



Welcome to Today's Webinar!

Implementing New Programs – The Impact of Current Practice

This event will start at 11:00 a.m. E.T.



Safe and Supportive Schools
Engagement | Safety | Environment

Welcome to Today's Webinar



Audio Information

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Conference ID: **1124044#**

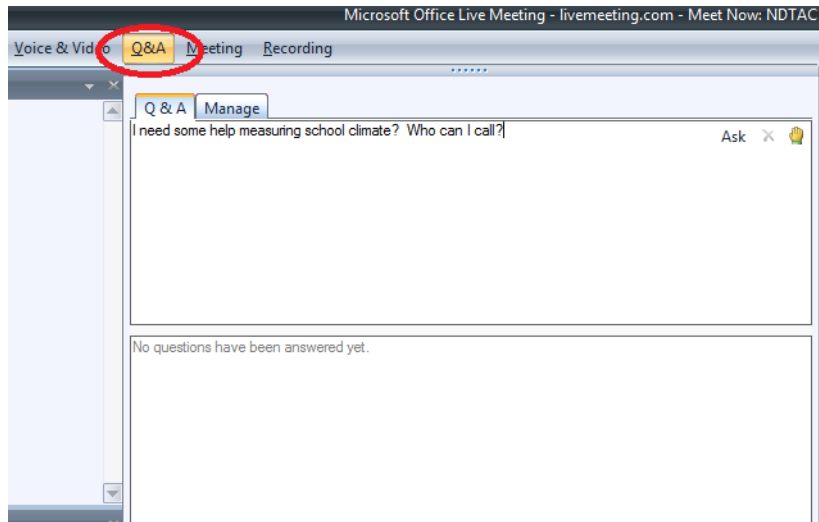
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Questions, Event Feedback & Contact Information



Q&A



If you have a question for the presenters, please type it in the Q & A Pane or email sssta@air.org during the Webinar.

Feedback Form



Safe and Supportive Schools
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Participant Feedback

Establishing Supportive Relationships between Teachers, Staff, Students and Families
Wednesday, February 17, 2011

Please provide us with your feedback on today's Webinar by answering the questions below. The form should only take a few minutes to complete and all responses will be completely anonymous. Your participation is voluntary.

*1. My role can best be described as (please check as many as apply):

- | | | |
|--|--|-----------------------------------|
| <input type="checkbox"/> Community Member | <input type="checkbox"/> School/District Administrator | <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Family Member | <input type="checkbox"/> State Administrator | |
| <input type="checkbox"/> School Support Staff Member | <input type="checkbox"/> Student | |

An event evaluation will appear as the last slide in the presentation. Please input your answers *directly* into the slide. All answers are *completely anonymous* and are not visible to other participants.

For assistance during the Webinar, please contact the Safe and Supportive Schools Technical Assistance Center at sssta@air.org.



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The Safe and Supportive Schools Technical Assistance Center



- **Funded by the U.S. Department of Education’s Office of Safe and Healthy Students.***
- **Provides training and support to State education personnel, including the 11 Safe and Supportive Schools grantees; district and school administrators; teachers and school support staff; communities and families; and students.**
- **Goal is to improve conditions for learning in schools through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.**

*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Healthy Students to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.

Safe and Supportive Schools Website



<http://safesupportiveschools.ed.gov>

Home | **Technical Assistance** | **Events** | **Topics & Research** | **States & Grantees** | **News** | **About**

Springboard

Roles
School/District Administrators
Teachers
School Support Staff
State Administrators
Community & Family

Topics
Engagement
Environment
Safety
School Climate Measurement
Program Implementation

New Stop Bullying Website Launched

Technical Assistance

Need help improving the conditions for learning in your school, district, or state? [Get Help](#)

Upcoming Events

Implementation Webinar Series: Implementing New Programs--The Impact of Current Practice  [View Events](#)
May 23, 4:00 pm - 5:30 pm ET
May 24, 11:00 am - 12:30 pm ET
[Learn More](#)

Research

U.S. DOJ study reveals that school officials are more likely to learn of child victimization than police or medical authorities. [Access Report](#)

CRDC data from the Office for Civil Rights reveal that minority students face harsher discipline, have less access to rigorous high school curricula, and are more often taught by lower-paid and less experienced teachers. [Access Data](#)

State in Focus

California
The California Department of Education (CDE) has posted 2010-2011 School Climate Report Cards (SCRC) for eligible high schools from districts participating in the Safe and Supportive Schools (S3) initiative. View report cards on [CDE's School Climate Report Card website](#). Learn more about [CDE's S3 program](#).



[View California Profile](#)

Voices from the Field

 **How receptive is your school community to implementing school climate improvements?**

[Take Poll](#)

[See what others think](#) | [Learn what experts think](#) | [Share your experiences](#)

Last updated: [View All](#) | [Share this Widget](#)
5/11/12

News Clips

May 18, 2012

Adult Action Needed to Address Bullying
For example, recent studies show that more than 50% of school-bus drivers believe bullying is a serious problem on their bus. First Student, the nation's largest provider of school-bus transportation, launched a "See Something, Do Something" campaign to empower drivers and attendants to establish an environment of respect on the bus, recognize signs of bullying, and take immediate action.

[Read Story](#)

Polling Question #1



Which of the following best describes your current role?

- State Education Personnel
- District or School Administrator
- Teacher or School Support Staff
- Community or Family Representative
- Student
- Researcher
- Other

Polling Question #2



At what level of the implementation process are you currently?

- Currently implementing a new program
- About to implement a new program
- Starting to plan for implementing a new program
- Planning to share information with others who are implementing or planning to implement a new program

Implementing New Programs – The Impact of Current Practice

Sara Truebridge, Ed.D., Education Consultant

Lori Stern, Safe and Supportive Schools Consultant, WI Dept. of Public Instruction

Christopher Laue, Principal, Parker High School





1. Using Data to Identify Programmatic Interventions (December 2011)
2. Effective Planning Strategies for Program Implementation (February/March 2012)
- 3. Implementing New Programs**
4. Evaluating Program Implementation
5. Communicating Impact of Program Implementation

Did you miss an SSSTA webinar? All webinars are archived on the Safe and Supportive Schools Website:
<http://safesupportiveschools.ed.gov/index.php?id=65>





1

Wisconsin's Efforts in Implementing New Programs for Safe and Supportive Schools (Lori Stern & Christopher Laue)

2

Approach to Change (Sara Truebridge)

3

Understanding and Realities About Change
(Sara Truebridge)

4

What Does Change Look Like? (Sara Truebridge)

5

Resources (Sara Truebridge)



Wisconsin's Safe and Supportive Schools Grant Program

Lori Stern, S3 Consultant, WI Dept. of Public Instruction
Chris Laue, Principal, Parker High School



Safe and Supportive Schools (S3) Project



■ Wisconsin Objectives

- Improve student safety and school climate
- Reduce the use of punitive discipline (suspensions and expulsions)
- Increase the level of positive engagement between students and school staff

“Every Child a Graduate” – State Superintendent Tony Evers



Wisconsin Public School Students and Statistics



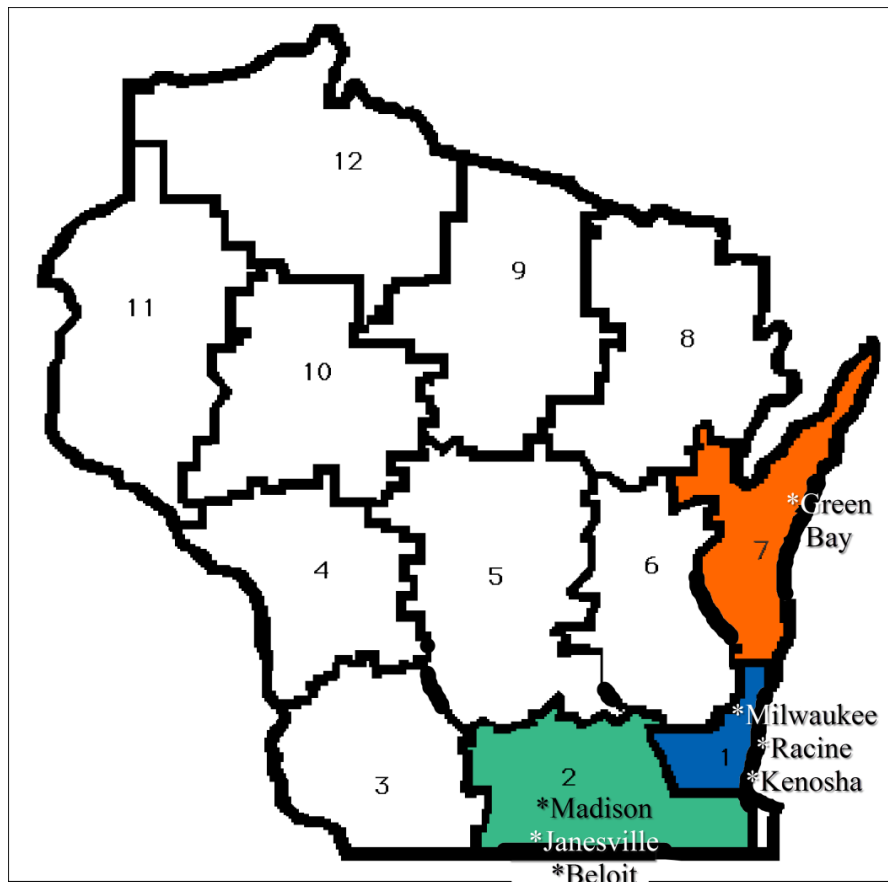
- 870,000 students enrolled in public schools in 426 districts
- “Local Control” State (No Education Secretary or State School Board)
- 4-year cohort graduation rate of 85.7%
- Significant “achievement gap” for minority students and students who are economically disadvantaged



Large Districts



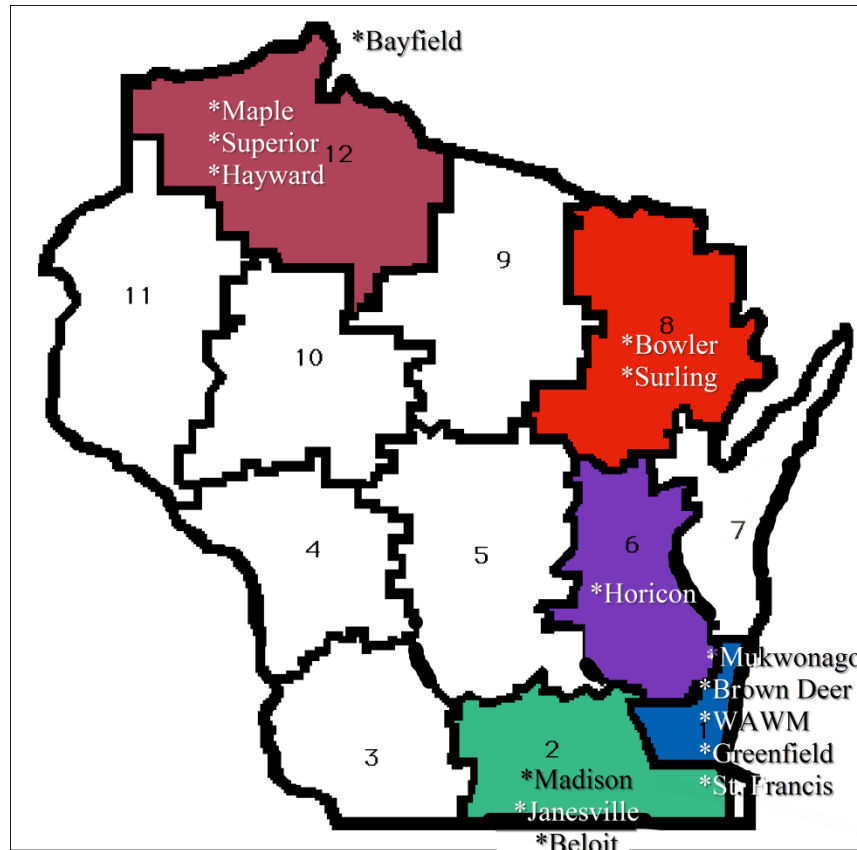
- 7 districts enroll 187,000 of 870,000 students or 21.49% of public school students.



High Rates



- 12 additional districts invited to participate in project due to high RATES of suspension and expulsion.





- Disproportionate use of punitive discipline
- YRBS results disaggregated to reflect population at greater risks for a variety of behaviors
- Interventions selected based upon data



Training and Technical Assistance



- PBIS (administrative overview, team tier training, TA)
- Freshman Transition Support (Link Crew)
- Motivational Interviewing/Brief Interventions
- Bullying Prevention (Wisconsin DPI Program)



Janesville Public Schools Experience



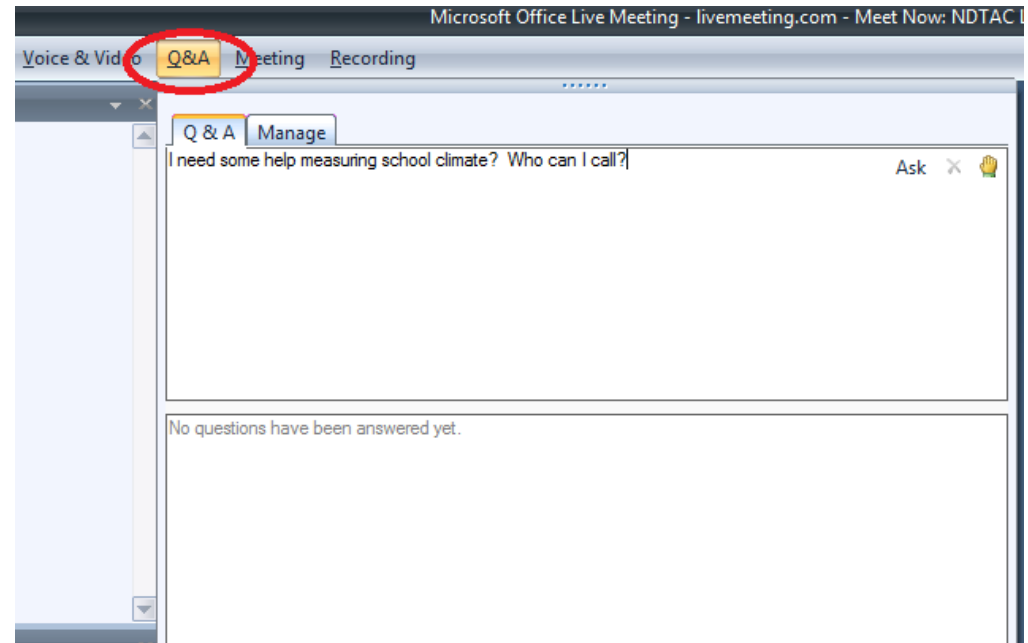
- George S. Parker High School (Christopher Laue-Principal)
- Joseph A. Craig High School (Alison Spiegel-Principal)
- PBIS Framework
- Selected Interventions



Questions?



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When New Programmatic Efforts Are Inserted Into Existing Organizational Realities

Sara Truebridge, Ed.D., Education Consultant

Objectives: Delving Deeper



1 Form and Function

2 Deficit-Based vs. Strength-Based

3 Change

4 Change in an Existing School Culture

5 Foundation of Appreciative Inquiry

6 4 D's of Appreciative Inquiry

7 Resources

Approach

Form and Function

Deficit-Based vs. Strength-Based





Form Follows Function

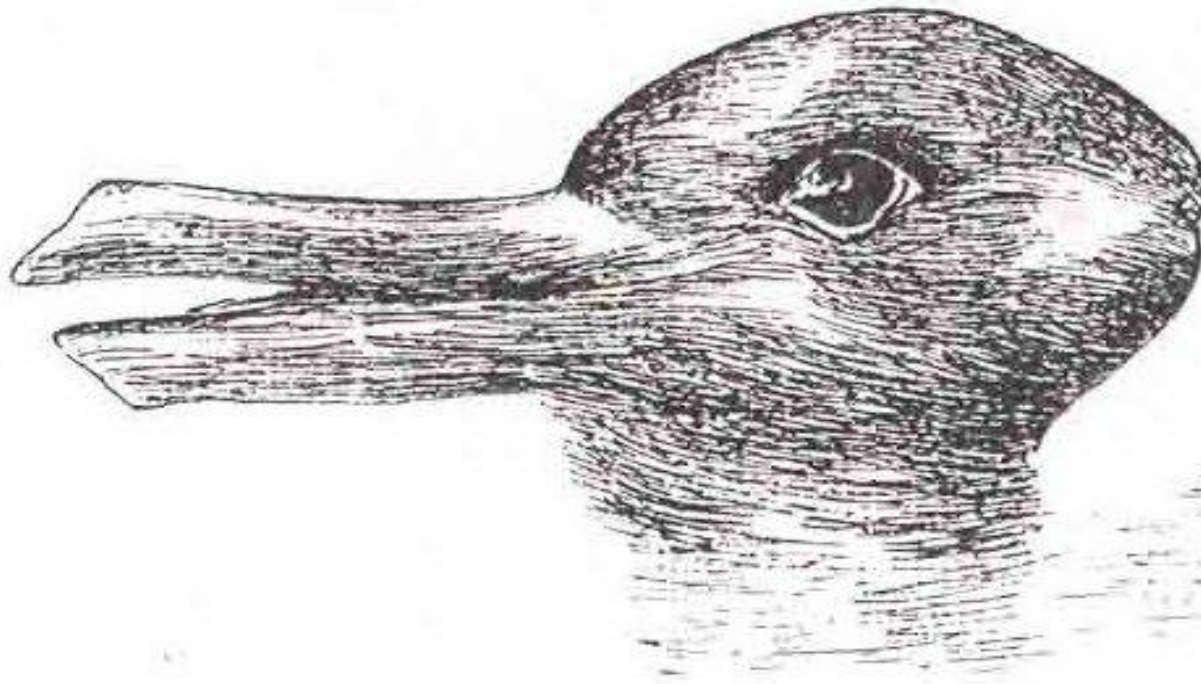
It is the pervading law of all things organic and inorganic, of all things physical and metaphysical, of all things human and all things superhuman, of all true manifestations of the head, of the heart, of the soul, that the life is recognizable in its expression, that form ever follows function. This is the law.

-Louis Sullivan (1986)





What Do You See?



1. Duck *or* **2. Rabbit**



Approach: Deficit-Based vs. Strengths-Based



Deficit- Based	Strengths-Based
<i>Problem Solving</i>	<i>Appreciative Inquiry</i>
“Felt Need” – Identification of Problem	Appreciating and valuing the best of “ <i>What Is</i> ”
Analysis of Causes	Envisioning “ <i>What Might Be</i> ”
Analysis of Possible Solutions	Dialoguing “ <i>What Should Be</i> ”
Action Planning	Innovating “ <i>What Will Be</i> ”
Assumes: Organization is a problem to be solved	Assumes: Organization is a mystery to be embraced
Back Door: What’s in the way of what you want?	Front Door: What do you want to create?





What is Appreciative Inquiry?

- Is an approach to make organizational change.
- Leverages organizations' best qualities toward change.
- Assumes organizations move in the direction of what you ask about.
- Represents an art and practice of asking powerfully positive questions.
- Links inspiring accounts of peak experiences to a change agenda.





Using an Appreciative Inquiry Approach to Change

Appreciative Inquiry operates from the following assumptions:

- In every organization, group, or individual something works and can be valued.
- What we focus on becomes the reality we create.
- The language we use creates our reality.
- The act of asking a question begins the change.
- People have more confidence to journey to the future when they carry forward the best parts of the past.



DISCOVER: The Art of the Question



The Art of the Question

Deficit-Based

- What's the biggest problem here?
- Why do you mess up so often?
- Why do we still have those problems?
- Why does everything go wrong all the time?

Strengths-Based

- What possibilities exist that we have not thought about yet?
- What's the smallest change that could make the biggest impact?
- What solutions would have us all win?
- What makes my questions inspiring, energizing, and mobilizing?



Polling Question #3



How would you describe the culture of your school/district/organization?

- Deficit-Based
- Strength-Based
- Combination of both

Understanding and Realities of Change

Change

Change in an Existing School Culture

Understandings and Realities: Change



Change Theory: Some References to Research

David Cooperrider

- Appreciative Inquiry

Michael Fullan

- School Reform

Everett M. Rogers

- Diffusion of Innovation and the Change Process

Don Ely

- Eight Conditions Before Implementing Change

Hall & Hord

- Concerns Based Adoption Model (CBAM)

Citations ▪

5, 6, 8, 9, & 11

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Diffusion of Innovation and the Change Process

- **Diffusion** is the process by which an innovation is communicated through certain channels over time among the members of a social system. Diffusion is a special type of communication concerned with the spread of messages that are perceived as new ideas.
- **An innovation** is an idea, practice, or object that is perceived as new by an individual or other unit of adoption. The characteristics of an innovation, as perceived by the members of a social system, determine its rate of adoption.

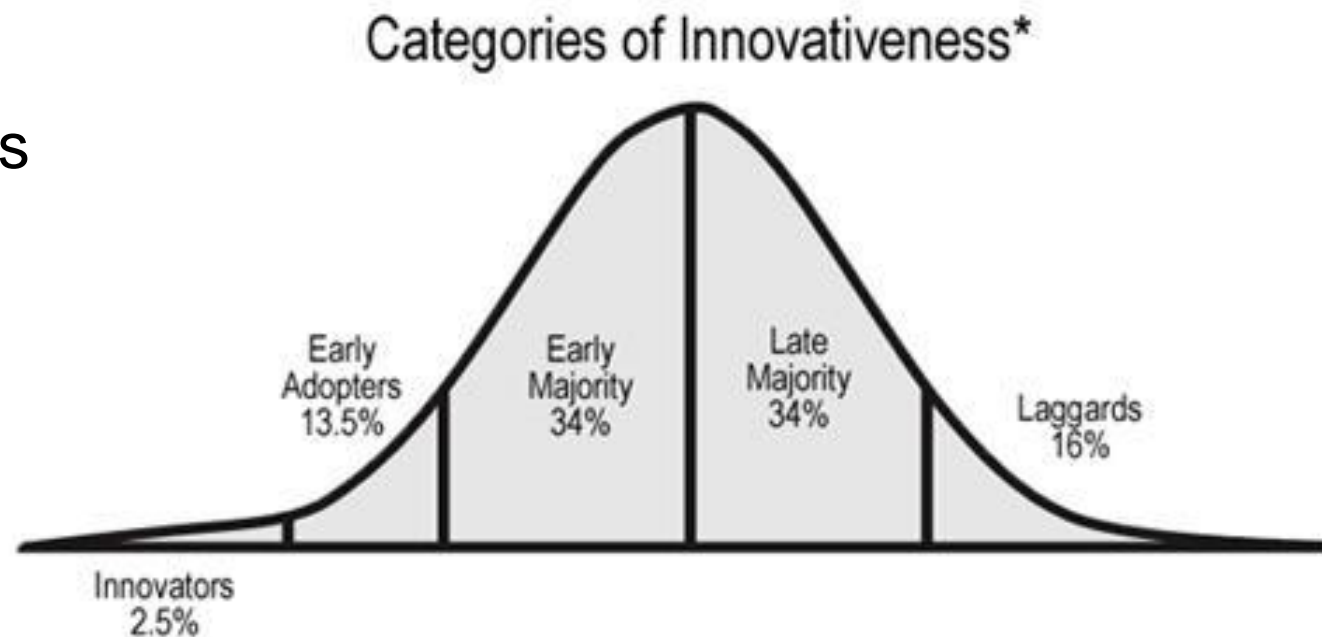




Diffusion of Innovation and the Change Process

Adopter Types:

- Innovator
- Early Adopters
- Early Majority
- Late Majority
- Laggards



*From E.M. Rogers, *Diffusion of Innovations*, 4th edition (New York: The Free Press, 1995)





Dissemination and Diffusion

- **Dissemination** – Distribution or circulation of information and content.
- **Diffusion** – Process by which recipients are mobilized to learn and use what has been disseminated.





Dissemination Strategies

- Credibility of content and sender
- Access
- Target audiences
- Personalize
- Succinct overview
- Use of networks
- Encourage sharing
- Follow-up



Understandings and Realities: Change



Dissemination and distribution strategies should be designed to enhance the perceptions of:

- Benefits
- Compatibility
- Usability
- Evidence of impact
- Trialability



Understandings and Realities: Change



Concerns-Based Adoption Model (CBAM)

CBAM is a model for understanding, evaluating, and leading change processes.

Two important kinds of assessment information CBAM provides are:

- 1. Concerns of the individual about whatever new programs, products, or ideas (innovations) are being offered, delivered, or implemented.*
- 2. Individuals' knowledge of and how they use these innovations.*



Understandings and Realities: Change



CBAM...

- is a **PROCESS**, not an event.
- happens with **INDIVIDUALS** first, then institutions.
- is a highly **PERSONAL** experience.
- entails **DEVELOPMENTAL** growth in feelings and skills.



Understandings and Realities: Change



The Six Secrets of Change - Fullan (2008)

1. Love Your Employees
2. Connect Peers with Purpose
3. Capacity Building Prevails
4. Learning Is the Work
5. Transparency Rules
6. Systems Learn





8 Conditions that Influence the Success of Implementing Innovations - Don Ely (1999, 1990a)

- 1. *Dissatisfaction with the status quo*: An emotional discomfort that results from perceiving the current method as inefficient or ineffective. This condition does not have as much influence as the other seven.
- 2. *Knowledge and Skills*: An assessment of the current level of skills and knowledge of the product users. Ely reports that this condition consistently ranks as one of the most influential conditions among the eight.





8 Conditions that Influence the Success of Implementing Innovations (cont'd)

- 3. *Adequate Resources*: The amount of resources currently available to successfully implement the innovation. Resources include finances, hardware, software and personnel.
- 4. *Adequate Time*: Adequate time and compensated time for users to become educated and skilled in how to use the innovation. This condition refers not only to the organization's willingness to provide time but the users' willingness to devote learning time for implementation.





8 Conditions that Influence the Success of Implementing Innovations (cont'd)

- 5. *Rewards or Incentives*: The existence of incentives that motivate users to employ the innovation, or rewards provided by the organization for those who do use the innovation.
- 6. *Participation*: The involvement of key stakeholders in decision that involve planning and design of the innovation. The condition refers to all stakeholders but emphasizes the participation of product users.





8 Conditions that Influence the Success of Implementing Innovations (cont'd)

- 7. *Commitment*: The perception by users that the powerbrokers of the organization (i.e. Presidents, CEO, Vice Presidents) actively support the implementation of the innovation.
- 8. *Leadership*: An active involvement by immediate supervisors in assisting the users in implementing the innovation. This includes providing support and encouragement to users, as well as role modeling use of the innovation.





Issues and Reactions around Change and/or Implementing Programs within Existing Practices

- Resistance to change
- Takes time
- Power of voice (“buy in” vs. empowerment)
- Communication
- Process (ongoing reflection and collaboration at all levels)
- Framing (“add on” vs. embedding)



Understandings and Realities: Change in an Existing School Culture



School culture can be defined as the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood, maybe in varying degrees, by members of the school community (Stolp and Smith 1994). This system of meaning often shapes what people think and how they act.



Understandings and Realities: Change in an Existing School Culture



What do we mean by school culture?

Things to consider:

- Classroom/school/district
- What are you trying to implement and into what culture?
Classroom/school/district?
- Stand-alone programs vs. integration of practices and programs
- School culture vs. School climate
- What enables high quality use of programs and practices that promote positive school culture?
- Roles and responsibilities
- Leadership
- Cycles of continuous learning for all



- **Positive school culture:** A place with a shared sense of what is important, a shared ethos of caring and concern and a shared commitment to helping students learn.
- **Negative school culture:** Places where negativity dominates conversations, interactions, and planning; where the only stories recounted are of failure.



Polling Question #4



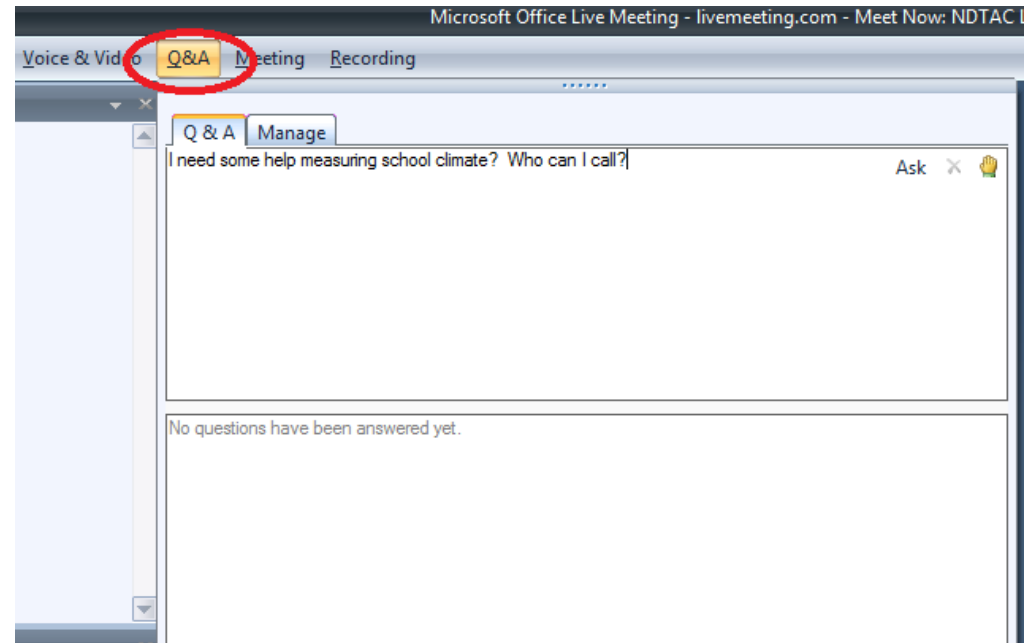
How would you characterize your school's/organization's overall attitude regarding change?

- Deeply committed: Our school community has a long track record of making change or improvements.
- Somewhat committed: We have made some changes successfully, but have not made comprehensive changes.
- Sporadically committed: The changes we've tried haven't lasted.
- Well-intentioned: We talk a lot about it, but have not initiated changes.
- Resistant: Our school has been resistant to making change.

Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



What Does Change Look Like?

Foundation of Appreciative Inquiry
4 D's of Appreciative Inquiry

What Does This Look Like: Foundation of Appreciative Inquiry



Ap-pre'ci-ate (verb)

- Valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living systems
- To increase in value, e.g. the economy has appreciated in value



What Does This Look Like: Foundation of Appreciative Inquiry



In-quire' (kwir) (verb)

- The act of exploration and discovery
- To ask questions; to be open to seeing new potentials and possibilities



What Does This Look Like: Foundation of Appreciative Inquiry



Appreciative Inquiry

- **Strategy for intentional change**
 - Identifies the best of “what is” and possibilities of “what could be”
- **Process for engaging people**
 - Choose consciously to seek out inquiry into that which is generative and life enriching
 - Engage people to build an organization in which they want to work
- **Way of seeing**
 - Attentive to and affirming of the best and highest qualities

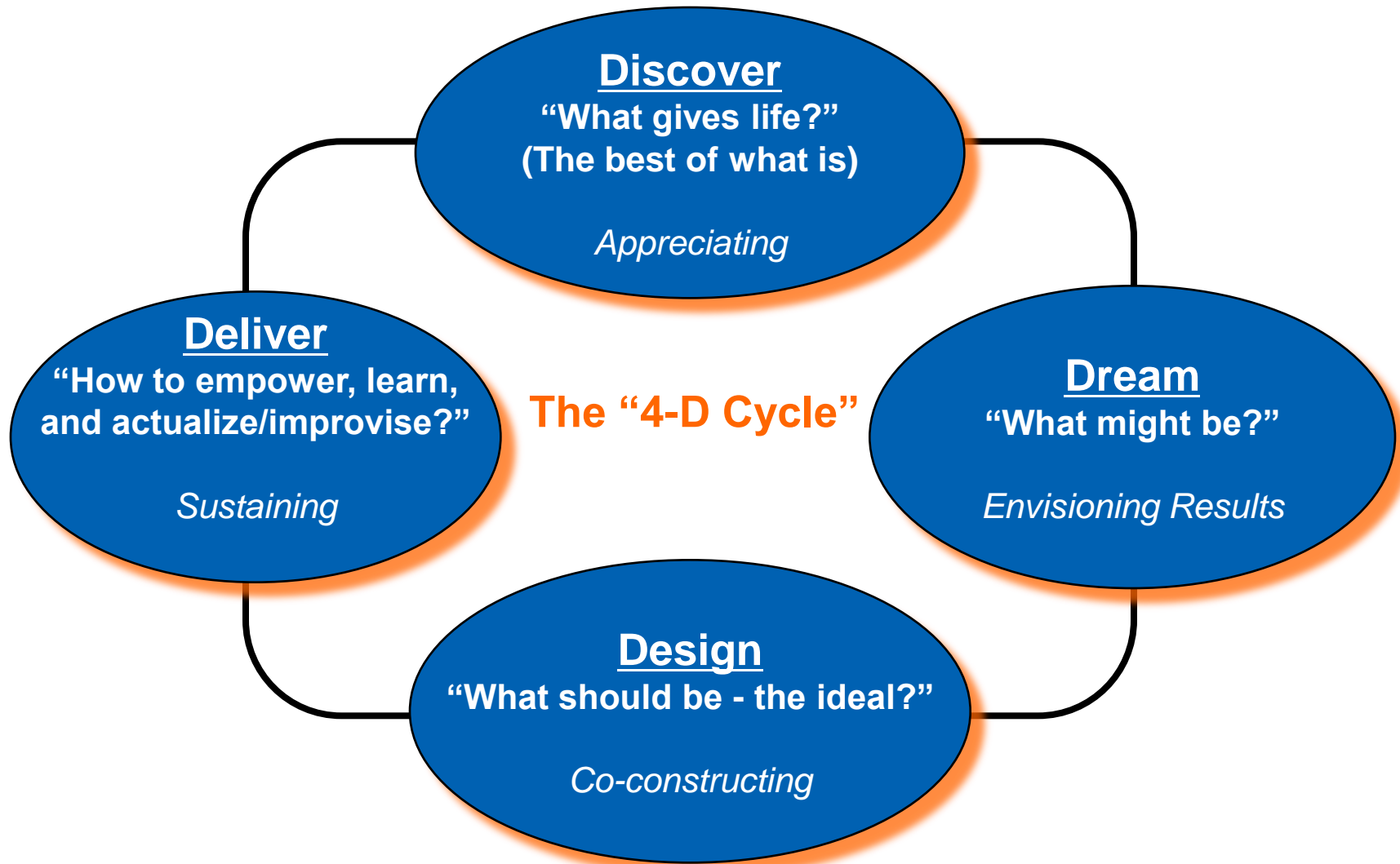




**Capitalize on
your strengths
and manage
around your
weaknesses.**



What Does This Look Like: 4 D's of Appreciative Inquiry



What Does This Look Like: 4 D's of Appreciative Inquiry



1. DISCOVER

Describe a time when you successfully implemented a new practice or program. It should be a time when you felt most alive and most effective. Tell the story.

Where are we? What are we doing that works well?



What Does This Look Like: 4 D's of Appreciative Inquiry



AREAS TO EXPLORE

- Philosophy
- Mission
- Values
- Commitment and effort
- Non-negotiable
- Voice
- Alignment:
 - among and between classrooms/
school (s)/ district?
- Roles and Responsibilities
- Leadership
- Cycles of continuous learning/PD for all
- Administration
- Teachers
- Staff
- School
- District
- Parents



What Does This Look Like: 4 D's of Appreciative Inquiry



2. DREAM

It is two years in the future and you are proud of how you have integrated programs, approaches and practices. What does this look and feel like? What institutional and personal strengths are you drawing upon? What kinds of things are you learning to better support yourself and these efforts?



What Does This Look Like: 4 D's of Appreciative Inquiry



3. DESIGN

Implementation of this Future Vision

Reflect on how you are implementing this future vision. What stands out as an area(s) you would like to build upon or strengthen? What are the areas you feel could have the most impact on moving forward? What are the areas that you feel you need the most support to reach this dream? What small changes could you make right now that would really support how you would like to move forward?



What Does This Look Like: 4 D's of Appreciative Inquiry



AREAS TO EXPLORE

- Understanding of school climate
- Curriculum and standards/experiences
- Coordination and collaboration
- Roles and responsibilities
- Dedication and alignment of resources including budget and staffing
- Accountability
- Integration with other initiatives/programs/practices
- Develop long-term plans
- Additional tools for Planning and Implementation
- Build capacity—internal and external
- Roles and responsibilities



What Does This Look Like: 4 D's of Appreciative Inquiry



AREAS TO EXPLORE (cont'd)

- Leadership
- Administration
- Teachers
- Support Staff
- School
- District
- Parents
- Collaboration and cycles of continuous learning/PD for all
- How do you set up the environment—classroom/school/district
- Colleague support
- Workplace environment
- Modeling
- Consistent messaging/alignment
- Development and Alignment with standards/experiences/other programs/philosophy



What Does This Look Like: 4 D's of Appreciative Inquiry



4. DESTINY

How do we learn, actualize and improvise?

- Recognize the evidence/assessment results.
 - Formative
 - Summative
- Celebrate successes.
- Reflect on why implementation was successful or why it was impeded.
- Identify next steps (e.g., professional development, professional learning communities).



- **A school doesn't change until the individuals within it change.**
 - Change is learning; it's that simple.
 - Successful change starts and ends at the individual level.
 - Be patient & supportive, yet firm in maintaining momentum. The rate of change coupled with skills and competencies will vary individually.
 - Change will be grasped quickly by some, in time by others, and avoided by a few.



“Reforms that strive for educational excellence are likely to fail unless they are meaningfully linked to the school's unique culture.”



Polling Question #5



Which is the biggest **obstacle** to change within your school/organization?

- Leadership
- Staff
- Resources (e.g., \$, time)
- External forces (e.g., policy, community)

Polling Question #6



Which is the biggest **strength** to change within your school/organization?

- Leadership
- Staff
- Resources (e.g., \$, time)
- External forces (e.g., policy, community)

Resources



- **Appreciative Inquiry Commons** <http://appreciativeinquiry.cwru.edu/>
- **What is Appreciative Inquiry?**
<http://www.thinbook.com/lib/thinbook/whatisai.pdf>
- **Appreciative Inquiry: An Overview**
http://www.cditrainers.org/appreciative_inquiry-overview.htm
- **Center for Improving School Culture** www.schoolculture.net
- **Change Forces: Education in Motion**
www.michaelfullan.ca/resource_assets/Keynote2006.pdf
www.michaelfullan.ca





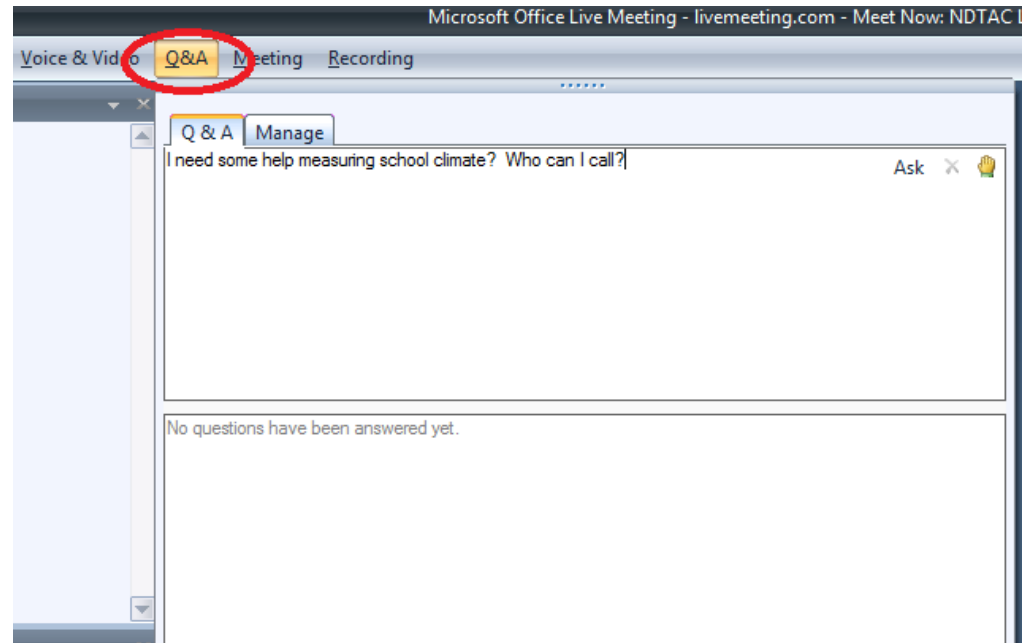
- Collaborative for Academic, Social, and Emotional Learning (CASEL), www.casel.org
 - <http://casel.org/in-schools/implementation/implementation-guidance/>
 - <http://casel.org/wp-content/uploads/2011/04/Rubric.pdf>
- Concerns-based Adoption Model <http://www.sedl.org/cbam/>
 - www.concernsbasedsystems.com
 - Email: genecbamhall@gmail.com
- National School Climate Center (formerly the center for Social and Emotional Education (CSEE) www.schoolclimate.org
- Wisconsin Department of Education, Safe and Supportive Schools <http://www.dpi.wi.gov/sspw/s3.html>



Questions?



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Center Updates!



- **Voice what you think and have experienced!** The Safe and Supportive Schools Website has a new feature called *Voices from the Field*.
- **Register soon!** The Center's next webinar will be in June and focused on identifying evidence based programs to address bullying.
- **Coming soon!** The Center will soon be releasing discussion guides to accompany webinars to help participants operationalize ideas shared during presentations.

Contact Information

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Sara Truebridge: resiliencest@gmail.com



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