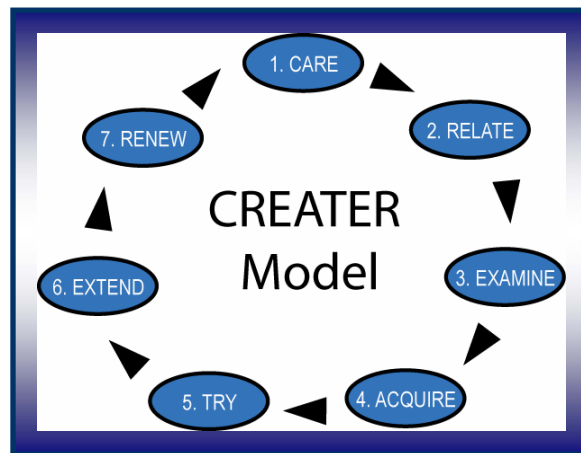




Moving Forward: A Guide for Implementing Comprehensive School Reform & Improvement Strategies

TRAINING SUPPORT MATERIALS



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The CSRQ Center is staffed by a highly dedicated, seasoned group of professionals who are committed to developing tools and materials to support educators in making improved decisions about school improvement interventions. Through our national outreach and technical assistance efforts, educators frequently pose questions to CSRQ staff regarding choosing school improvement and reform strategies. This guide is the Center's way of responding to these questions. We thank the many educators who have provided us with insight and suggestions in the development of this guide, including Kay Sapp from the Tennessee State Department and our colleagues from Learning Point Associates. Thank you also to Dr. James Hamilton, Managing Director at the American Institutes for Research for sharing his wisdom and expertise regarding the school improvement and the change process.

The views expressed in this report do not necessarily reflect those of the U.S. Department of Education or the American Institutes for Research.

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Introduction

These support materials are intended to accompany *Moving Forward: A Guide to Implementing Comprehensive School Reform and Improvement Strategies*. The guide was developed by CSRQ Center staff to provide educational personnel with a systematic framework for implementing school improvement strategies, including school reform models. The change process framework is based on the work of educational researchers Havelock and Hamilton (2004). This model is used in local educational settings around the country. The Change Agent Model shared in this guide has many of the same tenets associated with other school improvement guides, including: Learning Point Associates, North Central Regional Educational Laboratory's *Making Good Choices* (Walter, 2004), WestEd's *Comprehensive School Reform, Research-based Strategies to Achieve High Standards: A Guidebook on School-wide Improvement* (van Heusden Hale, 2000); the U.S. Department of Education's *An Idea Planning Book* (1998); and Education for the Future's *The School Portfolio Toolkit* (Bernhardt, 2002). Educators are encouraged to review all literature regarding school improvement processes and select those frameworks that work best within their particular setting.

The materials included in this support guide pertain to each of the seven stages in the Havelock model and are included sequentially in the following sections. Please feel free to customize these materials to coincide with your particular needs. You can also use these materials independent of the Moving Forward Guide, although the change agent framework provided in the guide provides a context for most of the materials contained in the support packet.

We applaud your work regarding school improvement and would appreciate your feedback regarding how you use these materials. Please send any comments or suggestions to csrqa@air.org.

Traits and Attributes of School Change Personnel

We all exhibit a variety of traits and attributes that can impact upon our performance. For school improvement specialists, these attributes can affect how people in the change setting will respond to the new model or improvement strategy. Some personality attributes may be more likely to positively impact upon the change initiative and are described below.

- Demonstrate interpersonal ease: Relating to and directing others.
- Understand group functioning: Understanding group dynamics, able to facilitate teamwork.
- Ability to train and lead workshops: Directing instruction, teaching adults in a systematic way.
- Master wide educational content: Broad educational experience, able to impart skills to others and able to apply subject matter.
- Administer and organize programs: Defining and structuring work, activities, time.
- Lead and take initiative: Starting or pushing activities, moving directly toward action.
- Build trust/rapport: Developing a sense of safety, openness, reduced threat on part of clients, good relationship building.
- Develop and sustain support: Providing nurturing relationship, positive affective relationship.
- Confront issues when necessary: Direct expression of negative information, without generating negative affect.
- Mediate conflict: Resolving or improving situations where multiple incompatible interests are in play.
- Collaborate: Creating relationships where influence is mutually shared.
- Build confidence: Strengthening participant sense of efficacy, belief in self.
- Diagnose individuals: Forming a valid picture of the needs/problems of an individual teacher or administrator as a basis for action.
- Diagnose organizations: Forming a valid picture of the needs/problems of the school organization as a basis for action.
- Managing and control: Orchestrating the improvement process; coordinating activities, time and people, direct influence on others.
- Allocate Resources: Locating and providing information, materials, practices, equipment useful to clients; reassess the way resources are utilized.
- Demonstrate: Modeling new behavior in classrooms or meetings.

GUIDING QUESTIONS

- What attributes are most important to the school improvement process?
- Can you provide professional development around any of these topics?
- Are there any resources that you would recommend that focus on these characteristics?

Questions to Consider in Selecting Comprehensive School Reform Models or other School Improvement Interventions

The U.S. Department of Education, Office of Elementary and Secondary Education, administers the Comprehensive School Reform (CSR) Program. The CSR Program began in 1998 and was authorized as Title I, Part F of the Elementary and Secondary Education Act, which was signed into law on January 8, 2002. The focus of the CSR Program is to raise student achievement by employing proven methods and strategies to produce comprehensive school reform. CSR builds upon and leverages ongoing state and local efforts to connect higher standards and school improvement. This program helps to expand the quality and quantity of schoolwide reform efforts that enable all children, particularly low-achieving children, to meet challenging academic standards. The program mandates that models implemented by schools contain 11 components.

Although schools and districts may decide not to implement a CSR model, the 11 components identified by the CSR Program can be useful to all educators as they make decisions regarding the viability of particular interventions. The questions presented below are intended to help educators think about particular topical areas in the selection of school improvement interventions. The specific CSR Component required by OESE is highlighted below and is accompanied by guiding questions that will help educators to assess whether a particular intervention does in fact address the component.

EFFECTIVE RESEARCH-BASED METHODS AND STRATEGIES

- What is the theoretical foundation that supports the model?
- Does this theory have empirical support?
- Is there empirical data that supports the effectiveness of this model on student performance?
- Does the developer provide information about the implementation conditions?
- Can the model be replicated?

COMPREHENSIVE DESIGN WITH ALIGNED COMPONENTS RELATED TO ASSESSMENT, INSTRUCTION, AND CURRICULUM

- Is the content being taught addressed in assessments?
- Are the assessments consistent with state assessments?
- Is the content aligned with state standards?

PROFESSIONAL DEVELOPMENT

- What kinds of professional development does the model offer?
- Who is responsible for providing this professional development?
- What resources are necessary to successfully deliver professional development?
- How do you measure the effectiveness of this professional development?
- Is this professional development aligned with other professional development initiatives that may be going on in the State and district?
- Can the professional development be used for teacher credentialing or licensure?
- Is the professional development available in varying formats to accommodate the diverse learning needs of educators? www.ed.gov/G2K/bridge.html

MEASURABLE GOALS AND BENCHMARKS

- Are there clear and measurable student performance goals?
- Are these goals tied to challenging content and performance standards?
- Are these goals aligned with grade-level goals?

SUPPORT FROM SCHOOL PERSONNEL

- Do you have support from district and building personnel, including educators and administrators?
- Are there other programs in the school and/or district that are consistent with the features of this intervention?
- Does the intervention enable you to communicate with school personnel to facilitate their knowledge of the improvement intervention?

SUPPORT TO SCHOOL PERSONNEL

- Is the intervention consistent with a supportive and fulfilling school culture?
- Does the intervention offer resources to educators to facilitate their successful engagement with the initiative?

PARENTAL AND COMMUNITY INVOLVEMENT

- Does the intervention create opportunities for parental and community involvement?
- Has the developer created any materials that enable you to communicate with parents and community audiences?
- Are there opportunities for community agencies, businesses, and other community organizations to be involved in implementing and supporting the initiative?

EXTERNAL TECHNICAL ASSISTANCE

- Does the developer provide technical assistance? How often and in what formats?
- Are costs for technical assistance included in the costs of the model?
- How much input do you have regarding the format or types of technical assistance provided?
- Is this technical assistance customized to meet the unique demands of your school and/or district?
- Is the developer able to provide examples of the kinds of technical assistance they have delivered in other settings?
- Does the developer offer recommendations regarding other technical assistance providers, such as comprehensive centers or Regional Educational Laboratories?

EVALUATION STRATEGIES

- Does the developer provide resources and technical assistance around data collection?
- Are there tools and data collection systems provided by the developer?
- Do staff have the knowledge and capacity to collect data?
- Does the implementation plan include activities related to using data?
- How will these data be communicated to participants, including educators, administrators, and community personnel?
- Does the developer offer insight regarding how to collect data and how to use these data to improve the model?

COORDINATION OF RESOURCES

- Are you using various funding streams to implement the CSR model?
- Have you identified future funding resources?
- How will this intervention effect or involve other personnel, informational, material, or fiscal resources?

ENHANCE STUDENT ACADEMIC ACHIEVEMENT

- Does the intervention provide empirical evidence that it raises student achievement?
- What content areas are addressed through this intervention?
- What student populations does this intervention impact?
- Are there characteristics of the setting, students, or teaching methods that need to be in place for the intervention to impact upon academic achievement?

Selecting a particular school improvement intervention is an important decision. The more information that an educator has about a particular model or program, the more likely that the intervention will be successful in achieving desired results. OESE offers educators a structured framework for CSR models. Because this is a comprehensive framework, its tenets can be applied to the selection of other school improvement interventions. School improvement personnel and teams charged with selecting models or programs should use this framework, along with any other site-specific data or factors, to guide their decisions about school improvement interventions.

WORKSHEETS TO ACCOMPANY CHANGE MODEL

STAGE 1: CARE

Describe the issue or problem, including how the topic impacts your school and students.

How does this issue relate to your school or district's mission statement?

How do you know it is important?

Who are the primary stakeholders that are affected by this issue – how will they be incorporated into the solution?

STAGE 2: RELATE

Who will participate in the school improvement process and what contribution will they make?

- School teachers and service providers, including general and special educators and related services professionals.

What is their role?

- School and district administrators

What is their role?

- Parents, families, and community members.

What is their role?

- CSR model developers.

What is their role?

- Other participants.

What is their role?

What forums will you use to communicate about the school improvement process?

- School electronic and written publications
- Community publications
- Regular meetings and/or events
- Other forums: _____
-

How will you maintain communication within and outside of your setting?

STAGE 3: EXAMINE

WHAT IS A NEEDS ASSESSMENT?

One of the most important factors in your success as a change agent is your ability to understand the needs of your school and school district so that you can plan and implement programs that are most effective for meeting those needs. Chances are good that your current role as an educator and community leader has given you a head start in understanding pressing issues. Periodically conducting needs assessment is important to ensure that interventions are continuously aligned with needs. Regardless of whether a particular school improvement strategy is selected or implemented, ongoing assessment of needs is important.

This process of needs assessment can be approached through a variety of activities. Regardless of which approach you take, keep in mind that this process:

- Is ongoing
- Is integrally related to evaluation
- Is a group process
- Is designed to accomplish multiple goals
- Requires data collection from a variety of sources
- Requires effective communication every step of the way

NEEDS ASSESSMENT PROCESS

Below are six steps of the needs assessment process.

Initial Impression of the Need

What are your initial thoughts about the needs of this district?

Develop a Team

Who are the critical stakeholders that should be involved in planning and implementing the needs assessment? What strategies will engage the key stakeholders in the needs assessment process?

Plan the Needs Assessment

How much time can be spent conducting the assessment process? What resources are available (financial and human) to conduct the needs assessment? How comprehensive is the needs assessment? What do we want to learn from it? What information should be collected? What methods should be used to collect this information?

Conduct the Needs Assessment

Who will be involved in conducting the needs assessment? Whose needs will be assessed?

Analyze Needs Information

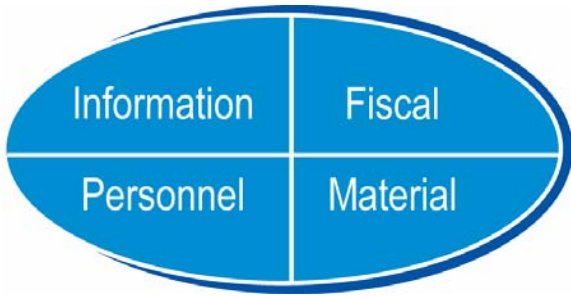
What needs are most commonly mentioned? Are there discrepancies in needs between teachers, parents, administrators, etc.? How will these discrepancies be addressed? What process will be used to prioritize which needs will be addressed? Why do these needs exist and what information is still required to address them?

Address the Needs

Conduct technical assistance activities.

For examples of needs assessment surveys and instruments developed by nationally recognized organizations affiliated with school improvements, see the reference section.

STAGE 4: ACQUIRE



Resources can take many forms, including personnel, informational, material, and fiscal, and can come from many sources, both within and outside of the school building or district. For instance, educators may want to think about resources inside of their school building, as well as those resources that may be available at the district, state, or national levels. Use the following chart to identify resources that you can tap into to implement your school improvement strategy. Following this worksheet you will find a completed table that provides suggestions regarding *Resources to Implement School Improvement Strategies*.

TYPES OF RESOURCES	PERSONNEL	INFORMATIONAL	MATERIAL	FISCAL
BUILDING RESOURCES				
LOCAL OR DISTRICT RESOURCES				
STATE RESOURCES				
NATIONAL RESOURCES				

Choosing School Improvement Interventions Scale

Name of Program/Intervention: _____ Date of Review: _____

This scale is designed to help you organize the research you have conducted regarding a specific program or intervention and can help you use your findings to rate programs and interventions according to the characteristics that you deem important in your setting. It will take time to gather this information. The scale will help ensure that you have considered the elements necessary to determine whether an intervention or program fits the needs of your setting. Fill out the scale for each new intervention or program you are considering implementing within your site.

Directions: Using a scale from 1 to 5 (1 = least true, 5 = most true), rank your answers to each of the statements contained in the scale. When you have answered all of the statements, total your responses and compare the total score from each intervention or program. Interventions or programs that yield the highest score may be the best fit for your school or district.

Evidence of Effectiveness Based on Practice	1	2	3	4	5	N/A
1. The other schools or districts currently using this intervention or program are similar to mine.						
2. The other schools or districts currently using this intervention or program cited benefits that will help me solve some of the target issues I have identified.						
3. When I visited or viewed a video of a site using this intervention or program, I could see how it was effective in targeting the issue I am trying to solve.						
4. The intervention is used and recommended by professionals in the field.						
5. There is sufficient evidence to show that this intervention or program will be an effective means of serving the diverse population of students in my school or district.						
6. The teachers and administrators I am targeting are prepared to implement this intervention or program.						
7. The design of this intervention or program will not alter the structure of the schools or district I am targeting in negative ways.						
8. The changes facilitated by this intervention or program are manageable and/or gradual.						

Evidence of Effectiveness Based on Research	1	2	3	4	5	N/A
9. The research data I used to learn more about this intervention or program included well-defined independent and dependent variables, sample size, experimental controls, statistical process and methodology, and qualitative information.						
10. The qualitative and quantitative data concerning this project show high rates of success with populations similar to those I am targeting.						
11. The qualitative data concerning this project emphasized programmatic success with students similar to those in the school or district I serve.						
12. The methodology used provides statistically valid information.						
13. The intervention or program has shown consistent success over a period of time.						
14. The intervention or program was developed to address issues similar to mine.						
15. The developers of this intervention or program are experts in the field and have added to the knowledge base which teachers in the schools I serve have used.						
16. The developers of this intervention or program have similar philosophies to the teachers who will be implementing it.						
17. Data show that this intervention or program positively affects teaching and learning in the classroom.						
18. This intervention or program is designed to improve student success as shown through tangible results (informal and formal assessments).						

Indicators Related to Intervention Characteristics	1	2	3	4	5	N/A
19. The fiscal costs of implementing and maintaining this intervention or program are within my school or district's budgetary means.						
20. The schools or districts I serve have enough staff/personnel to implement and maintain this intervention or program.						
21. My school or district will have flexibility when implementing this intervention.						
22. The intervention or program includes initial training for the school or district personnel who will be implementing it.						
23. This intervention or program has a support system I can refer to if I ever have questions or need help solving issues.						
24. The activities and events that need to be put in place to implement the selected design are accessible and manageable.						

General Comments About The Program:

Resources to Implement School Improvement Strategies

As resources in states, districts, and schools dwindle; educators have to increasingly think of alternate means of supporting innovations or programs. No longer can school improvement personnel rely on traditional support for financing, materials, or personnel – therefore, it’s important to consider resources from non-traditional sectors. The table below is intended to help school improvement personnel think of new sources of resources.

Types of Resources	Personnel	Informational	Material	Fiscal
Building Resources	<ul style="list-style-type: none"> ■ Specialists, e.g., special education teachers, reading specialists, counselors ■ Custodial staff ■ Cafeteria staff ■ Classroom volunteers 	<ul style="list-style-type: none"> ■ Ask your librarian to help you find information on topic ■ Invite teachers to share new information at staff meetings 	<ul style="list-style-type: none"> ■ Look at materials used with other grade levels ■ Inspect storage closets ■ Ask other teachers if they have supplies/materials that you could borrow ■ Curricular ancillary materials 	<ul style="list-style-type: none"> ■ Request money from Parent Teacher Association (PTA) ■ Plan a school based fundraiser (e.g., car wash, bake sale, etc) ■ Other funding sources such as grants ■ Reallocation of resources
Local/District Resources	<ul style="list-style-type: none"> ■ Involve local organizations (e.g., church groups, scouts, clubs) ■ Locate district specialists who have expertise in certain topic area Community organizations ■ Retired district personnel ■ Visit local school implementing school improvement initiatives (critical friend) 	<ul style="list-style-type: none"> ■ Visit public libraries to locate journals and information on current practices ■ Contact a local university for information on the topic ■ District professional library (larger districts) 	<ul style="list-style-type: none"> ■ Request materials from local businesses. For example, local business can provide refreshments from local restaurants & school supplies from wholesale warehouses 	<ul style="list-style-type: none"> ■ Request donations from local businesses – community agencies ■ Share resources with other district personnel

Types of Resources	Personnel	Informational	Material	Fiscal
State Resources	<ul style="list-style-type: none"> ■ State Board of Education ■ Representatives U.S. Senators and Representatives ■ Governor 	<ul style="list-style-type: none"> ■ State Department of Education publications ■ State standards ■ School report cards ■ Graduation information ■ State divisions of national organizations 	<ul style="list-style-type: none"> ■ Internet sources provided by the state department of education ■ Building facilities ■ Land for schools 	<ul style="list-style-type: none"> ■ Sliver grants ■ Taxes ■ Statewide programs sponsored by federal grants ■ Grants through SEA associations and organizations
National Resources	<ul style="list-style-type: none"> ■ United States Department of Education ■ Federally funded research program personnel ■ Foundation staff ■ National Center staff and TA providers ■ CSR Developers 	<ul style="list-style-type: none"> ■ Federal agencies ■ National organizations: AFT, NEA, & ASCD, CSRQ, SESQ, NWREL Centers & Labs ■ Professional organizations for specific content areas, e.g., International Reading Association, NCTM 	<ul style="list-style-type: none"> ■ Materials recommended by federal agencies ■ Materials sponsored by national organizations and centers ■ Nationally produced curricula ■ CSR developers 	<ul style="list-style-type: none"> ■ CSR funding ■ Partnerships with federal projects

STAGE 5: TRY

PUTTING THE INTERVENTION IN PLACE

Description of Intervention – what is the purpose or expected outcome related to this school improvement strategy?

What resources are used to implement and maintain the intervention?

How will you collect feedback regarding the impact of the intervention?

COLLECTING DATA ABOUT THE IMPACT OF THE INTERVENTION

What measures or indicators are you using to collect data?

What methods are used to collect data? How frequently are these data collected?

- | | |
|--|--|
| <input type="checkbox"/> Written instruments/electronic online instruments
Frequency: _____ | <input type="checkbox"/> Interviews
Frequency: _____ |
| <input type="checkbox"/> Review of student records
Frequency: _____ | <input type="checkbox"/> Other data collection methods to determine the impact of the intervention
Frequency: _____ |
| <input type="checkbox"/> Observations
Frequency: _____ | |

STAGE 6: EXTEND

Should this school improvement strategy be extended?

- Yes No

If yes, where will the strategy be extended?

- Additional classrooms
- Additional schools
- Additional districts
- Other

If yes, how will the strategy be extended?

If no, why should the strategy not be extended?

What was learned in this process that can be applied as additional school improvement strategies are implemented?

STAGE 7: RENEW

Describe the new intervention. What is the expected outcome related to this intervention?

What need does this intervention address?

How will this intervention of program impact upon the first initiative you implemented?

What resources do you need to help you implement and sustain this initiative?

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