

Phase III. Develop a District-Wide Framework and Capacity for Change 27 months

<p>13. Facilitators are developing Leadership Team understanding of systems, design, mental models, the systemic change process, dialogue, and small-group facilitation (Address throughout Events 14-15, hold 1-day retreats) (Former Event 13)</p>	<p>Jan '03 → ongoing</p>
<p>16. Leadership Team identifies current and recent change efforts and decides what relation those should have with this effort (decides how to integrate them) (Began by redesigning the event) (Former Event 9)</p>	<p>Feb - Dec '02 Jan - Nov '05</p>
<p>17. Leadership Team develops a change process strategy with broad stakeholder input. This includes district office capacity-building (a Schlechty-like Professional Development Academy or Central Service Center), leadership development, and budget. Leadership Team gets funding for Phase IV. Advisor's role is defined and funded for Phase IV. (Begin by redesigning the event) (New Event)</p>	<p>Jan '05 - end of process</p>

IV. Create Ideal Designs for a New Educational System - 10 months

18. The Leadership Team forms and develops the capacity of several building-level Design Teams (through a series of 1-day workshops) and conducts a workshop on the district framework. (Begin by redesigning the event.)	6 weeks each round Nov '05 - Jan '06 Nov '06 - Jan '07
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Due to resource limitations, Design Teams will be formed in a phased manner, beginning with two teams at the beginning of 2006, another three at the beginning of 2007, and additional teams thereafter as resources allow. Large schools are being broken into schools-within-a-school, each of which will have its own design team.

The Leadership Team’s School Coordination Committee is already developing a process for selecting the first schools (or schools-within-a-school) that will each house one Design Team. It is also developing a process whereby stakeholders of each school will select about 10 members for each Design Team: four teachers, the principal, a student, a staff member, three parents or community people, and a facilitator. Broad stakeholder involvement and ownership are critical in both the formation and operation of each team. The selection of the schools and Design Team members will be completed before the winter break at the end of 2005.

The School Coordination Committee will soon develop workshops to prepare each Design Team for its work. Three one-day workshops will be conducted per Team in January 2006 when project funding commences. Decatur’s highly competent systemic change coordinator, Gary Pellico, will work with the newly-formed Central Service Center to design and conduct the workshops under the guidance of the School Coordination Committee (see Decatur letter of support).

Two additional Design Teams will be formed a year later.

1. Design Teams create ideal building-level designs and criteria for evaluating those designs with broad stakeholder involvement. The Leadership Team supports and monitors the Design Teams.	17 weeks Feb - Aug '06 Feb - Aug '07
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Each of the first two Design Teams will meet for a half day every two weeks for sixteen weeks during the remainder of the school year and for 20 half-days over the summer to design an ideal school. Each team will begin by creating a more detailed set of ideal beliefs or guiding principles, consistent with the district-wide framework, with broad input from its stakeholders. Then the Leadership Team’s School Coordination Committee will conduct a district-wide “Redesign Conference” in which both design teams come together (with their stakeholders and the whole Leadership Team) to compare and align their guiding principles and brainstorm creative ideas for their (a) ideal work processes, (b) social architecture, and (c) environmental relationships.

Next, each design team will create a more detailed set of specifications for their ideal work processes, social architecture, and environmental relationships, along with criteria for evaluating all important school outcomes, followed by another “Redesign Conference” in which both design teams come together to compare and align their ideal specifications and ensure consistency with the district framework of core ideas and beliefs.

specialty areas, such as subject areas, that would benefit from a specialty team to work out details. Design teams will collaborate with each other to create specialty teams that serve multiple design teams.

This event will conclude with each design team developing a comprehensive, detailed description of (1) its long-term plan, (2) its first practical design, including evaluation measures, and (3) its implementation plan. Then the Leadership Team’s School Coordination Committee will conduct another district-wide “Redesign Conference” in which both design teams come together (with their stakeholders and the whole Leadership Team) to compare their results and make any revisions before submitting them to the Leadership Team for funding. The second two Design Teams will engage in the same process a year later.

VI. Implement and Evolve the New Educational System 3 months →

5. Design Teams and Central Service Center carry out implementation plans by remodeling, installing equipment, procuring resources, training teachers, etc.	26 weeks Jun - Aug ‘07 Jun - Aug ‘08
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The expenses for remodeling, equipment installation, and resource procurement will be paid by Decatur and other external grants. However, the school Design Teams will still need to meet for planning, coordination, and training. This is an important part of the systemic transformation process that must also be researched. Each team will meet for 10 days during the summer. The Leadership Team will have one two-hour meeting to keep abreast of Design Team progress and will provide political support. The second two design teams will engage in the same process a year later.

6. Implement the first practical designs, conduct formative evaluations, and revise the evolving designs.	School year '07-08 SY '08-09
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The Design Teams’ work during the school year will not be supported by this project.

7. Periodically evolve the ideal designs (building-level and district-level).	Beyond the scope of this project
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This is also beyond the scope of the proposed project.

Again, the GSTE offers considerable guidance (design theory) and understanding (descriptive theory) for conducting each of these events, all of which will be researched.