVES AFFIRMING POSITIVITIES  
FRIENDLINESS SUPPORT SYSTEM SOLIDARITY BELONGING  
RECEPTIVENESS CATALYST THRIVING CONSCIOUS COMMUNITY APPRECIATION CARE



# Power of Empathy & Connection



# Common Success Characteristics of CPS Implementation



# Steps to Organizing and Sustaining the Effort

1. Select the CPS Implementation Core Group
2. Develop an Action/Implementation Plan
3. Hold yourself accountable to the plan- celebrate accomplishments and reflect on success!



# 1. Core Group-CPS Implementation Team

- **Who makes up the group? Balance of representation from grades/roles, staff of Influence, saboteurs to “win over”**
- **ALSUP’s can be overlooked. Spend several weeks as a team become skilled and comfortable.**
- **Continue Plan B on each other and on students. role play and critique over and over!**
- **Teach the model to others “unofficially” before a rollout. Start building colleagues who are “drinking the Kool-Aid”.**
- **Growth Mindset is key! Build the skill and practice with students. Share with team to improve!**



## 2. Implementation Action Plan

**Customized** to the school that you are in, based on where you are at in this moment.

The “SMART” goal approach works best:

- Specific
- Measurable
- Achievable
- Relevant
- Time-Bound



# Staff Rollout

- **When rolling out to staff educate without overwhelming. Connect to vision of the school and your “why”! Connect to the current school initiatives and the compatibility of the model!**
- **Bringing in a “pro” to share an overview of the model has worked well for me!**
- **Keep the work on an awareness level for all staff. Share work at staff meetings- success and challenges.**
- **Sit in on a plan B with others; invite others to attend; put out a challenge to teach and attempt. Remember that “showing” is much more effective than “telling”**
- **Technical and Adaptive changes allow for the initiative to be a meaningful and durable change over time!**



# But what about time?

- Can be done during some existing blocks of the school day.
- Before school; after school, lunch, recess, prep time, specials block
- Work with building leaders to create time- coverage for rooms, rooms designated for problem solving.
- Once staff experiences success it is amazing how creative/innovative they become to find the time to do this with students.
- Schedule for what you value.




### 3. Hold yourself accountable and celebrate success!

Schedule time at meetings to reflect on how implementation steps went. What worked and what needs to be revised?

Don't beat yourselves up! Circumstances can impact timelines. Make those adjustments and adjust as needed.

As more staff get confident and are experiencing success, make sure to let parents know what CPS is and that it is alive and well in your school. Partner with the PTO to provide a presentation. Set up an informational page/link on your website. Transparency is important.



## Model for Managing Complex Change



# Think about your CPS implementation What is missing that might be impacting your implementation success?

## Model for Managing Complex Change



# Rolling out CPS at DCS

**Kim Hopkins- 1 hour weekly**

**CPS team consists of a staff member from each of the pods within the school (K-2, 3-4, 5-6, 7-8, special education, guidance, social work and specials)**

**First Step- Create Timeline/Roadmap for implementing CPS through the school**



# Our CPS Road Map: Feb. - March 2011

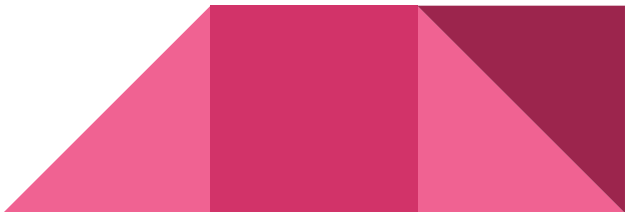
**February 1, 2011- March 31, 2011:**

- **Read/Re-Read Book: Lost at School**
- **Review Video Clips of CPS through the website.**
- **CPS Coaching with Kim**



# Our CPS Roadmap: April- June 2011

**April 1, 2011-June 1, 2011:**

- **CPS team members will use CPS with student**
  - **CPS team members select one student to work with using CPS throughout the rest of the school year. Each person has a “buddy” to work with (cognitive coach) through the process to observe and support work, expose people on a smaller scale.**
  - **May 4, 2011: CPS education @ staff day- CPS and ALSUP introduction with Kim as Guest Speaker**
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# Our CPS Roadmap: Sept. 1- Nov 1. 2011

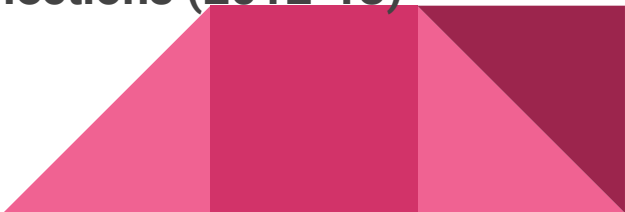
**September 1, 2011-November 1, 2011:**

- **All Staff Using ALSUP (Integrate into Policies)**
- **Before SAT, there should be an ALSUP form to accompany any and all referrals.**
- **Classroom ALSUP binder**
- **Training and support happening with core team leading the work.**
- **CPS “Mentor” assigned to new staff.**



# Our CPS Roadmap: Nov. 2011-Feb. 2012

**November 1, 2011-February 1, 2012:**

- **CPS to be embedded in our culture**
  - **All using the same language and paperwork**
  - **All Skilled in using Plan B**
  - **Policies & Procedures**
  - **Response To Intervention**
  - **Support: Get Parents and Families Involved: Newsletter, PTA, Book Club, Parent Education Nights, Parent to Parent Connections (2012-13)**
- 

# Our CPS Road Map: Nov.- Feb. 2012

**All Staff Trying CPS/Plan B**

**Troubleshooting?**

**Utilize PLCs/Grade Level Teams**

**Continued team support- transition to School Culture Action Team. Parent Education through website.**

- **Office Referrals decreased by 50% in my time at DCS using this model.**



# Technical and Adaptive Change

## Embed CPS in the RTI Process:

### Yarmouth Elementary School Child Study Team

- Bring ALSUP to CST meeting
- Review unsolved problems
- Offer Plan A support to “triage”, while developing an action plan to work on unsolved problem. Assign CST member to work with staff on Plan B. Follow up meetings are reviewing progress on Plan B and looking at the Plan C list.



# Your CPS “Road Map”



Questions to answer: (Will put them in the chat)

- Describe your school. Size? Structure and organization?
- What is your plan to get administrative support?
- How could you build leadership density in your school setting based on your structure?
- What other initiatives are you implementing at this time? Are they conflicting or congruent with CPS? How will they impact your timeline?
- How will your team handle saboteurs?

**Breakout Groups:**

**What would your “CPS Road Map ” look like with backwards planning?**



# Road Map Work/Action Plan



Remember that...

**Meaningful Change  
Takes Time!!!!**



★  
**WHAT**  
*questions*  
DO YOU HAVE  
FOR ME?



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