

*Good Morning, Happy Friday and
Welcome!*

Luis F. Cruz, PhD
Solution Tree Associate
PLC/RTI/TSC/TFC/Soluciones
lcruz@newfrontier21.com

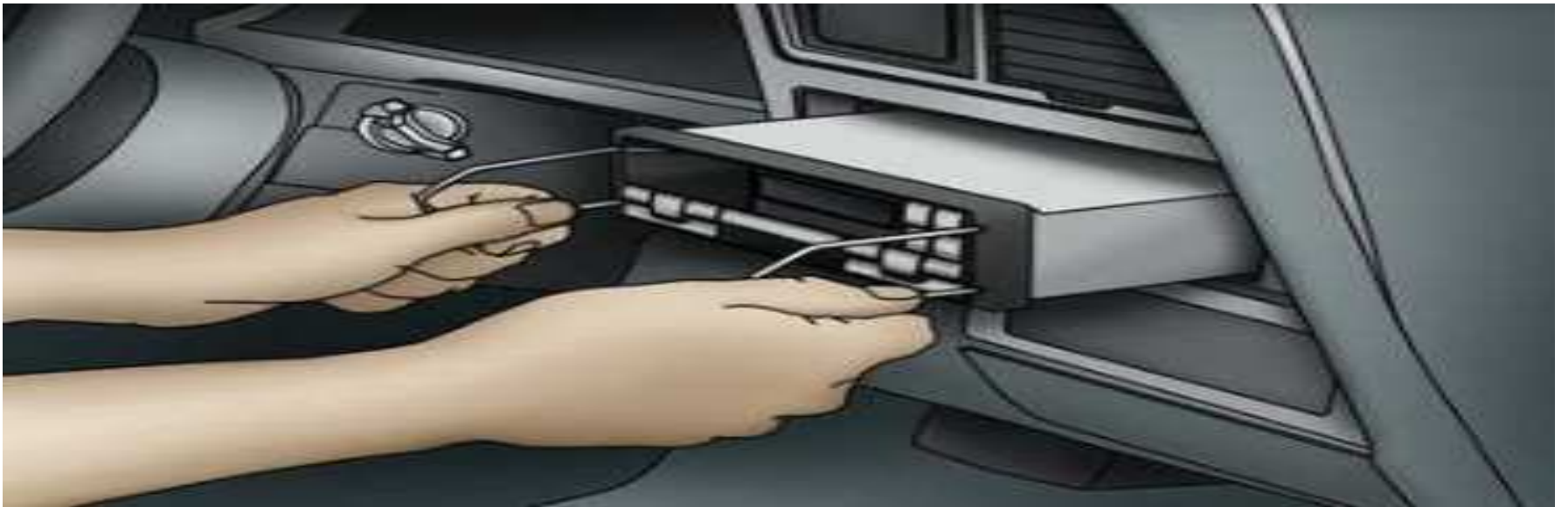


Lucky

Seafood Market

COFFEES BAKING THE BEST SEAFOOD









Muchas

Gracias!

What Have We Learned About Our Profession During This Difficult Time?



Resilient



Creative



Inequities

Redesigning an Education School System Never Designed for ALL the Students We Serve in 2023 and Beyond.

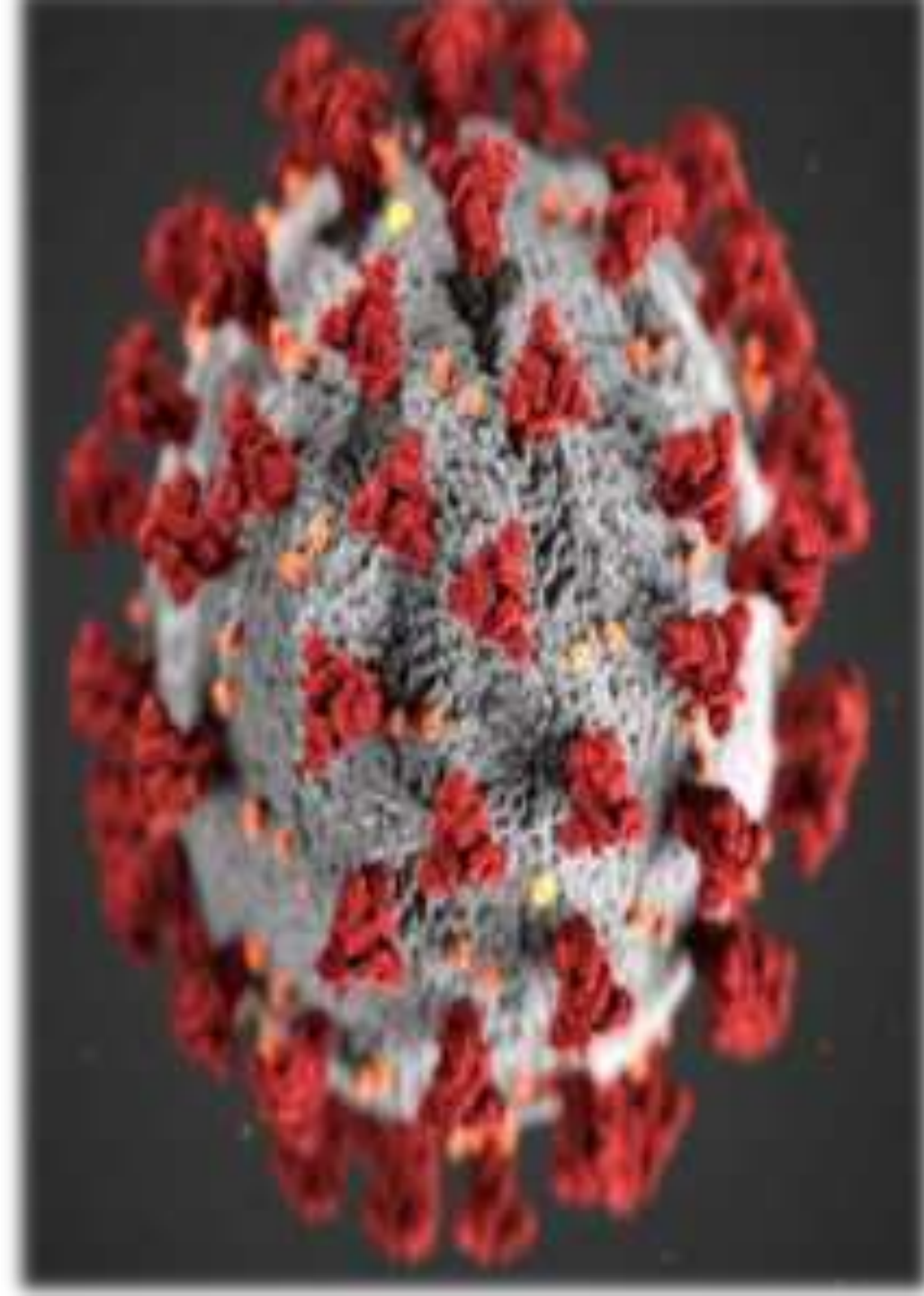
Luis F. Cruz, PhD
Solution Tree Associate
PLC/RTI/Soluciones/TSC/TFC





Without context, a piece of information is just a dot. It floats in your brain with a lot of other dots and doesn't mean a damn thing. Knowledge is information-in-context ... connecting the dots.

- Michael Ventura



**“We’re All
In This
Together”**

My **THREE** daughters!



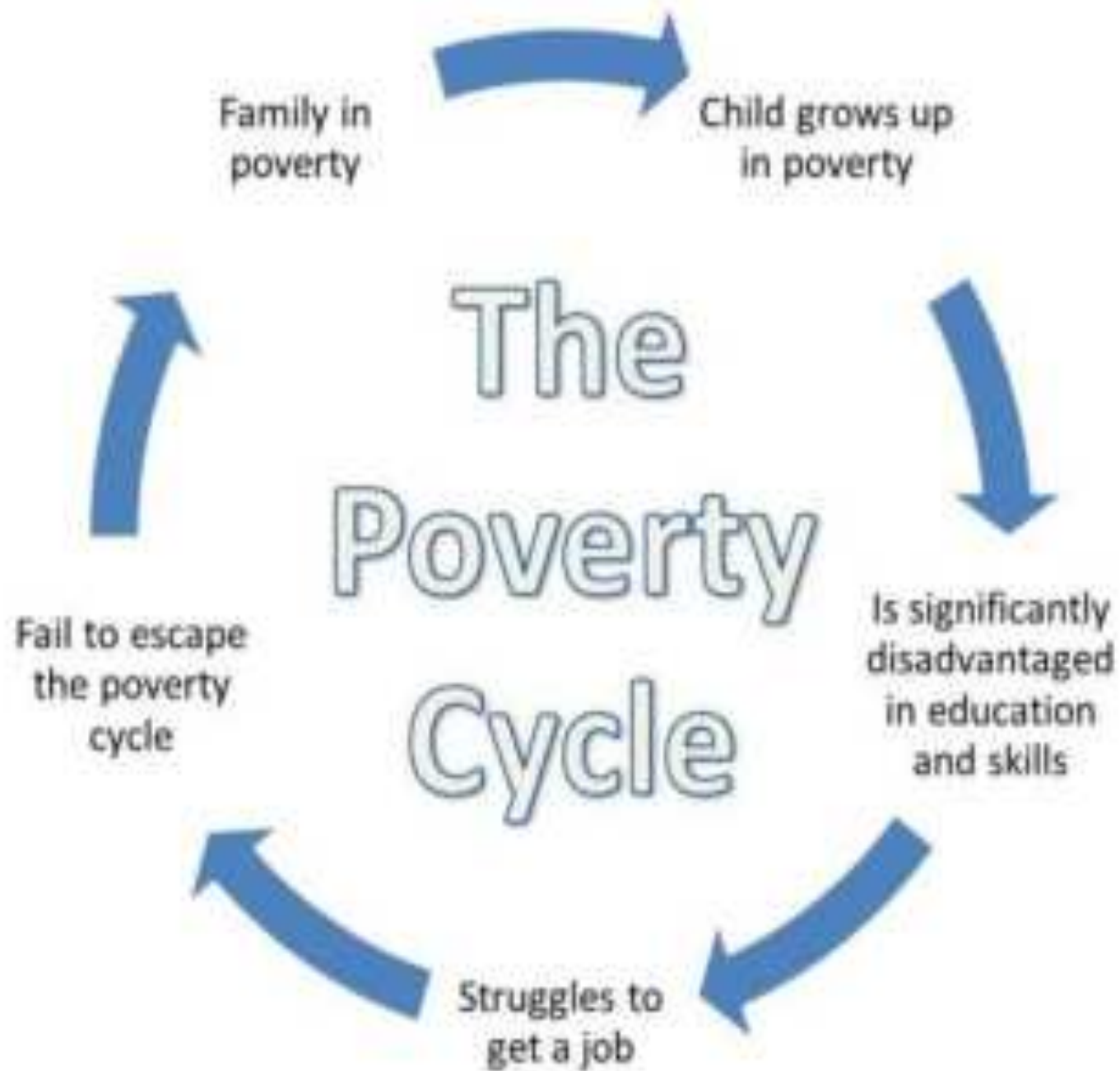






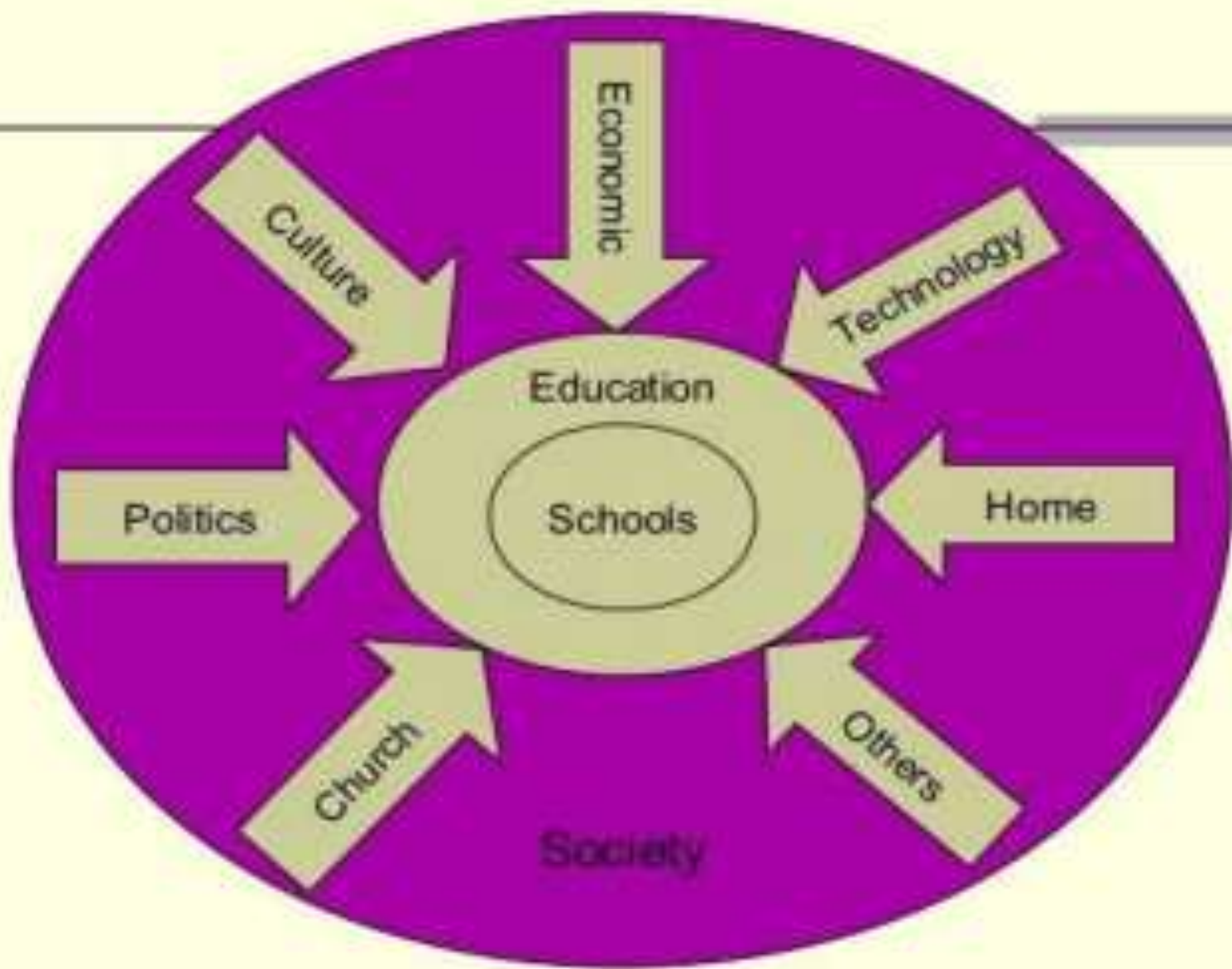
Just in case our future daughters and grandchildren's hard-working teachers and administrators get caught up with the challenge of responding to a global pandemic, no worries we will provide them with any and all resources required to ensure continuous high levels of learning!

**“PRIVILEGE IS WHEN
YOU THINK SOMETHING
IS NOT A PROBLEM
BECAUSE IT’S NOT A
PROBLEM TO YOU
PERSONALLY.”**



We are all in the same storm, but in different boats!









ANSWER

QUESTION

Vital Questions to Consider

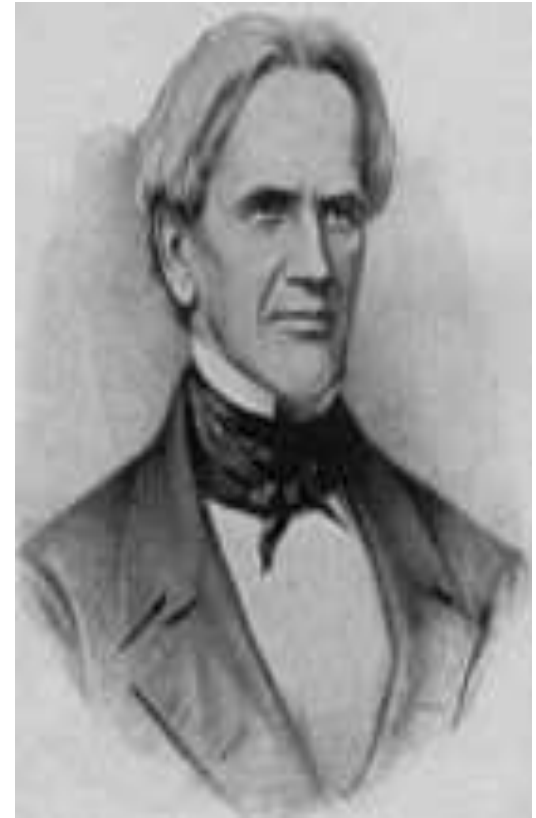
Is our Public School System broken?

*Or is Our Public School System
doing exactly what it was designed
to do?*

Considered the Father of Public Education in the United States

Horace Mann

Back in 1830 when the “common school” was introduced to the United States, could Horace Mann have imagined that throughout our country today educators would aim to serve a new definition of “all” students within the context of a global economy?



A digital globe with network lines and the text "Global Economy" overlaid. The globe is rendered in a blue and white color scheme, showing the continents. It is surrounded by a network of glowing blue lines and dots, suggesting global connectivity and data flow. The text "Global Economy" is written in a bold, white, sans-serif font across the center of the globe.

Global Economy



“While you slept your cell phone was updated!”

Major updates that have been made to our Educational System:

- 1896: Plessey vs. Ferguson
- 1954: Brown vs. Board of Education
- 1972: Title IX
- 1974: Lau vs. Nichols
- 1974: Individuals with Disabilities Education Act (IDEA)

What if we have the right people in schools but the wrong system?

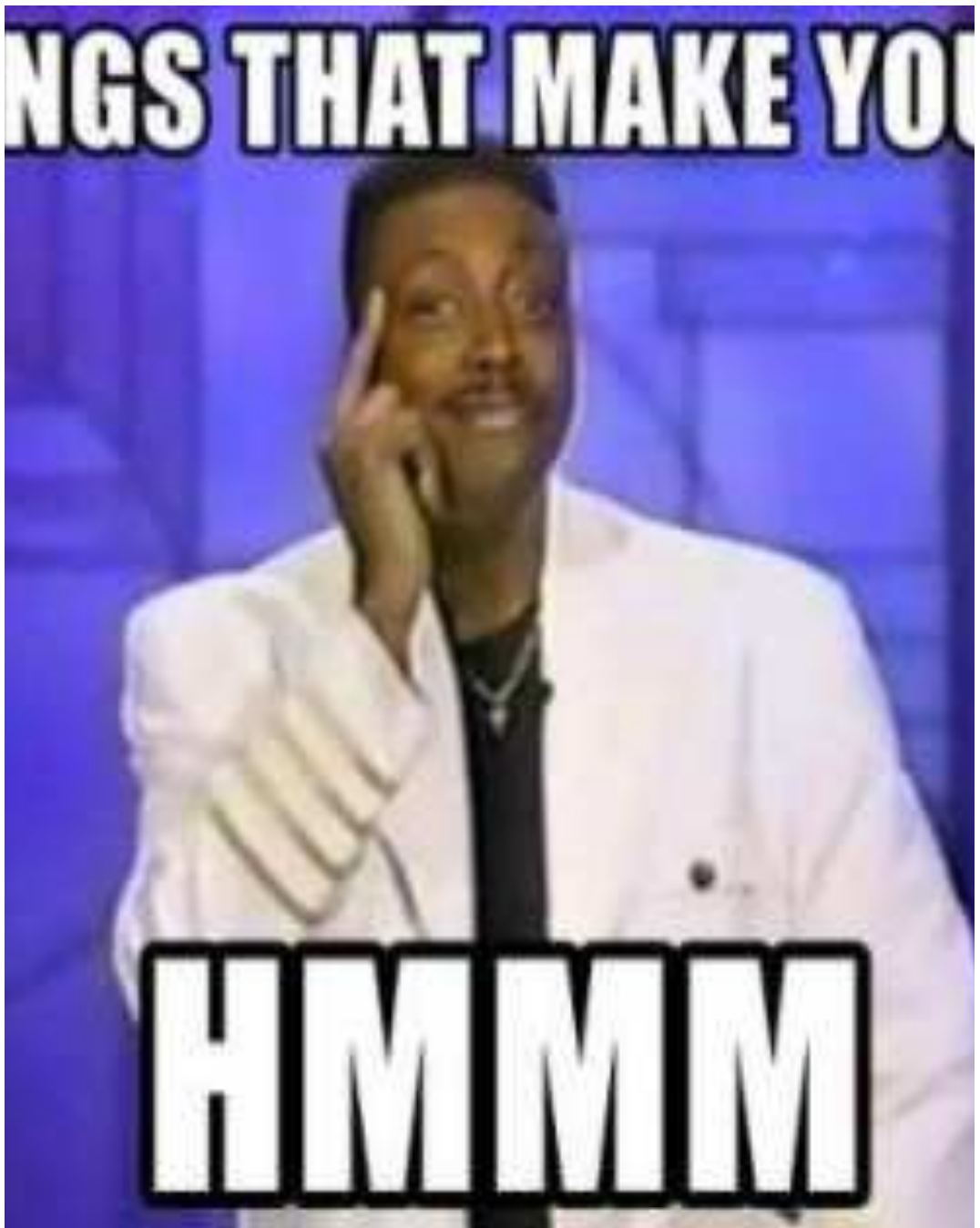
A set of connected things or parts forming a complex whole.

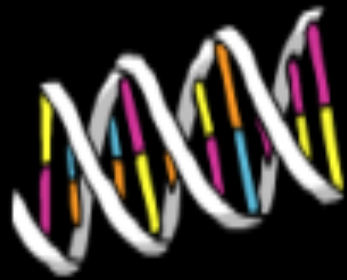
Policies

Practices

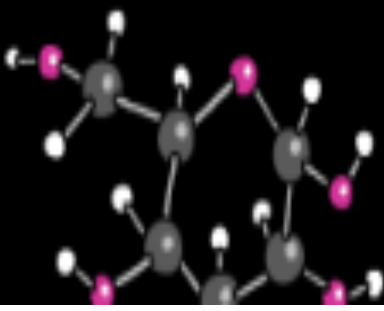
Procedures

??????????????





SCIENCE



$$F = ma$$



The *SCIENCE* of how you create a school
where educators ensure high levels of learning
for ALL students...

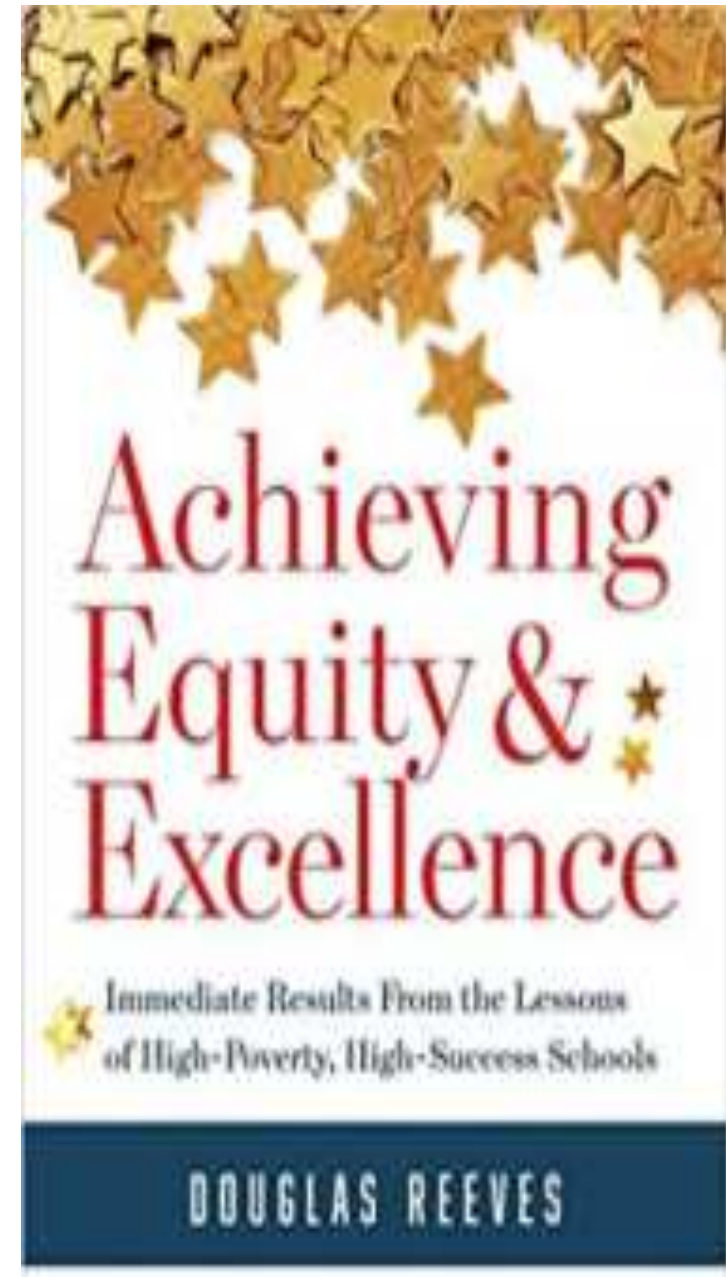
Effective Schools Research

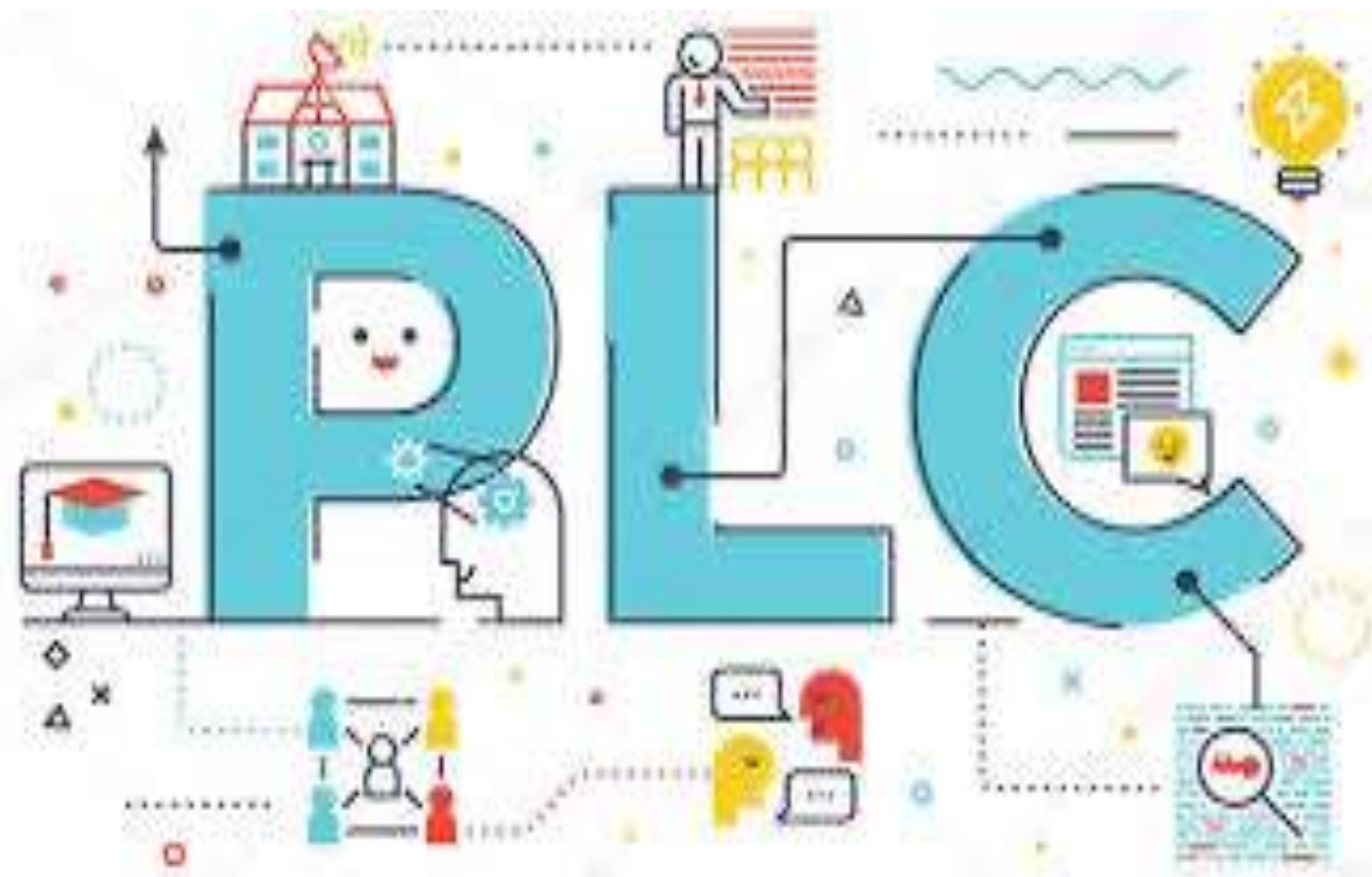
Dr. Ronald Edmonds

When I first observed equity and excellence in schools, I noticed they were built around collaborative teams of teachers, coaches and administrators.

In the intervening years, thanks to the work of Richard DuFour, Robert Eaker, Rebecca DuFour, Tom Many, Mike Mattos and others who have followed in their footsteps, we have a vocabulary for this sort of collaboration--
Professional Learning Communities.

This is the central organizing principle of successful schools, *whatever their demographics.* Thus, in this first chapter on what equity and excellence schools do differently, we will discuss the key principles involved in *organizing a school as a PLC.*





What is a Professional Learning Community?

*“We argue that a school becomes a Professional Learning Community when members of the staff engage in an ongoing process in which educators work **collaboratively** in recurring cycles of **collective inquiry** trying to figure out why students are not learning and then determining how we, the adults, will respond. These adult educators then **take action** to ensure high **levels of learning for ALL students!**”*

(modified)

—Dufour, Dufour, Eaker, Many, & Mattos,
*Learning by Doing: A Handbook for Professional
Learning Communities at Work* (2016), p. 10

What if we have the right people in schools but the wrong system?

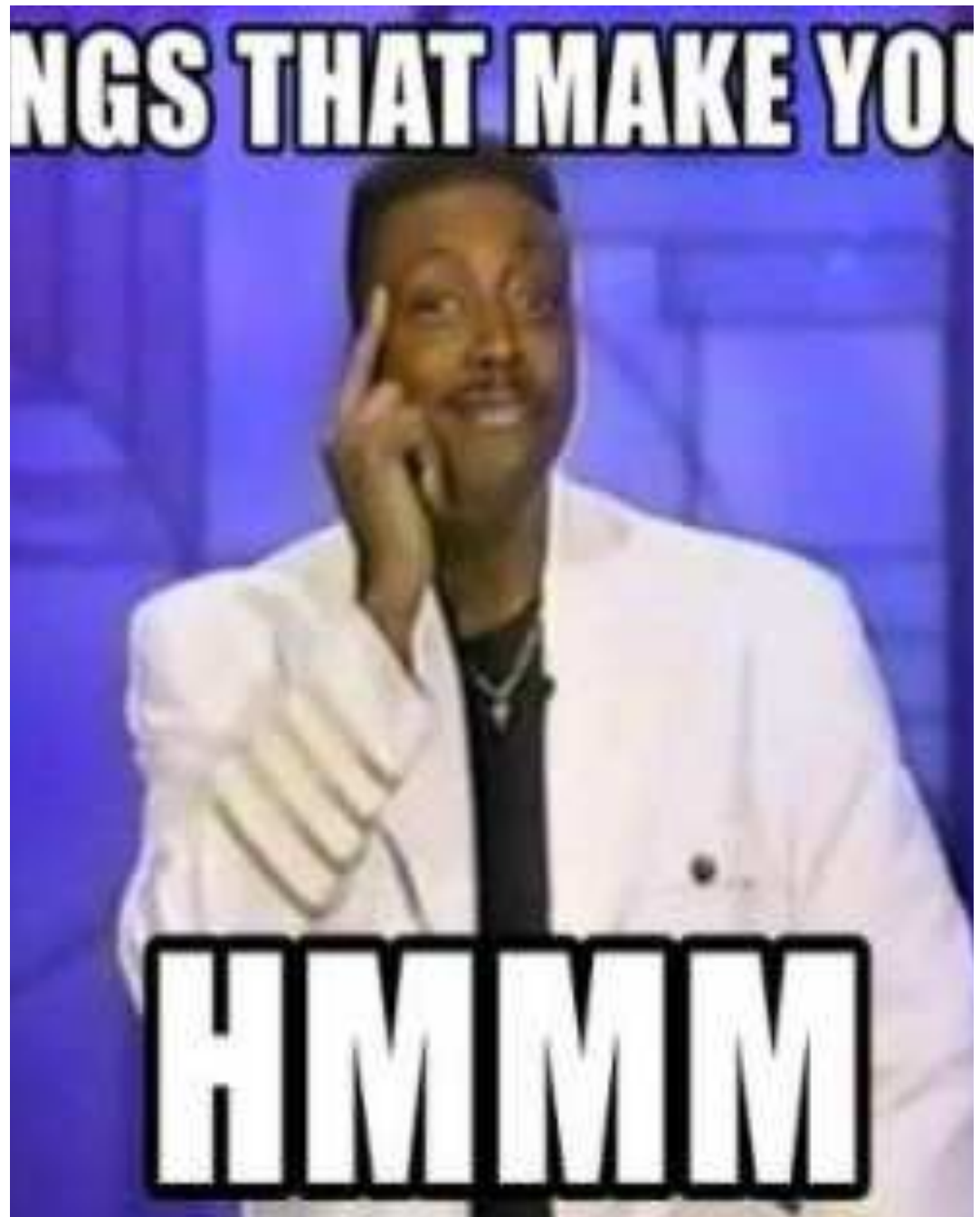
A set of connected things or parts forming a complex whole.

Policies

Practices

Procedures

People's Mindset



"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

LEADERSHIP



A close-up photograph of a person's hand holding a light blue sticky note. The person is wearing a dark suit jacket, a white shirt, and a dark tie. The sticky note is held in the palm of the hand and has the words "Transformational Leadership" written on it in black cursive. The background is a solid, muted green color.

Transformational
Leadership



Dr. John P. Kotter

No one person, no matter how competent, is capable of single-handedly developing the right vision, communicating it to vast number of people, eliminating all of the key obstacles, generating short-term wins, leading and managing dozens of change projects, and anchoring new approaches deep in an organization's culture.

Putting together the right coalition of people to lead a change initiative is critical to its success.



(Kotter, Buy-In: Saving Your Good Idea from Getting Shot Down, 2010, p.52)

Let us Reflect:

*“What is the purpose of
your school’s leadership
team?”*

Guiding Coalition

Three Important Responsibilities for a *School's Guiding Coalition*

1. To (guide, unite, support, empower) the faculty and staff at our school to embrace the necessary adult changes to increase learning for **all students**
2. To learn and then ensure others learn and embrace best practices (*The PLC Process*), hence the science of our profession used to increase learning for **all students**
3. To promote working collaboratively to ensure that learning for **all students** and staff continuously takes place within the context of a healthy school culture



A group of school staff

The purpose of the
Guiding Coalition at
Santa Maria
High School
is to rally staff with
the development of
best practices in a
mutually accountable
school environment
which authentically
sustains learning for
ALL

Guiding Coalition

**The purpose of the
Guiding Coalition at
Santa Maria
High School
is to unify staff with
the development of
best practices in a
mutually accountable
school environment
which undeniably
increases learning for
ALL!**





The purpose of Blackford's
Guiding Coalition is to guide,
unite and empower **ALL** Staff to
collaboratively take risks based on
evidence of learning, mutual accountability,
and best practices to ensure **ALL**
Students learn at high levels.



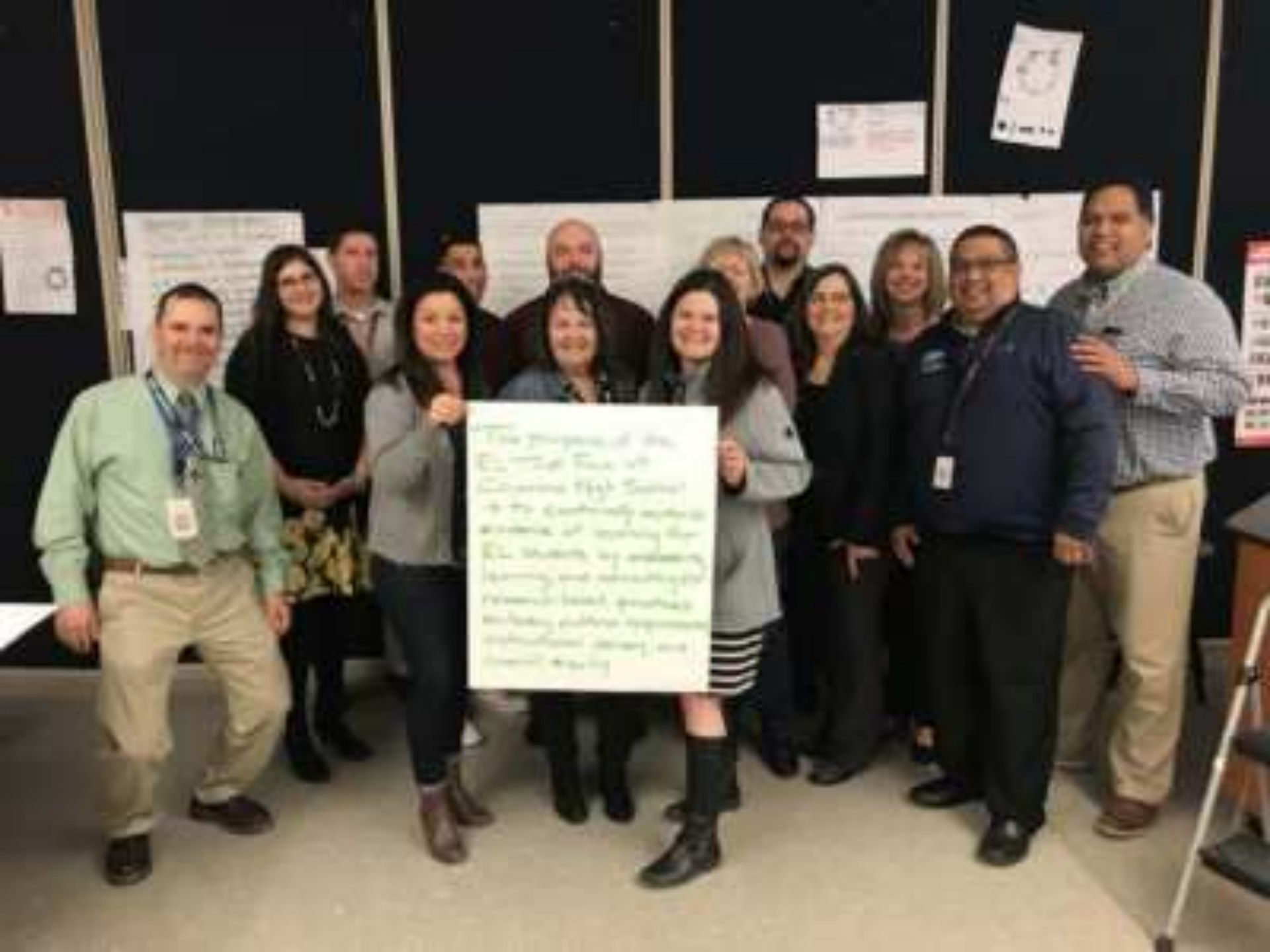
TASK

FORCE



S.W.A.T.





The purpose of the
College Prep Program
is to help students
prepare for college
by providing them
with the necessary
skills and knowledge
to succeed in college
and beyond.

The purpose of the
EL Task Force at
Chiawana High School
is to continually increase
evidence of learning for
EL students by assessing,
learning, and advocating for
research-based practices

“The purpose of the EL Task Force at Chiawana High School is to continually increase evidence of learning for EL students by assessing learning and advocating for research-based practices, including cultural responsiveness, instructional delivery, and overall equity.”


STOP
THE
INSANITY

Effective Leadership Today...

Effective leadership in schools today can no longer be synonymous with only administration. If the goal is to initiate a powerful movement focused on student learning versus a limited fad, teacher leadership must be an integral part of effective leadership in schools.







I don't
think so!



ANTHONY MUHAMMAD

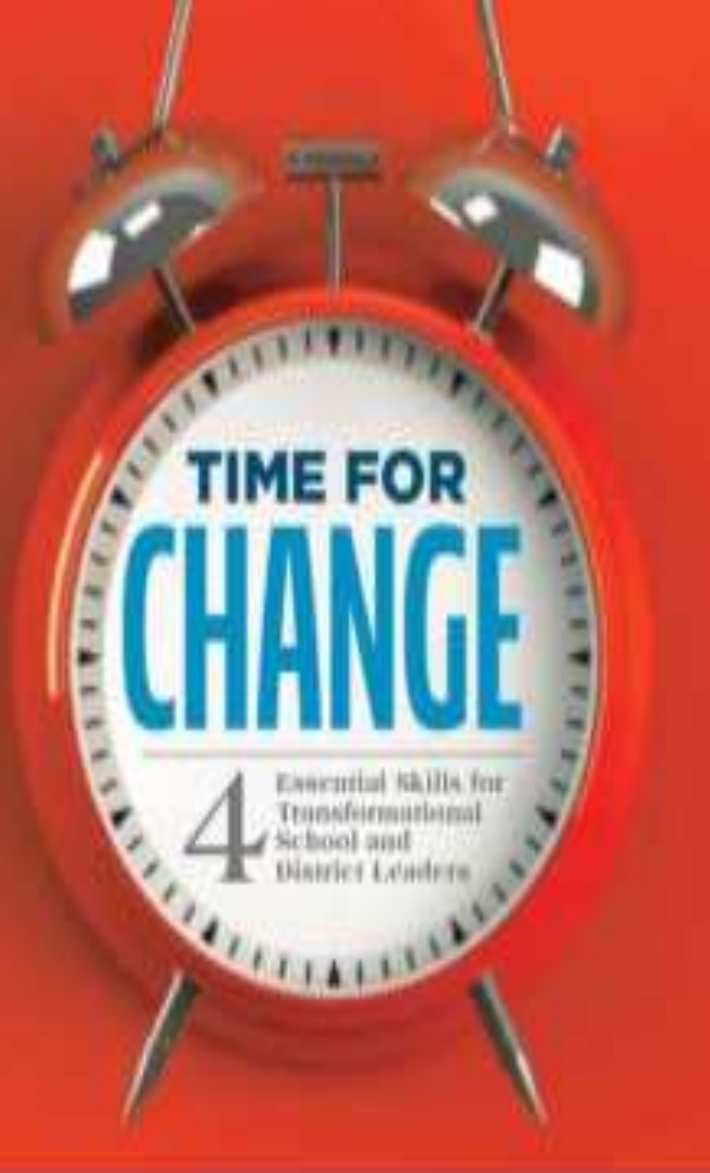
LUIS F. CRUZ

What do we do when *rational* resistance to change is encountered?

1. The staff does not understand *why* a change in practice is needed.
2. The staff does not *trust* those advocating for change in practices.
3. The staff does not know *how* to embrace changes in practices being advocated.

What do we do when **irrational** resistance to change is encountered?

4. Leaders (administrators and/or teachers) find a tactful way to say: *“We are not asking if you would like to be part of this change, we are actually expecting you to be.”*



ANTHONY MUHAMMAD

LUIS F. CRUZ

*Golden Rule of Transformational
Leadership*

*Support (i)
must precede
Accountability (roi)*



ANTHONY MUHAMMAD

LUIS F. CRUZ

Change
is inevitable.
Growth is
optional.

John C. Maxwell

John G. Stevens

SUCCESS

SUCCESS



*What people think
it looks like*

*What it really
looks like*





*“Our children will
elevate their pants when
we elevate their minds!”*

- *Dr. Pedro Noguera,*
- *Dean of Education*
- *University of Southern California*

*Thank you for your time and Best
Wishes Moving Forward!*

Luis F. Cruz, PhD

lcruz@newfrontier21.com

Twitter: @lcruzconsulting

