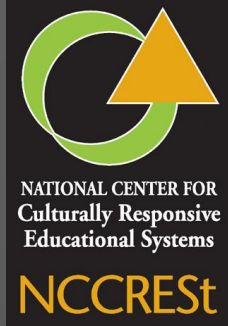


National Center for Culturally Responsive Educational Systems



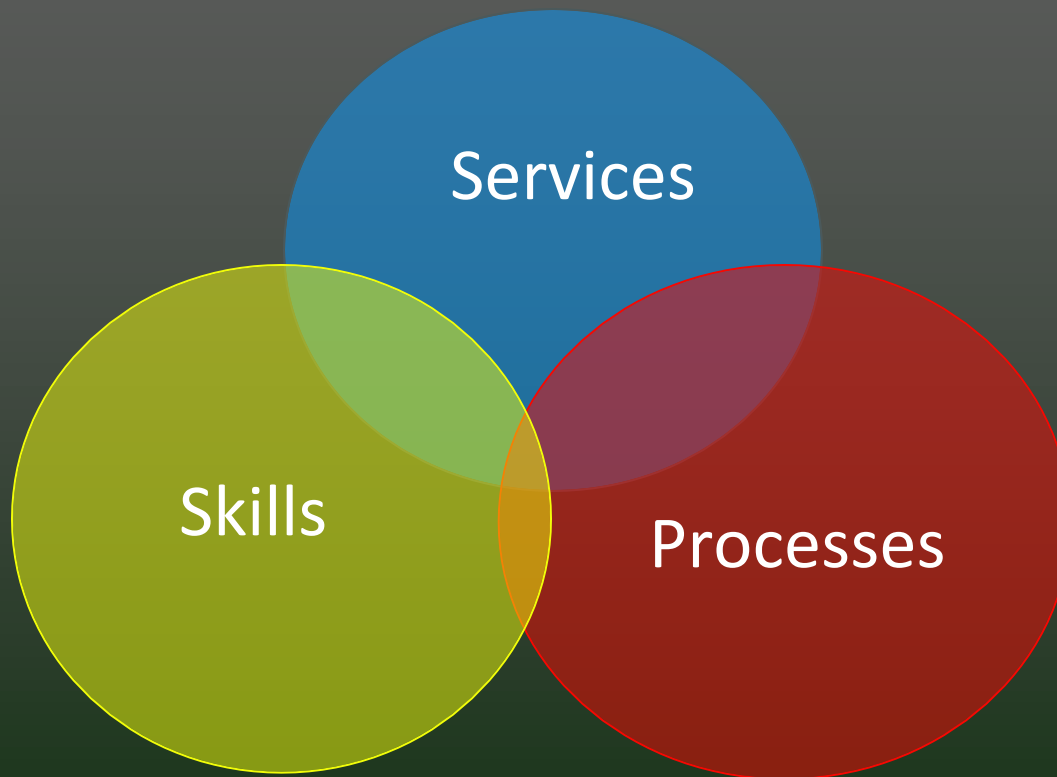
Providing Culturally Responsive Technical Assistance and School Improvement

Shelley Zion

August 17, 2005

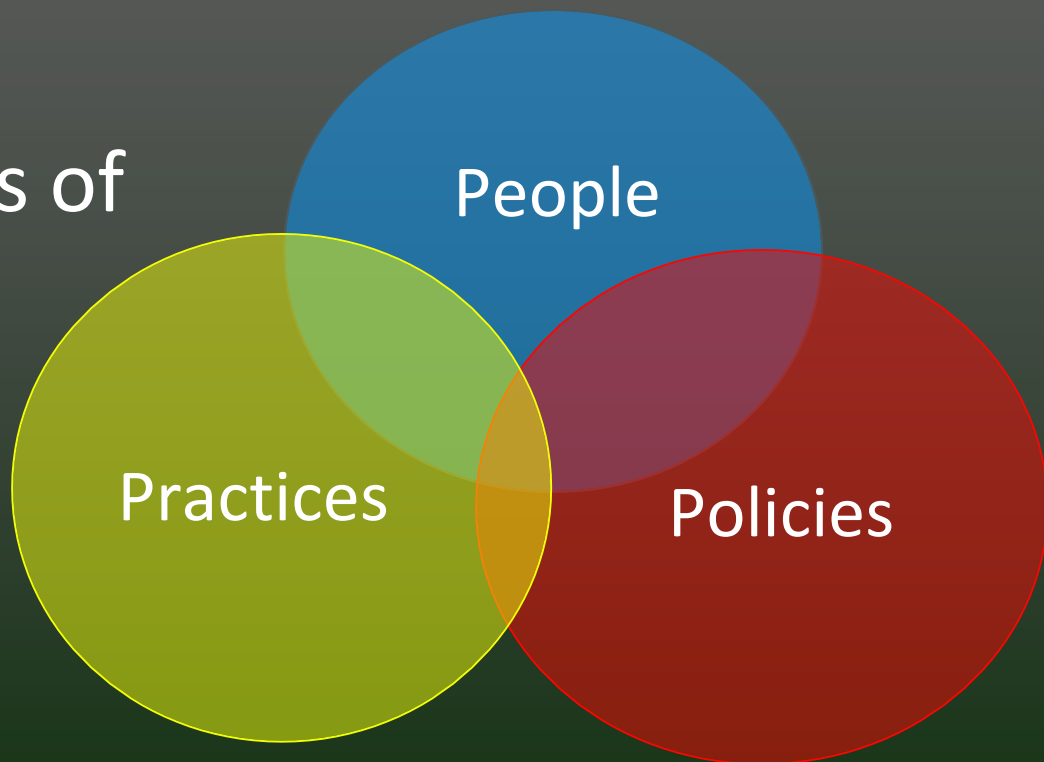
Wisconsin Summer Institute

Technical Assistance and School Improvement Focus



What is Systemic Change?

Simultaneous
Renewal in
Multiple Layers of
the System



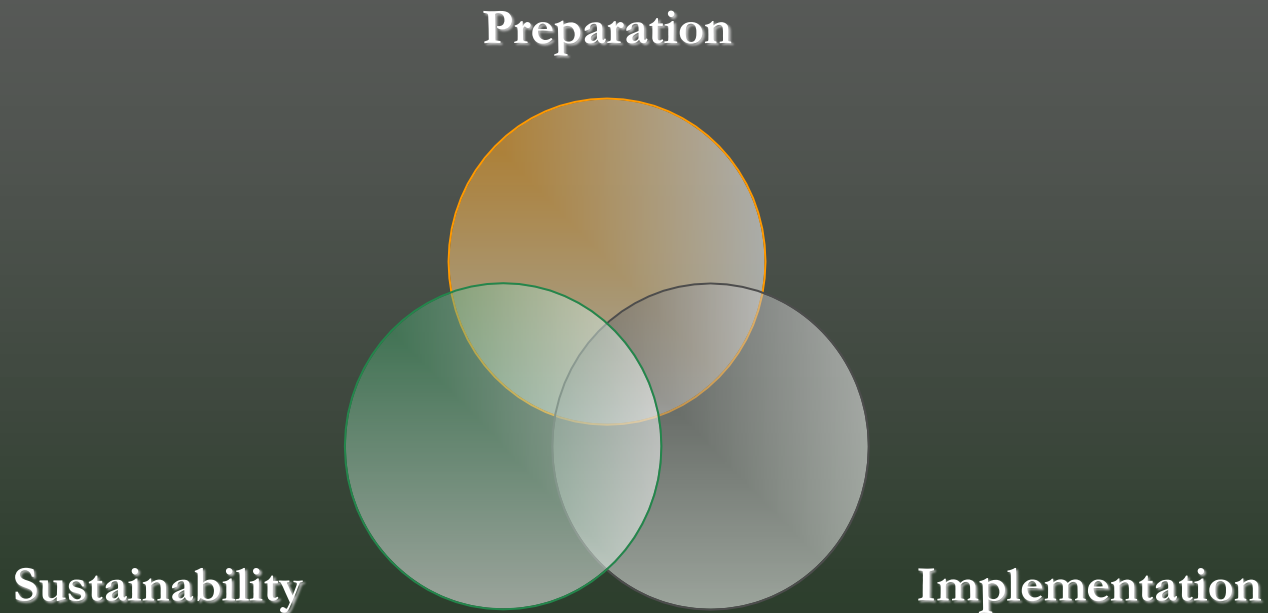
Changing the way that things are

Essential change strategies include:

- School Improvement Planning
 - Looking at data
 - Mapping assets, developing networks
 - Identifying areas of focus
 - Developing action plans
 - Evaluating impact
- Professional Development
 - Ongoing
 - Across systems
 - Coaching
 - Collaboration

Leveraging Change Through Strategic Planning- change agents

The Planned Change Process



The Planned Change Process



Step 1

Step 1: Exploring

- Identify a need or opportunity for improvement or change.
- Involvement of one or more Change Champions, Change Agents, a Change Team, or some combination of each in a preliminary needs assessment and consideration of alternatives for change.
- Clearly identify the key stakeholders, and explore ways to involve them in planning and managing the change process.
- Build support and seed the organization for change (develop advocates, share information and ideas, etc.).
- Contract for change by involving appropriate people in the design, and negotiation of a change strategy that provides a clear vision of what needs to be done.

Step 2

Step 2: Assessment and Planning

- Develop a plan to gather the necessary data and information needed to clarify present realities, future ideals, and how to achieve the ideals.
- Apply the diagnosis.
- Use the results of the diagnosis for problem solving, action planning, and to modify the change strategy.

Step 3

Step 3: Commitment Building:

- Clarify roles of key players in the change process (Change Leaders, Change Agents, Change Champions, and Change Teams). Involve each as much as is appropriate in the design and implementation of the change program.
- Communicate the change vision to people who can impact, or will be impacted by the changes. Educate them on the change process, involve them when appropriate, and address their concerns and suggestions.

Step 4

Step 4: Implementing Change

- Educate and train key players in the paradigms (thinking patterns and models) and skills needed to start the changes.
- Select and implement the appropriate strategies and changes.
- Manage resistance to change.
- Build in reliable feedback mechanisms to monitor and manage the change process, and to make needed adjustments.
- Keep people focused on the vision.

Step 5

Step 5: Integrating Change

- Institutionalize changes by ensuring structures are aligned to facilitate and reinforce the desired changes. A team can be appointed to carry-out this important task.
- Follow-through on commitments made in Stage II.
- Reinforce, reward, and communicate successes. Learn from mistakes, make needed adjustments, keep people informed about progress, and integrate and culturize the changes.

Step 6

Step 6: Assessing Progress

- Conduct a follow-up diagnosis and use the results to:
 - Evaluate the program
 - Improve the program
 - Find opportunities for further development
 - Discover what can be learned from the change process

Step 7

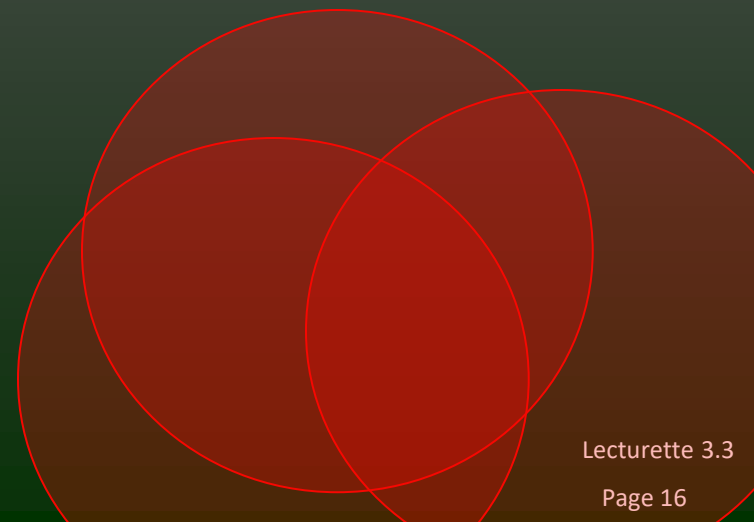
Step 7: Growing

- Develop a renewal plan to maintain gains, plan for future actions and improvements, share what has been learned with other parts of the organization, monitor progress, and prepare to respond quickly to needs for new directions.

Providing Technical Assistance

Examples of TA Processes

- Meeting Facilitation
- Needs Assessments
- Program Evaluation
- Strategic Planning Process
- Developing RFPs for discretionary funds
- Needs Analysis
- Futures Trend Analysis
- Grant Writing
- Pilot Site Development
- Project Management
- Develop indicators of effective practice
- Model effective technology



Skills: How To

- Skill Building Workshops
- Topical Forums
- Design Research Projects
- Manage Research Efforts
- Develop Technical Assistance Documents
- Policy Analysis
- Documentation for Processes, New Practices
- University Partnerships
- Student Outcomes measures
- Evaluation Design and Analysis
- Information Systems
- Uses of Technology

Services

- Topical Updates
- Information Packets
- Technical Assistance Documents
- Grant Writing Workshops
- Developing Media Packets
- Data Interpretation
- Developing Media Spots
- Data Analysis
- Electronic Networks
- Networks with other State, regional, and national technical assistance networks
- Conference Planning
- Network school reform policy makers
- Facilitate mentoring among SEAs and LEAs
- Database Sharing
- Web-based data storage

What's in a TA Plan?

- Analysis of Equity Data
 - Achievement, Disproportionality, ELL, graduation, dropout, adjudication, advanced placement, college entrance...
- Network Mapping
- Needs and Outcome Statement based on data analysis
- TA and PD activities to address need identified
- Outcomes of Technical Assistance and Professional Development activities
- Linkage of activities to overall goals and outcomes
- Linkage of TA to building systems capacity
- Linkage of TA to improved equity and access outcomes for students and families

Developing a TA Plan

- Analyze Current Data
- State the TA/PD Needs and Outcomes
- Map the Network
- Detail the Activities
- Plan the Evaluation

First: Analyze the Data

Team members

- Ask probing questions about student learning, outcomes and teacher practice;
- Check assumptions against evidence; and
- Consult outside research and multiple data sources to understand student achievement and equity and the ways to improve it.

Questions to Ask

- 1) What data sources will we use?
- 2) What do our data tell us about the quality of student learning?
- 3) Which students have benefited from our policies/practices/interventions?
- 4) Are there particular groups of students who are not achieving as well as other groups?
- 5) Are findings consistent across data sources?
- 6) What questions do we have that cannot be answered by this data?
- 7) What additional data do we need to answer our questions?

Matching Data to the Questions

Features of the
Initiatives

Participants, Audiences &
Stakeholders

Context

Use of Data (Goals & Uses of
Results)

To which stakeholders will
answers to the questions
be useful, and how?

How will answers to the
questions provide new
information?

Design of TA Plan

- Step 1. Identify assumptions about change.
- Step 2. Decide how much you should be looking at implementation and how much at outcomes.
- Step 3. Determine what types of data to collect, and whom to collect data from.
- Step 4. If examining outcomes, determine where the desired outcomes fit on a proximal-to-distal continuum and how the evaluation will address them.
- Step 5. Decide what, if any, comparison outcome data will be collected.
- Step 6: Determine if data should be collected from an entire population or from a sample. If sampling, randomly select the sample from the population.

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- **PRACTICALITY:** What is the likelihood of success? Does your team have access to known solutions? Is there expertise or support available to address this challenge?
- **BIG PICTURE:** To what extent will addressing this challenge prepare your state to take on more systemic or long-term goals?

Activity-

- Look at your data. Think about what this data tells you. What resistance might you expect to encounter from the participants? What questions will you raise? What other sources of data do you need to look at?

Second: State the Needs and Outcomes

- (1) specification of a service, practice, or policy;
- (2) identification of how that service, practice or policy will be refined, changed or initiated, and
- (3) identification of ways that change, refinement or initiative will support services to families and students with disabilities.

Identifying priority needs-

- What outcome do you hope to achieve?
- Mapping backwards, what are the steps to achieve that outcome?
 - Example: Outcome- All teachers will be skilled in meeting the needs of diverse learners in the general education classroom. Needs- training, curricula and resources

Activity

- Look at the data you discussed earlier. Identify two or three priority outcomes, and the primary needs associated with each outcome

Third: Mapping Assets

- Steps in Assets Mapping:
- Identify “who” within the state has been involved in this issue,
- Identify who hasn’t, but should be,
- Identify what the organization is doing, and
- Think “how does this connect to our needs?”

Keep in mind factors that influence state/district capacity

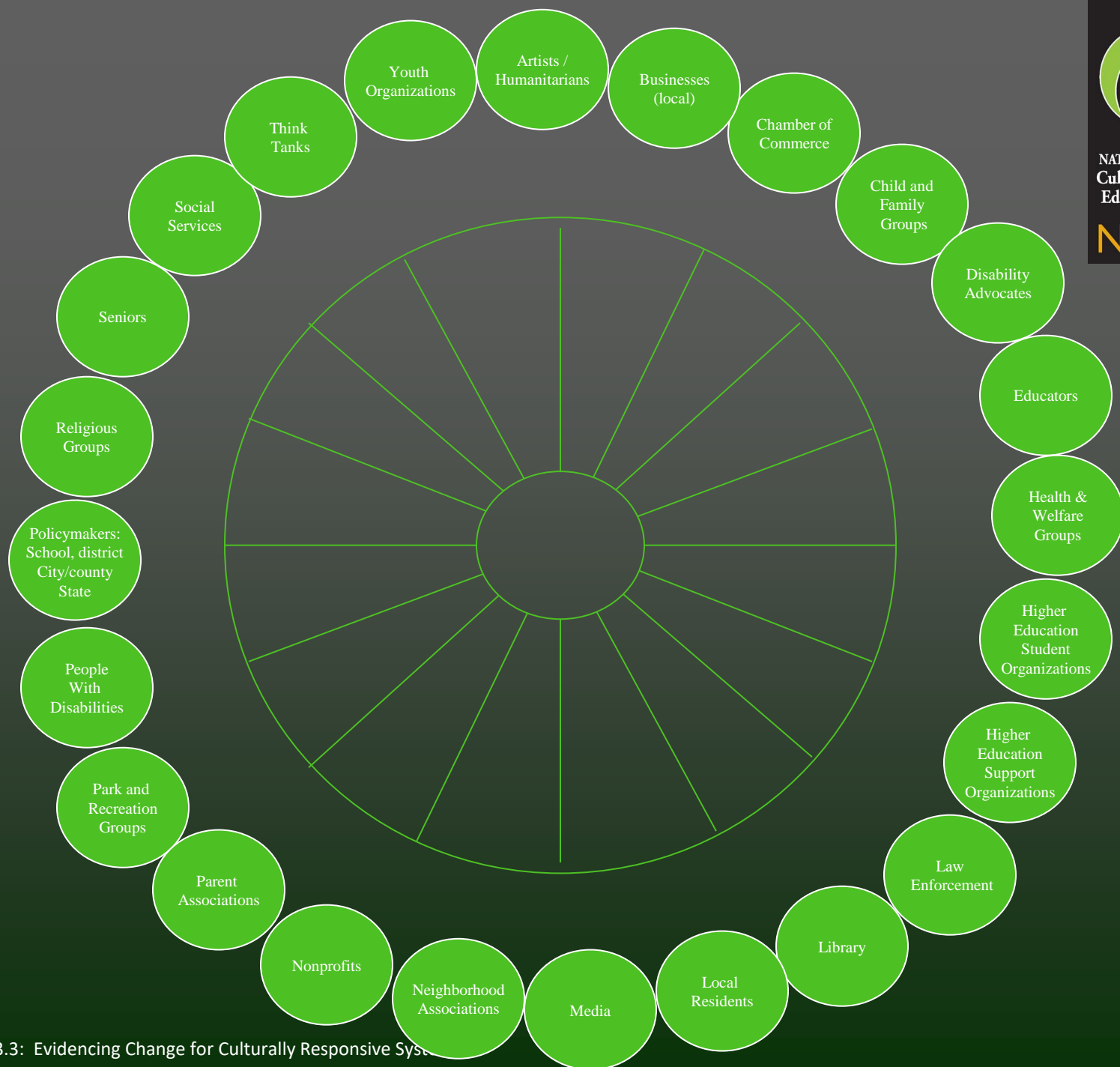
- Policy Environment
- Resource Allocation
- State Personnel
- Information Systems
- Linking Organizations
- Programs and Projects

What is Networking?

- People connecting to people to share a common interest or purpose and engage in sharing of ideas and resources
- A network can be a productive alternative to the established system of educational improvement

Why Network?

- Networks provide organizational mechanisms through which educators have the chance to link researchers, policy makers and influencers, and educational practitioners for the purpose of improving schools
- Benefits of establishing a network: information sharing & dissemination, mutual support, leverage for change, outreach



Funding Source and Outcomes

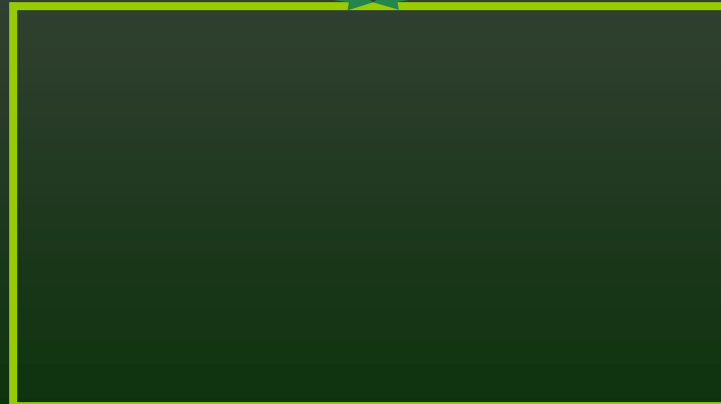
Connections Your Work has to
Funders' Outcomes

Activities that Connect Projects



Next Steps

1. Who do you need to know?
2. What do you need to do?



Identifying Connections

- Draw a map of the assets and resources you might tap or connect with to assist you in developing your agenda. Who is doing this work? What other initiatives overlap? Who can help leverage change?

Fourth: Activity Planning

- Specify the activity
- Specify the activity objectives
- Identify the members of the activity team
- Assign responsibilities and timelines
- Assign a team leader

Finally, Evaluation Planning

Each evaluation plan addresses four broad areas:

- design
- implementation
- outcomes
- impact of the technical assistance.

Across all four areas, ask these questions.....

- What specific questions should be asked about the planned technical assistance? A menu of possible questions is provided in the following evaluation planning form.
- How the questions will be asked. For example, will a questionnaire, interview, or observation be used? Will this involve an existing instrument, or will a measure be developed specifically for this purpose?
- Who will collect the information? Will this be done by the State Liaison, the technical assistance provider, the State staff, or someone else?
- How, when, and to whom will the results be reported? What use will be made of the results?

How can NCCRESt help?

- Tools and activities for technical assistance planning
- Practitioner briefs
- Data manager/website
- Professional development modules
- Culturally responsive assessment tool
- Conferences for information exchange

www.nccrest.org



NATIONAL CENTER FOR
Culturally Responsive
Educational Systems

NCCREST

*Building coalitions
of students, families,
practitioners, policy
makers and
researchers around
interventions
and strategic
improvements in
practice and
policy that are
culturally responsive.*

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*There is no seeing without looking, no hearing
without listening, and both looking and
listening are shaped by expectancy, stance,
and intention.*

– Jerome Bruner

*n is life.
John Dewey*



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