

# The F.M. Duffy Reports

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Quarterly reports on the challenges of creating and sustaining whole-system transformational change in school districts

## Training Teams of Educators to Become Masters of the Art & Science of Transforming School Systems: Designing a Change Leadership Academy

by  
**Francis M. Duffy**

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School reform in the United States has been driven by a rock-solid paradigm built on a foundation of continuous improvement, quick fixes, and a “fix the broken part” mentality. That paradigm has failed to create substantial change in the design and functioning of America’s school systems. Educators and policymakers stubbornly refuse to replace that paradigm with one that is driven by principles of design thinking and transformational change.

To create school systems that will prepare our children for the challenges of the 21<sup>st</sup> Century we need to transform those systems, not tinker with the “broken parts.” Students do not need 21<sup>st</sup> century skills that are taught within the context and principles of a 19<sup>th</sup> century instructional paradigm. They need a 21<sup>st</sup> century learning paradigm that fosters self-guided learning, learner-centered teaching, and customized learning experiences. To create that new instructional paradigm we need to practice whole-system transformation, not piecemeal school-by-school improvement.

For almost a quarter of a century (and 16 years of publishing and distributing these Reports) I have written about, talked about, and taught principles of whole-system change and school system transformation. For most of those years, that writing, talking, and teaching have seemingly gone unheeded by those working in school systems and those who set policy for school reform. Recently, however, there is a growing tropism in response to the recognition of the need for systemic change in school districts. I am seeing an emergence (perhaps a resurgence) of interest in systemic transformation that reflects in the work of others much of what I and others have been writing about, talking about, and teaching for almost a quarter of a century.

Given this growing “new” interest in systemic transformational change, it will be very important to train (as opposed to educate) educators to become masters of the art and science of transformational change. Further, this training must not be provided to individuals in degree-granting programs like is being done in at least one elite university but rather it should be provided to teams like is being done at Gallaudet University in Washington, D.C. This principle is based on what we know about the transfer of learning from training sessions back into the work place. That transfer is significantly more successful when teams participate in the training and then return to their organizations to implement what they learned.

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In this edition of **The F.M. Duffy Reports** I provide an overview of a design for a Change Leadership Academy to train teams of educators to become masters of the art and science of transformational change. An expanded version of the design, below, was used to create a Change Leadership Academy at Gallaudet University in Washington, D.C. (the expanded version included one extra week to focus on an instructional paradigm called Language Planning). In June, 2011, several teams of educators from schools for the deaf (which are small preK-12<sup>th</sup> grade school systems) will form the first cohort of educators to participate in the Academy.

A Change Leadership Academy can be designed to train several teams from different school systems at the same time in a central location. Alternatively, the Academy can be tailored as in-service training for a single school system. Either way, the training must be team-based and one member of the team must be the senior administrator in the participating system; that is, the superintendent must be a team member.

## A Proposed Design for a Team-Based Change Leadership Academy

The Change Leadership Academy is a two-week and one-semester intensive training experience providing teams of educators with the knowledge and skills they need to transform their systems for success in the 21<sup>st</sup> Century. Particular emphasis is placed on transforming those systems to align with principles of the learner-centered instructional paradigm. The Academy is designed using three change leadership courses.

If possible, it would be valuable to link the Academy to a college or university so continuing education credits could be offered to the educators participating in the Academy.

### The Change Leadership Academy Design

#### Mission

The Change Leadership Academy provides school-level<sup>1</sup> and district-level teams of educators with the knowledge and skills they need to lead transformational change in their systems. The Academy places particular emphasis on transforming systems to align with the principles of the learner-centered instructional paradigm.

#### Duration

The Change Leadership Academy experience is a set of two training workshops and a full-semester field-based seminar that are distributed across approximately eight months (one week during the summer, the fall semester, and one week during the January intersession).

#### Audience

The Change Leadership Academy is designed for carefully selected school-level and district-level teams. A district-level team participating in the Academy experience must include the superintendent. A school-level team participating in the Academy must include the principal.

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<sup>1</sup> The system transformation methodology taught in this Academy organizes a system into clusters of interconnected schools. It would be appropriate and important to engage school-based teams from each cluster in the Academy so that the capacity to engage in systemic transformation is developed throughout the system and not just at the top of the system.

### Impact

The Change Leadership Academy is expected to have a significant impact on the organizational performance of the participating schools and school systems by transforming those systems to align with the principles of the learner-centered instructional paradigm.

### Scope

The Academy experience begins with a one-week summer training workshop. During this first week of training, the teams are introduced to key concepts for mastering the art and science of transforming school systems and core principles of the learner-centered instructional paradigm, an instructional paradigm particularly suited to the demands of America's 21<sup>st</sup> Century knowledge society. They also are introduced to a special methodology and set of tools for transforming school systems called the ***School System Transformation (SST) Protocol***. The SST Protocol will be used to transform their systems along three interwoven paths:

- Path 1: Transform teaching and learning (core work) and the services that support it (support work);
- Path 2: Transform the system's work life (the internal social infrastructure); and,
- Path 3: Transform the system's relationships with its external environment.

During the summer workshop, the teams create action plans to prepare their systems to engage in whole-system transformational change. These plans are implemented during the next training experience.

At the conclusion of the summer training, participating teams return to their districts to engage their systems in a full-semester field-based seminar to prepare their systems to engage in transformational change. During this semester-long seminar, the teams implement the action plans they created during their summer training workshop. The planning activities help participating teams prepare their systems to engage in transformational change after they graduate from the Academy.

The learning products of the "Preparing for Transformational Change Seminar" are: 1) a comprehensive action plan to transform the participating districts and schools after the teams graduate from the Academy; 2) a design for a 5-day training institute that delivers change leadership training to educators working in the participating systems; and, 3) a team-learning plan that will help each member become a master of the art and science of transforming school systems.

During the fall semester "Preparing for Transformational Change Seminar" Change Leadership Academy faculty and staff will be available to the teams to provide advice and technical assistance. An on-line forum for the participating teams will also be available so they can communicate with each other on-line about what they are doing, what they are learning, obstacles they are facing, their solutions for overcoming the obstacles, and so on.

Finally, the participating teams return to the Change Leadership Academy during the January Intersession for the third and final week-long workshop on change leadership. During this workshop, participants learn advanced concepts, principles, and tools for implementing and facilitating transformational change. An important activity at the beginning of this course is for participating teams to share with their colleagues the comprehensive action plans they created to transform their systems, their designs for a 5-day training institute design, and their teams' learning plans, all of which were created during the "Preparing for Transformational Change Seminar." Feedback will be provided to the teams about their learning products so they can make adjustments to the products.

At the conclusion of this third training experience each participant receives a Certificate of Advanced Studies in Change Leadership. The graduating teams are also expected to return to their systems to fully implement their plans to transform their systems. Change Leadership Academy faculty and staff will be available to the teams to provide technical assistance and coaching until the systems are transformed.

## Operational Goals and Objectives

The primary operational goal of the Change Leadership Academy is to train school-level and district-level teams of educators about how to create and sustain transformational change in their systems. The operational objectives supporting that goal are:

- Objective 1:** Introduce participating teams to core principles of change leadership.
- Objective 2:** Introduce participating teams to the learner-centered instructional paradigm and why it is important for the future of their systems.
- Objective 3:** Provide technical assistance and guidance to participating teams as they prepare their systems to engage in transformational change.
- Objective 4:** Provide participating teams with a field-tested methodology and tools for leading transformational change.
- Objective 5:** Provide technical assistance and guidance to participating teams as they engage their systems in transformational change.
- Objective 6:** Design and conduct developmental research studies to document and report on the effectiveness and outcomes of the change methodology that is taught in the Academy.

## Core Values Underpinning the Change Leadership Academy

The Change Leadership Academy is based on a foundation of core values. These are:

**We value diversity defined in its broadest sense to include diversity of race, culture, gender, disabilities, sexual orientation, age, among other dimensions of diversity.** In valuing diversity, we expect our faculty, staff, and participants to interact with each other with a high degree of civility while at the same time enforcing ethical codes of conduct that do not tolerate bigotry, hatred, violence (verbal or physical), character assassination, rumor-mongering, or illegality.

**We value the highest principles of professional and academic integrity among our faculty, staff, and students.** We strictly enforce professional and academic codes of conduct, including academic integrity policies and procedures.

**We value a culture of teaching and learning.** We take these twin dynamics seriously and we assess participant learning outcomes to ensure that we are living up to this value.

**We value faculty members who are excellent instructors.** We recognize that it is the teaching and learning process that will enable our participants to become masters of the art and science of transforming school systems. Because of this value we expect our faculty members to be highly effective instructors.

**We value faculty members who have up-to-date knowledge and skills.** Maintaining state of the art knowledge requires our faculty to engage in scholarly activities that create research projects, books, articles, and other media. Maintaining state of the art skills requires our faculty to participate in professional development opportunities such as workshops, advanced graduate courses, and attending national conferences.

### Learning Outcomes (LO)

There are three levels of learning outcomes for the Change Leadership Academy:

1. **Program-Level Outcomes:** general learning outcomes for completing the Academy training program.
2. **Course-Specific Outcomes:** specific outcomes for each of the three courses that are part of the Academy.
3. **Team-Selected Outcomes:** specific learning outcomes that each participating team create (this will be achieved by requiring each team to design a team learning plan to become masters of the art and science of transforming school systems—Program Level Outcome 10.0 in Table 1, below).

Table 1 identifies the program-level outcomes. Table 2 identifies course-specific outcomes for the change leadership courses in the Academy

Table 1: Change Leadership Academy Program-Level Student Learning Objectives	
Based on “A National Framework of Professional Standards for Change Leadership in Education” (Available at <a href="http://cnx.org/content/col10638/latest">http://cnx.org/content/col10638/latest</a> )	
Performance Standards, Criteria and Rubrics for the Graduate-Level Change Leadership in Education Programs	
Standards of Performance	Rubrics for Each Standard
<p><b>PLO 1.0—Systems Thinking:</b> A change leader perceives school districts as intact, organic systems and explains how districts function as systems.</p>	<p><b>Knowledge...</b>explains in detail the key features of school district as a system.</p> <p><b>Skill...</b>analyzes in detail the functional properties of school districts as systems.</p> <p><b>Disposition...</b>fully accepts that school districts intact, organic systems.</p>
<p><b>PLO 2.0—Focus of Systemic Transformational Change:</b> A change leader understands that transforming an entire school district requires improvements in student, faculty and staff, and whole-system learning.</p>	<p><b>Knowledge...</b>describes the importance of whole-system improvement in rich detail.</p> <p><b>Skill...</b> Collects and interprets data about the need for change.</p>

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Performance Standards, Criteria and Rubrics for the Graduate-Level Change Leadership in Education Programs	
Standards of Performance	Rubrics for Each Standard
	<p><b>Disposition</b>...accepts the importance of whole-district learning and can explain that importance in rich detail.</p>
<p><b>PLO 3.0—Initiating Change:</b> A change leader creates the case for systemic transformation within school districts and in communities by providing data to support the both the need for change and the opportunities that can be seized by engaging in change.</p>	<p><b>Knowledge</b>...explains in rich detail a strong rationale for creating and sustaining whole-district change.</p> <p><b>Skill</b>...explains in rich detail tools and processes for gaining and sustaining internal and external political support for change.</p> <p><b>Disposition</b>...enthusiastically endorses the concept of whole-system change.</p>
<p><b>PLO 4.0—Assessing the Impact of Change:</b> A change leader assesses the breadth, depth, sustainability and anticipated positive outcomes of a systemic transformational change strategy.</p>	<p><b>Knowledge</b>...can explain in rich detail the breadth, depth, sustainability and expected returns from engaging in whole-system change.</p> <p><b>Skill</b>...able to conduct an in-depth analysis of the breadth, depth, sustainability and expected returns from engaging in whole-system change.</p> <p><b>Disposition</b>...accepts the fact that whole-system change is complex and requires careful planning and acts on this acceptance.</p>
<p><b>PLO 5.0—Facilitating Change:</b> A change leader helps colleagues and community members gain insight into the human dynamics of system transformation and develops their confidence to achieve transformation goals.</p>	<p><b>Knowledge</b>...possesses advanced level of knowledge of facilitation skills.</p> <p><b>Skill</b>...possesses advance level of skill for facilitating interpersonal and group behavior.</p> <p><b>Disposition</b>...is a strong advocate for helping people understand the nature of change prior to launching a change effort.</p>

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Standards of Performance	Rubrics for Each Standard
<p><b>PLO 6.0: Developing Political Support for Change:</b> A change leader develops political support for systemic transformational through effective change leadership.</p>	<p><b>Knowledge...</b>explains in rich detail strategies and tactics for building political support.</p> <p><b>Skill...</b>demonstrates sophisticated skills for developing political support.</p> <p><b>Disposition...</b>is a staunch advocate for acting in a political way to gain political support for change.</p>
<p><b>PLO 7.0—Expanding Mindsets:</b> A change leader engages in and shares with colleagues personal learning to deepen and broaden personal mindsets about why systemic transformation of school districts is necessary and about the best strategy for creating and sustaining transformational change.</p>	<p><b>Knowledge...</b>provides a detailed and cogent rationale for engaging in personal learning.</p> <p><b>Skill...</b>develops a detailed and feasible plan to engage in personal learning.</p> <p><b>Disposition...</b>is a strong advocate for engaging in personal learning.</p>
<p><b>PLO 8.0—Planning Systemic Transformational Change:</b> A change leader formulates and leads the implementation of a plan to create and sustain systemic transformation in school districts.</p>	<p><b>Knowledge...</b>understands the complexity of planning for change and describes the key elements of change plans.</p> <p><b>Skill...</b>possesses advanced skills for planning for system-wide change.</p> <p><b>Disposition...</b>is a powerful advocate for engaging in good planning for change.</p>
<p><b>PLO 9.0: Demonstrating Disposition for Change Leadership:</b> A change leader demonstrates high personal emotional intelligence while leading transformational change.</p>	<p><b>Knowledge...</b>provides a powerful rationale for leading with a high level of emotional intelligence.</p> <p><b>Skill...</b>demonstrates advanced skills for emotional intelligence.</p> <p><b>Disposition...</b>is a strong advocate for the importance of leading change with a high level of emotional intelligence and teaches others how to develop their emotional intelligence.</p>

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Performance Standards, Criteria and Rubrics for the Graduate-Level Change Leadership in Education Programs	
Standards of Performance	Rubrics for Each Standard
<p><b>PLO 10.0—Mastering the art and science of systemic transformational change:</b> A change leader is familiar with and skillful in using a variety of change theories, tools, and methodologies derived from interdisciplinary perspectives on change leadership and systemic transformation.</p>	<p><b>Knowledge...</b>can explain in great detail at least one methodology for creating and sustaining whole-system change; including tools and processes that are part of that methodology.</p> <p><b>Skill...</b>can apply at least one methodology for creating and sustaining whole-system change; including tools and processes that are part of that methodology.</p> <p><b>Disposition...</b>is a vocal advocate for the importance of change leaders knowing, understanding, and applying change theories and tools.</p>

Table 2: Course-Specific Student Learning Outcomes and Learning Targets			
(Note: It is important to know and understand that the Change Leadership Academy is training teams, not individuals. Therefore, we are assessing team knowledge and skills not individual knowledge and skills).			
Course Specific Learning Outcomes (CSLO)	Unsatisfactory	Basic	Proficient
	0-1 points	2-3 points	4-5 points
	Fail	Pass	Pass with Distinction
<b>Course 1: Mastering the Art &amp; Science of Transforming School Systems</b>			
CSLO 1.1 Teams learn about the challenges facing America’s school systems.	The team does not recognize the challenges facing America’s school systems.	The team recognizes some of the challenges, but remains skeptical about their impact.	The team recognizes and accepts the challenges and desires to overcome them for their systems.
CSLO 1.2 Teams learn core principles of personalized learning.	The team fails to learn the core principles of personalized learning.	The team learns some of the basic concepts and principles, but is unable to describe them in detail.	The team has a deep understanding of the core principles of personalized learning.
CSLO 1.3 Teams learn the key features of a special methodology to transform school systems called the School System Transformation (SST) Protocol.	The team fails to learn the School System Transformation Protocol and its tools.	The team learns the SST Protocol, but is unable to describe all of its components in sufficient detail.	The team learns the SST Protocol and is able to describe its process and related tools.
CSLO 1.4 Teams learn specific tools and strategies for using the Pre-Launch and Prepare Phases of the School System Transformation Protocol.	The team fails to learn the Pre-Launch and Prepare Phases of the School System Transformation Protocol and its tools.	The team learns the general process and tools for the Pre-Launch and Prepare Phases of the SST Protocol, but is unable to describe those in sufficient detail.	The team learns the Pre-Launch and Prepare Phases of the SST Protocol and is able to describe them in detail.

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(Note: It is important to know and understand that the Change Leadership Academy is training teams, not individuals. Therefore, we are assessing team knowledge and skills not individual knowledge and skills).			
Course Specific Learning Outcomes (CSLO)	Unsatisfactory	Basic	Proficient
	0-1 points	2-3 points	4-5 points
	Fail	Pass	Pass with Distinction
CSLO 1.5 Teams learn specific interpersonal and group dynamics that emerge during times of change.	The team fails to learn key interpersonal and group dynamics that emerge during times of change.	The team learns key interpersonal and group dynamics that emerge during times of change, but it does not fully understand them.	The team learns key interpersonal and group dynamics that emerge during times of change and understands the implications of those dynamics.
CSLO 1.6 Teams learn core concepts and principles of whole-system transformational change.	The team fails to learn core concepts and principles of whole-system transformational change.	The team learns core concepts and principles of whole-system transformational change, but it does not fully understand them.	The team learns core concepts and principles of whole-system transformational change, and understands the implications of that knowledge.
CSLO 1.6 Teams design a comprehensive action plan to prepare their schools to engage in transformational change. (Phase 1—Prepare of the <i>School System Transformation Protocol</i> . The action plans will be implemented during <b>Course 2: Preparing for Transformational Change Seminar</b> .)	The team fails to design a comprehensive action plan in preparation for Course 2.	The team designs an action plan in preparation for Course 2, but it is incomplete and not comprehensive.	The team designs a comprehensive action plan in preparation for Course 2.

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Course Specific Learning Outcomes (CSLO)	Unsatisfactory	Basic	Proficient
	0-1 points	2-3 points	4-5 points
	Fail	Pass	Pass with Distinction
<b>Course 2: Preparing for Transformational Change Seminar</b> (During this course faculty and staff of the Change Leadership Academy will provide advice and technical assistance to the teams. Also, the teams will have access to an on-line “change leadership community” that the Change Leadership Academy will design and manage.)			
CSLO 3.1 Teams engage their schools in activities to prepare their systems for transformational change.	Teams do not engage their schools in activities to prepare their systems for transformational change.	Teams engage their schools in some activities to prepare their systems for transformational change.	Teams fully engage their schools in activities to prepare their systems for transformational change.
CSLO 3.2 Teams design a 5-day training institute as a staff development opportunity for the faculty and staff in their schools. (This institute will be offered after the teams graduate from the Academy).	Teams design a 5-day training institute that does not reflect what they learned in the Change Leadership Academy.	Teams design a 5-day training institute that partially reflects some of the key concepts and principles they learned in the Change Leadership Academy.	Teams design a 5-day training institute that fully reflects the key concepts and principles they learned in the Change Leadership Academy.
CSLO 3.3 Teams design and implement a team learning plan to help team members become masters	The team does not design and implement a team learning plan.	The team designs and implements a team learning plan, but it does not fully reflect what is required to become	The team designs and implements a team learning plan that fully reflects what is required to become masters of

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Course Specific Learning Outcomes (CSLO)	Unsatisfactory	Basic	Proficient
	0-1 points	2-3 points	4-5 points
	Fail	Pass	Pass with Distinction
of the art and science of transforming school systems.		masters of transformational change.	transformational change.
CSLO 3.4 Teams implement the action plans they created during Course 2 to prepare their schools for transformational change.	The team did not implement the action plan they created in Course 2.	The team partially implemented the action plan they created in Course 2.	The team fully implemented the action plan they created in Course 2.
Course 3: Mastering the Art & Science of Transforming School Systems (Advanced)			
CSLO 4.1: Teams share their learning products from Course 2 with their colleagues.	The team is unable or unwilling to share their learning products.	The team shares some of their learning products.	The team shares all of their learning products.
CSLO 4.2: Teams know and understand the remaining phases in the School System Transformation Protocol (Phases 2-5).	The team does not understand the remaining phases of the School System Transformation Protocol.	The team has a superficial understanding of the remaining phases of the School System Transformation Protocol.	The team fully understands the remaining phases of the School System Transformation Protocol.

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	0-1 points	2-3 points	4-5 points
	Fail	Pass	Pass with Distinction
CSLO 4.3: Teams know and understand advanced principles of systemic change, including how to pay for whole-system change, the concepts high-leverage starting points, retooling reward systems, and changing organization culture, the politics of change, principles of strategic communication, strategies for making changes “stick,” and managing resistance to change.	The team does not understand the advanced principles of systemic change that are taught.	The team has a superficial understanding of the advanced principles of systemic change that are taught.	The team fully understands the advanced principles of systemic change that are taught.
CSLO 4.4: Teams imagine a desirable future for their schools and then share those visions with other teams.	The team is unable or unwilling to create a vision for the future of their school.	The team creates a vision for their school, but it is not fully committed to that vision.	The team creates a vision for their school and it is fully committed to achieving that vision.

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Course Specific Learning Outcomes (CSLO)	Unsatisfactory	Basic	Proficient
	0-1 points	2-3 points	4-5 points
	Fail	Pass	Pass with Distinction
CSLO 4.5: Teams create a comprehensive action plan to transform their school using the School System Transformation Protocol. They will implement these plans after graduating from the Academy.	The team does not create a comprehensive action plan to transform their school.	The team creates an action plan to transform their school, but the action plan is incomplete.	The team creates a comprehensive action plan to transform their school that fully reflects what they learned in the Academy.

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## Instructional Modules

### Summer 1–Workshop 1: Mastering the Art & Science of Transforming School Systems-I (3 credits)

#### Monday

##### Module 1

- Challenges Facing School Systems (keynote speech)
- Discussion of the Keynote Speech and an Activity to Identify Specific Challenges Facing the School Systems Participating in the Academy
- Dream! Create! Sustain!: Mastering the Art & Science of Transformational Change
  - Mastering Awareness
  - Mastering Intention
  - Mastering Methodology
- A Butterfly is Not a Caterpillar with Wings Strapped on its Back: When Change is Not Transformational
- Key concepts and principles of systemic transformational change
- School districts as systems–Presentation followed by an experiential activity

#### Tuesday

##### Module 3

- Moving Teaching and Learning Out of the Industrial Age Paradigm into the Knowledge Age Paradigm (keynote speech)
- Discussion of the Keynote Speech
- Creating a Culture for Success–No Culture Change Means No Change
- Creating an Idealized Vision for the Future of Your School System

##### Module 4

- Interpersonal and Group Dynamics During Times of Change
  - Paradigms, Mental Models, and Mindsets
  - Group Dynamics During Times of Change
  - Managing Resistance
  - Metaphors, Analogies, and Stories: Powerful Tools for Communicating a Vision
  - Creative Thinking Skills

#### Wednesday

##### Module 5:

- Changing the Paradigm– Creating Learner-Centered Schools (keynote speech)
- Discussion of the Keynote Speech

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*Module 6:*

- The School System Transformation (SST) Protocol Module 1: Pre-Launch and Phase 1–Prepare

**Thursday***Module 6 (continued):*

- SST Protocol Module 2: Phase 2–Envision
- SST Protocol Module 3: Phase 3–Transform
- SST Protocol Module 4: Phase 4–Sustain
- SST Protocol Module 5: Phase 5–Evaluate

*Module 7:*

- Elements of Effective Action Planning for Transformational Change
- Action Research Principles

**Friday***Module 8:*

- Action Planning for the Fall “Preparing for Transformational Change” Seminar

*Module 9:*

- Evaluating the Change Leadership Academy “First-Week Experience”

### **Fall Semester–Field-Based Seminar: Preparing for Transformational Change Seminar (6 credits)**

The primary product of the first course on change leadership training is a comprehensive action plan to engage each participating team in preparing their systems for transformational change (Phase 1: Prepare of the SST Protocol). For this seminar, participating teams return to their school systems to implement the action plans they created during the first course.

During this six-credit semester-long seminar participating teams will have access to an on-line community created to support their change leadership. During the seminar, Change Leadership Academy faculty and staff will also provide technical assistance and coaching services to the participating teams to ensure the successful completion of the seminar activities.

*Module 10: Preparation Seminar Activities*

- 1) Each participating team engages in activities to prepare their system to launch a transformation journey after graduating from the Academy.
- 2) Teams design a 5-day training institute to teach faculty and staff in their systems about core concepts and principles of transformational change; and, the learner-centered instructional paradigm.
- 3) Teams create a Team Learning Plan to help each member become a Master of the art and science of transforming school systems; and,

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- 4) Teams design a comprehensive action plan to implement Phases 2-5 of the School System Transformation Protocol to transform their school systems after they complete the Academy experience.

## **January Intersession—Workshop 2** **Mastering the Art & Science of Transforming School Systems—II (3 credits)**

After successfully completing the semester-long “Preparing for Transformational Change Seminar” participating teams will return to the Change Leadership Academy to participate in a second week of change leadership training.

### **Monday**

#### *Module 11:*

- Sharing of Action Plans, 5-Day Training Institute Designs, and Team Learning Plans
- Lessons Learned During the “Preparing for Transformational Change” Seminar
- Nice Idea, but How Do We Pay for This? (keynote speech)
- Discussion of the Keynote Speech

#### *Module 12:*

- SST Protocol Module 2: Phase 2—Envision
- SST Protocol Module 3: Phase 3—Transform

### **Tuesday**

#### *Module 13:*

- SST Protocol Module 4: Phase 4—Sustain
- SST Protocol Module 5: Phase 5—Evaluate

#### *Module 14:*

- Identifying High Leverage Starting Points—Presentation followed by an experiential activity
- Retooling reward system—Presentation followed by an experiential activity

### **Wednesday**

#### *Module 15:*

- The Politics of Change
- Overcoming Objections to Change
- Culture Change—Activity

#### *Module 16:*

- Strategic Communication
- Making the Change Process a Permanent Part of Your School System’s Structure
- Courage, Passion, and Vision: Leading Transformational Change

**Thursday**

*Module 17:*

- Sharing Your Dream for the Future of Your School System: A Morning-Long Sharing of Team Visions for Their Schools
- Input for and Feedback on the Dreams

*Module 18:*

- Okay! Now What? Action Planning to Transform Your System

**Friday**

*Module 19:*

- Okay! Now What? Action Planning to Transform Your School System (continued)

*Module 20:*

- Prologue to Revolution (Closing Keynote)
- Evaluate the Change Leadership Academy Experience
- Awarding of Certificates of Advanced Studies in Change Leadership
- Celebration for Completing the Academy

Thank you for your interest in these Reports.

*Francis M. Duffy*



Please feel free to share copies of these Reports with your colleagues. All that I ask is that the information you find in these Reports be attributed to the author(s).

For references to this article, please use the following:

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The Rowman & Littlefield Education *Leading Systemic School Improvement Series* is a collection of books about “why” systemic change in school districts is needed, “what” some of the desirable outcomes of systemic change should be, and “how” to create and sustain systemic change. You can visit the website for the series by going to <http://www.rowmaneducation.com/bookseries/LSI>.

In the past, these reports often contained articles written by readers. If you would like to write an article for these reports on a topic related to whole-system change in school districts, please send a copy of it to me as an E-mail attachment to [duffy@thefmduffygroup.com](mailto:duffy@thefmduffygroup.com).

The *FutureMinds: Transforming American School Systems* initiative seeks to create a shift in the teaching-learning paradigm in school systems. You may visit the FutureMinds website by going to [www.futureminds.us](http://www.futureminds.us)