ADAPT

CHANGE

change is difficult. not changing is fatal.

IF YOU WANT SOMETHING YOU'VE NEVER HAD, THEN YOU'VE GOT TO DO SOMETHING YOU'VE NEVER DONE.
In Education when riding a dead horse we:

- Say things like "This is the way we always have ridden this horse"
- Identify best practice of others to see how they ride dead horses
- Set up a committee to study the horse
- Increase the standards for riding dead horses
- Appoint a task force to revive the dead horse

- Spend more money on training to improve our dead horse riding skills
- Change the rules & requirements & declare that the horse is not dead
- Make a declaration that "No horse is too dead to beat."
- Threaten to get the private sector to ride the dead horse because they can do it better

- Arrange to visit other sites where they ride dead horses more efficiently
- Create new tests for measuring our ability to ride a dead horse
- Compare how we are riding now with how we did twenty years ago
- Blame the horse’s parents... The problem is clearly back at the stable
Nobody likes change. But a wet baby.

Everybody loves progress but few want to change their personal habits.

In order to maintain progress, organizations must keep reshaping themselves.
Remember that change is often associated with losses
The golden rule of the future is that change is the only constant. We are on a never-ending journey.

Create a climate of continual improvement.

We want to create a culture where everyone strives to get better and understands what it takes to get better.

“People say I play as easily as a bird sings. If they only knew how much effort their bird has put into his song.”

Pablo Casals

“Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it.”

William James

“Remove the 1% of your best ideas from your 99% of your bad ideas and you will have a winner.”

Pablo Casals
Have a set of guiding principles before you begin

Homewood Schools Guiding Principles

Heterogeneous grouping, especially in a district as diverse as Homewood, pushes and empowers students to greater achievement. “The decision to withhold rigor from some students is one of the most important reasons schools fail.” (Strong, Silver, Perini, 2001).

K-8 curriculum focuses intently on literacy and numeracy as the key foundational skills which undergird other content areas.

Differentiated instruction is a necessary classroom philosophy and skill for teachers.

All students (and professionals) should strive and be encouraged to grow as individuals each year.

Hire well, and trust the judgment, creativity, and decision-making of teaching professionals – especially in light of any canned program ready to be implemented.
Whenever one is engaged in a discussion along a broad philosophical pendulum (math or reading instruction philosophies, for example), seek balance and a moderate perspective.

Rigor is essential. The goal of a rigorous curriculum is not fewer students reaching mastery. Rather, the goal of rigor is helping students develop the capacity to understand and apply complex and challenging content and processes.

We value learning and therefore focus on mastery of standards and the accurate reporting of progress toward these goals.

Research is your friend. Without data, you are just another person with an opinion.
Haste is your enemy.

Real change takes time.

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Work as hard as they do.

Teachers need to be involved but not burdened by the work.
You can’t “monitor” excellence.

Beliefs must be changed, not just practices.
The nature of change has changed. Years ago change was more slow-moving and much more predictable. It is now massive, sudden, and overwhelming. Change is non-linear. It is loaded with uncertainty and excitement...exhilarating for some but frustrating for others.

Beware of the checklist mentality.

Our performance as teachers and students should be about much more than compliance.
You can't mandate what matters... the more complex the change, the less you can force it.

Balance, Balance, Balance

Between tradition and innovation
Between autonomy and centralization
Between needs and interests
Between push for change and allowing self-learning to unfold