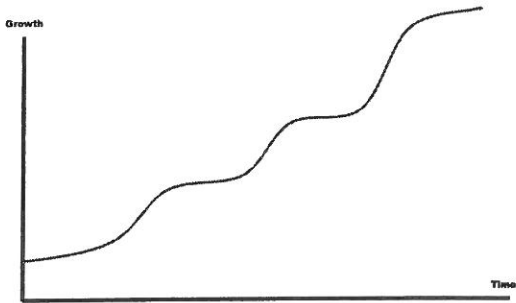


Leadership Considerations

Don Deshler
Preconference RTI Workshop
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IMPROVEMENT PROCESSES



Build Ownership & Capacity

- Literacy **Leadership Teams**
 - Driver of literacy work in school
 - Distributed leadership
- Work on **Leadership Practice**
 - Organize/supervise work around key instructional activities
 - Observe, describe, analyze instructional practice
 - Create internal accountability mechanisms
 - Build common language and expectations
- Work on **Instructional Practice**
 - Observe models of practice
 - Develop protocols for observing practice
 - Rotation of observations in teams
 - Focus on observing, describing, analyzing instructional practice
 - Build common language and expectations



Necessary Conditions

- Sustained investments in **professional development** programs.
- **Engaged administrators** who set expectations for adoption and proper implementation
- **District level support** to hire teachers who embrace principles of the initiative and possess the skills
- Willingness to **stay the course**

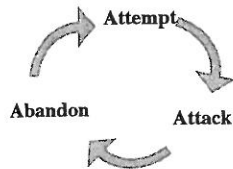


Necessary Conditions

- A willingness to **redefine roles**
- Staff given sufficient time to “**make sense of**” and accommodate CLC into their instructional framework, and have their questions and concerns addressed
- The degree to which decisions regarding the adoption of CLC is perceived as being one in which their **voice has been heard**



Attempt, Attack, Abandon Cycle



- “as the number of changes multiplies, and as the time demands increase, people approach **a dysfunction threshold**, a point where they lose the capacity to implement changes”

—Darryl Conner, *Managing at the speed of change*



“The single **most common**... source of **leadership failure** we've been able to identify... is that people, especially those in positions of authority, **treat adaptive challenges like technical problems**”

R. Heifetz, *Leadership on the line*



Allow time for....

- **Human “sense-making”**
 - › Spilane, Reiser, & Reimer (2002)
- **Reformulation and reintegration**
 - › Marris (1975)



Understanding the role of "human sense-making"

Successful implementation of complex policies usually necessitates substantial changes in the implementing agents' schemas. Most conventional theories of change fail to take into account the complexity of human sense making.....

Sense-making is not a simple decoding of the policy message, in general, the process of comprehension is an active process of interpretation that draws on the individual's rich knowledge base of understandings, beliefs, and attitudes.

Spillane, Reiser, & Reimer, 2002

Spillane, J., Reiser, B. & Reimer, T. 2002. "Policy Implementation and Cognition: Reframing and Refocusing Implementation Research." *Review of Educational Research* 72(3): 387-431.

Allowing time for "reformulation"

No one can resolve the crisis of reintegration on behalf of another. Every attempt to preempt conflict, argument, protest by rational planning, can only be abortive. When those who have power to manipulate changes act as if they have only to explain, and when their explanations are not at once accepted, shrug off opposition as ignorance or prejudice, they express a profound contempt for the meaning of lives other than their own. For the reformers have already assimilated these changes to their purposes, and worked out a reformulation which makes sense to them perhaps through months or years of analysis and debate. If they deny others the chance to do the same, they treat them as puppets dangling by the threads of their own conceptions.

Marris, 1975



He became a good pitcher when learned to throw a ball.
