

Workshop: Catching up with Systemic Change in Decatur
February 18, 8:30-3:30

Time	Activity
<p>80 min. 8:40-10:00</p> <p>Break 15 min 10:00-10:15</p>	<p>1. Understanding what systemic change is and why it is needed</p> <p>Interactive presentation</p> <ul style="list-style-type: none"> - Waves of societal change - Key markers (information vs. industrial age) <li style="padding-left: 20px;">Results of community forums reinforce this - Sorting vs. learning focused paradigm - New leadership paradigm – your role/opportunity <p>Readings and discussion</p> <p><i>1.1</i> - Senge STL, Industrial-age heritage of schools, 29-32 Why systemic change is possible now, 50-51 Three levels of systems in public schools, 11</p> <p><i>1.2</i>- Caine & Caine, Four guiding ideas, 10-11 Brain learning principles, 18-19 Three instructional approaches, 24-26</p> <p><i>1.3</i>- Duffy et al., The need for systemic change, vx-vxii</p>
<p>90 min. 10:15-11:45</p>	<p>2. Understanding systems</p> <p><i>2.1</i> Senge STL, Learning organization and the 5 disciplines, 7-8 Mental models, ladder of inference, 66-71 Shared vision, 71-73 Team learning, dialogue, 73-77 Systems thinking, the iceberg 77-83</p> <p>Senge 5th, 11 laws of systems thinking, No reading, I list laws (Ch 4) Senge STL, New paradigm of leadership, Principal Do-right 7-8, 66-78, 80-85</p>

Lunch 11:45 – 12:45

Time	Activity
<p>90 min. (3.1) 12:45-2:15</p> <p>Break 15 minutes 2:15-2:30</p>	<p>3. Understanding the systemic change process</p> <p>Duffy, Four phases of KWS, 5-8 Five key players of KWS, 8-9 11 propositions of KWS, 10-12</p> <p>(3-2) Transformational leadership, strategic, team, tactical, self, 187-193 Leadership stages, 193-199 Schelchty, as time allows</p>
<p>60 min. 2:30-3:30</p>	<p>4. What has happened so far (history)</p> <ul style="list-style-type: none"> - Core values of the change process (discuss Values handout) - Key events/stages (discuss Milestones handout) <p>Next steps in the process</p> <ul style="list-style-type: none"> - Further develop LT culture and understanding - LT develops a district-wide framework with all stakeholders - LT forms/capacitates school teams, district team - Build central office support (Schlechty) - Teams create designs with all their stakeholders - Everyone implements designs <p>FT Roles and responsibilities</p> <ul style="list-style-type: none"> - Help plan activities and "big picture" process - Facilitate discussions - Develop culture and understanding of systems thinking on LT - Empower LT members <p>LT Roles and responsibilities</p> <ul style="list-style-type: none"> - Help plan activities and "big picture" - Create district-wide framework - Charge/capacitate design teams - Foster support mechanisms - Monitor teams' designs - Help reallocate and procure resources