The Gaping Hole in School Reform   **1**

In this chapter you will

- Learn that you cannot reach your student achievement goals without rethinking your school's use of human resources.
- Look at the role of student support personnel as part of your school's reform solution.
- Review some basic assumptions about how to make change happen in your school.
- See an overview of the rest of the book and what the book can do for you.

S tudent support personnel—the counselors, social workers, nurses, and other professionals who work in the school, but generally not in the classroom—have been little affected by the reform movements sweeping the American educational system in recent decades. This is because their efforts are viewed as tangential to student achievement and their contributions too diffuse and indirect to measure. Their job descriptions have evolved in isolation from the main structures of the school without any centralized or rigorous assessment of their efficiency or effectiveness. Our book is an effort to help you, the principal, design your own program to integrate the student support personnel with your school's overall achievement goals.

THE CASE FOR REFORM

The National Association for Secondary School Principals' (NASSP) influential report on high schools, *Breaking Ranks II,* outlines three principles for reform:[1]

1. Change the school's culture through collaborative leadership, professional learning communities, and the strategic use of data

2. Personalize the school environment

3. Increase the rigor and quality of curriculum, instruction, and assessment

The visionary agenda outlined in this report uses a strong research base to support these three themes. We agree with the directions suggested, and with the recommendations for action, but we also notice a gap that *Breaking Ranks II*, like the reform proposals that came before it, overlooks. All reform initiatives acknowledge that the main instruments for change are the professionals, students, and communities that are stakeholders of the schools. The emphasis on professionals, however, is given almost exclusively to teachers and administrators. School leaders have consistently overlooked the central role that student support personnel can play in achieving the three central goals outlined in *Breaking Ranks II*.

We know that student learning is directly affected by teachers. We also know that schools are steered by the decisions and daily work of school and district administrators. Nevertheless, an exclusive focus on administrators and teachers in school reform ignores critical resources that lie fallow in most schools.

This book argues that school administrators have resources at hand that are rarely well harnessed to school improvement goals: the professional staff members that are usually designated under the label of *student support*—specifically the counselors, social workers, home-school coordinators, and other professional groups sited in the school that are considered peripheral to the primary task of teaching.[2] Some schools—schools that we will highlight later on—have already enlarged the leadership tent to include student support staff members as core members of school improvement teams, but most schools have followed the reform movement's implicit assumption that improvements in learning will be led by teachers. Every educator who attends a district professional development workshop or a state association meeting is familiar with the call to engage teacher leadership, but how many have attended sessions that emphasize a more productive use of their counseling staff? This common oversight leaves administrators playing with less than a full deck.

THE FOCUS OF EDUCATIONAL REFORM LEGISLATION

The stark and consistent report of decline in U.S. education is empirically debatable.[3] What is evident is that the perception of serious problems has generated successive reform efforts that wash through American schools with increasing force. For the last two decades, school reform has been

driven by a well-documented gap in student learning that exists between U.S. secondary schools and those in other countries, and the divide in achievement between minority and low-income children and their more advantaged peers.[4] U.S. elementary school students perform relatively well in some international studies, such as the Third International Math and Science Study, but decline begins with and accelerates during the adolescent years. The variability in student achievement between schools is just as worrying, in part because it is greater than in most other developed countries.[5]

An increasing number of education reform programs have been offered to (and often imposed on) U.S. secondary schools in the last two decades. Major restructuring efforts have centered on standards and accountability reforms: deregulation, changes in collective bargaining, school finance reforms, restructuring district offices, decentralized decision-making, and nationalized educational goals. When radical tinkering with existing schools disappoints, alternative models of delivering education are proposed, including school choice, vouchers, private contracting, and home-school networks. School principals are regarded as the fulcrum that levers these theories into action at the classroom level, but the reports and recommendations have not, with the exception of *Breaking Ranks II*, provided useable guides for action.[6] The best attempts to design comprehensive schoolwide reform models, which were highly touted during the late 1990s, appear to be less successful in high schools than in elementary schools,[7] perhaps in part due to the size and complexity of schools at the secondary level.[8] Most secondary schools have found comprehensive schoolwide reform a daunting task, and are using either process-based models that allow for a great deal of local development and adaptation (such as the Coalition of Essential Schools) or have moved to deal first with the problem of size by creating schools within schools.

Whatever initiatives or models are chosen locally, state policymakers have increasingly taken the lead as architects of a coherent and systematized educational program—one that includes high content standards and accompanying accountability measures. Policies of *curriculum upgrading*, as some call them, have been the states' response to calls for reform.[9] These mandates from the state level include increasing course requirements in academic subjects, developing curriculum frameworks and standards, initiating various types of student assessment, and providing staff development. Research suggests that the effectiveness of these policies at the state level is improved when there is coherence among them.[10] Legislating this coherence comes at a cost, however, as school administrators are shoehorned into a narrow, one-size-fits-all box.

The Secondary School Principal's Job

The following extract speaks to the role of the principal in a secondary school:

Traditional responsibilities of principals such as ensuring a safe environment, managing the budget, and maintaining discipline are still in force. . . . However, higher expectations for student success have often brought with them increased programming. In successfully implementing new programs, principals hire and supervise more people, enforce new policies, create new procedures, and provide support for the programs and all the associated auxiliary activities. Although programming has been expanding, responsibilities in other areas have not been reduced. In many cases, the additional resources principals need to provide leadership and support have not been forthcoming.

Other non-instructional responsibilities, such as greater professional accountability and increased expectations regarding home-school communication . . . have contributed to the complexity of the principalship. Concurrently, as considerable decision making has been decentralized to local schools, few clear guidelines are provided concerning which responsibilities will be the principals' and which will remain at the district level. . . . All of these dynamics make the management component of the principal's role ever more difficult.[12]

WHAT DO WE KNOW ABOUT INCREASING STUDENT ACHIEVEMENT?

School improvement, while difficult, is not a mystery. Several decades of sustained research in many countries point to a robust set of findings about what matters most if we want to increase student learning. We will not review that research here because good, practical summaries are available on a regular basis through magazines such as *Phi Delta Kappan* and *Educational Leadership*. But two points are worth making.

First, Teachers and Curriculum Count Most

The school reform conversation is correct in its assumption that what happens in the classroom—the immediate teaching and learning environment—is the best predictor of whether or not students will succeed in school. The Education Trust, a strong proponent of school reform, often contrasts the most popular explanation for variable achievement (students' family circumstances) with findings suggesting that teacher quality and a rigorous curriculum can make a greater difference.[13] This finding corresponds to the experience of parents who know that their children blossomed under some teachers while wilting under others.

Second, Teachers Don't Work Alone

Multiple studies suggest that the quality of school administrators also has an impact on student achievement, accounting for as much as 25% of

the differences between schools.[14] In addition, many of the factors that explain differences between schools, such as school mission, leadership style, and the relationship with parents and the wider community, are also factors over which the principal has considerable influence. While principals may occasionally feel powerless to change the lives of their students because they have limited direct contact with them, their behavior and skill in structuring and guiding the actions of others is critical.

Which brings us back to the focus of this book: emerging research demonstrates that student support personnel can also have a significant impact on student learning, over and above that contributed by individual teachers. If this is the case, why are the reform reports so silent on the topic of student support professionals?

STUDENT SUPPORT PERSONNEL: A 10% SOLUTION?

How many principals wouldn't jump at the chance to add more person power to their school reform initiatives? In a recent study, two-thirds of the principals surveyed indicated that they simply did not have the personnel necessary to raise student achievement to mandated levels.[15] One often advocated solution is to increase productivity by making better use of the resources that are already in the school.[16] While this may feel a bit like changing the tires on a moving bus, it is realistic to assume that federal, state, and local governments will not be rushing to meet the requests for additional funding that most districts continue to make. Under these conditions, if improvement occurs at the school level, it will be through continuous improvement, which necessitates resource reallocation.[17] In our view, based on three years of research conducted in seven metropolitan school districts, one of the most underutilized groups in many schools is the group of student support professionals already on-site.

It is difficult to determine how many professionals are employed in student support programs in most secondary schools, in part because the field is not well defined. One recent national report on student guidance limits its investigation to school guidance counselors.[18] In some schools, guidance counseling is in a separate organizational unit from other personnel who serve student needs (e.g., social workers, home-school coordinators, etc.), while in other schools they are housed together. Counselors perform functions in some schools that are assigned to social workers in others—and vice versa. In other words, there is no common organizational design for student support services, but rather an ad hoc evolution of roles within each school.

Based on the information that is available, however, it seems that in a typical secondary school in the mid-1990s approximately 6% of the budget went to counselors and school psychologists.[19] This figure is, of course, an underestimate of the total student support programs budget in many schools, where today you might also find a home-school coordinator, a

chemical dependency professional, social workers, and others with related training. We have reviewed the Web sites of junior high/middle schools and high schools located in the states that were part of our study, and conclude that between 10% and 20% of the professional staff in any school are neither administrators nor teachers. Of these, most are involved in student support programs of various kinds. This is congruent with older data currently available from the National Center for Educational Statistics. Thus, approximately 10% of each school's professional staff is disconnected from the school's major mission and goals. These figures lead us to label efforts to integrate student support personnel in school improvement goals *the 10% solution* (even though in your school it might be the 14% or even the 19% solution). In short, use your resources better!

Throughout this book, we will consider ideas and approaches that are applicable to all student support professionals. We freely acknowledge, however, that school or guidance counselors dominate the field of student support because of their sheer numbers, the research involving their roles, and the initiatives designed to improve their effectiveness. In this way, much of the data and research presented in this book evolved from our work specifically with school counselors. Where possible, we have expanded our discussion to involve other student support professionals, such as social workers. Throughout this book, we ask you to keep in mind that all professionals ministering to specific needs in your student population can have a place in your school that harmonizes their efforts with overall achievement goals.

As we interviewed principals in our study, we were surprised at how many of them knew little about what their student support personnel did—other than the most visible tasks of scheduling and handling persistent social problems. As we shall see later in this book, student support personnel are often dissatisfied with the way in which their time is spent and perceive themselves as marginalized within their schools. This suggests an opportunity for a school-by-school resource analysis.

Of course, another solution to the problem that the work of many professional staff is not directed toward core school goals would be to reallocate money currently dedicated to student support elsewhere. Some new schools and charter schools have chosen to eliminate specialized student support positions entirely, devoting the additional resources to more teachers and smaller classroom size. Even in "regular" schools that have not made such a strategic decision, there is some evidence that the current round of budget cuts may have fallen disproportionately on student support staff.[20] As more and more schools implement site-based management, principals are deciding staffing needs and programming, and they are often empowered to determine, for example, whether a technology coordinator or a counselor makes more sense for the school. These are difficult decisions when allowed, but approximately 25 states mandate counselors in secondary schools while others require social workers to support

special education programs. State policy thus narrows a school leader's options.

This book will neither address all staffing options nor advocate for one solution over another. We will, however, explore such questions as the following:

- *Are counselors and other support staff well-used resources in the effort to increase student learning?* This is the focus of Chapter 2, where we look at emerging models that link student support programs and academic achievement.
- *What structural features of the typical secondary school interfere with the work of student support staff?* Chapter 3 goes into this in more detail, using data from our study of the role of school counselors.
- *What is a principal's "mental model" of the role and value of student support, and how does this mental image help or hinder counselors' efforts to focus on improving student achievement?* Chapter 4 uses case studies of schools to illustrate the impact that principals have had on new roles for student support staff.
- *What can principals do to implement the 10% solution?* Drawing on our own data, and on the broad array of research about leadership in and out of schools, we provide a number of practical suggestions in Chapters 5 and 6.

Before we move into the core of the book, we need to make clear some of the foundations that provide a basis for our analysis and recommendations. Although we are researchers, we have worked extensively on the topic of change in schools and have often engaged in collaborative co-construction of ideas with principals and other school professionals. We also believe that it is important to base our recommendations to principals on what we know from decades of research about leadership for change. We make one unequivocal assumption: Principals are not just one agent of change in a school environment—they are *the* change masters. They are the eye of the needle that outside forces must pass through. Their understanding and direction sets the tone and provides the motivation for structural and cultural changes within a school.

THE PRINCIPAL AS CHANGE MASTER

> *Change masters are—literally—the right people in the right place at the right time. The right people are the ones with the ideas that move beyond the organization's established practice, ideas they can form into visions. The right places are the integrative environments that support innovation, encourage the building of coalitions and teams to support and implement visions. The right times are those*

moments in the flow of organizational history when it is possible to reconstruct reality on the basis of accumulated innovations to shape a more productive and successful future.

—Rosabeth Moss Kanter

The term *change master* was coined by Harvard Business School professor Rosabeth Moss Kanter in the early 1980s to highlight the "new" role of top business executives.[21] The concept of change master quickly caught on, and a trickle of early books on managing change has today become a torrent. A short list of our favorites is included in the Resources section at the end of this chapter.

A few key change management principles translate easily to the approach that we take in this book. We present them here, with limited discussion, to ensure that we are on the same page. We will return to them in Chapter 5, with specific guidance for how to renew the student support system in your school.

Removing Barriers

Improving schools is inherently difficult, chaotic, and unpredictable. The most intractable problems that schools face are rooted in multiple systems that have histories and connections to other systems. A student's behavior and performance is deeply affected by invisible forces that exist outside the school and the school's formal culture. Problems such as these are referred to as "wicked," because the proposed solution cannot address the whole cause, may reveal or exacerbate other issues, or cannot be implemented due to flaws within the solution itself. The issues faced by schools that are asked to do more with less are "wicked" instead of "tame." [22] This means that they are not amenable to solutions through traditional linear change processes and management-initiated activities, which include most forms of the diagnosis–planning–implementation–evaluation chain.

Much of the change literature (including most of the books that we recommend) focuses on the challenge of transformational leadership for change—an individual or some group that has a vision for a new way of doing things and is able to persuade others to follow them. In reality, under most circumstances, getting people to change requires more than vision, charisma, and persistence. Over the years, we have studied educators attempting to implement change and have observed that many begin with the idea that they only need to augment what they are already doing well. Schools accumulate new programs, new resources, professional development, and even new staff members, and the results never quite meet expectations. Anthony Bryk and his colleagues observed, based on studying the massive Chicago school reforms of the last decade, that

schools can be like Christmas trees: They collect new resources and add baubles, but the new ornaments don't change the nature of the tree.[23]

Kurt Lewin, one of the founders of modern psychology and action research, concluded that change requires understanding both the positive features of the group that press toward change and the (often hidden) barriers that press with equal force to maintain the status quo. Steering an organization by only adding pressure to change rarely works: Successful change requires recognizing the barriers, and removing those that can be addressed. Only when the equilibrium is altered can real change occur.

More than 25 years ago, Seymour Sarason pointed out that schools have so many deeply embedded features that merely reinforcing the positive will not result in real change.[24] Even when everyone agrees that change is desirable, change does not always occur. Some barriers must be accepted or viewed as problems requiring long-term solutions. Resistant teachers can grow deep roots, and schools must take as a given the socioeconomic circumstances of their students. The task of the educational change master is to navigate around the immobile barriers while identifying and spotlighting impediments that have solutions.

Preconditions for Change

Change does not occur in schools until knowledge, along with an image of the desired change, is translated into action. The change master in any school must tackle five preconditions in order to accomplish any real change:[25]

1. **Clarity.** The ideas for improvement must be understood clearly; they cannot be fuzzy, vague, or confusing.

2. **Relevance.** The changes in people's roles must be seen as meaningful, as connected to their normal professional life and concerns.

3. **Action Images.** The principles underlying the proposed changes must be exemplified in specific actions, clearly visualized. People must have an image of "what to do to get there."

4. **Will.** There must be motivation, interest, and action orientation— a will to *do* something.

5. **Skill.** People must be capable of doing what is envisioned. Without skill, the changes will be abandoned or so distorted as to be unrecognizable.

We have labeled these as preconditions, but that does not mean that they must all be lined up together on the starting line. On the contrary,

although it is difficult to initiate change without some attention to each of these five issues, their real meaning will emerge as school staff members grapple with the significance of change in their lives. As Gene Hall and Shirley Hord pointed out several decades ago, each stage in the change process, from the first meeting to discuss whether change is needed to the reviews of evaluation data years later, requires individuals to adjust and reinterpret what they know.[26] One of the responsibilities of the change master is to choreograph this interpretive process.[27]

Anticipating and Adjusting: The Performance Dip Phenomenon

The change master must be aware of the stages of change and anticipate the emotions that usually accompany them. Unless the orchestrators of the process anticipate what will happen, they cannot easily predict where to place their energies or where to encourage other people to place theirs. We find particularly useful the idea of the *performance dip* (sometimes referred to as the *implementation dip*), described by several authors. *Performance dip* refers to the fact that most changes, even those which ultimately prove beneficial, will initially interrupt the smooth functioning of the way things were and will therefore appear counterproductive in the short run.

Figure 1.1 illustrates the stages of change, the associated emotions, and the actions on the part of the change master that are required to keep the school on course.[28] The figure shows three stages of change: initiation, implementation, and institutionalization (or routinization). The arrows at the top of the figure denote some of the work that needs to be done by all members of the school if they are to move toward real, sustainable change. These are the practical steps that must be taken to deal with the issues of clarity, relevance, action images, will, and skill. The arrows at the bottom of the figure suggest some of the actions that are the responsibility of the change masters, and they incorporate the observation by Michael Huberman and Matthew Miles that providing both pressure and support for change are the personal responsibility of school leaders.[29]

If you are not familiar with the basic principles of change management portrayed in Figure 1.1, you should turn to the Resource list at the end of this chapter before making major shifts in redefining the roles of teachers and counselors in your school. If you see yourself as a novice, we strongly recommend the books by Michael Fullan, Gene Hall and Shirley Hord, and John Kotter.[30] If you consider yourself an experienced change master, but want to freshen up your knowledge, the other books on the list will deepen your perspectives.

Before we leave this overview, however, there is a third topic that is not well covered by the books in the resource list, but which is particularly important for redefining professional roles in schools.

Figure 1.1   Performance Dip Model
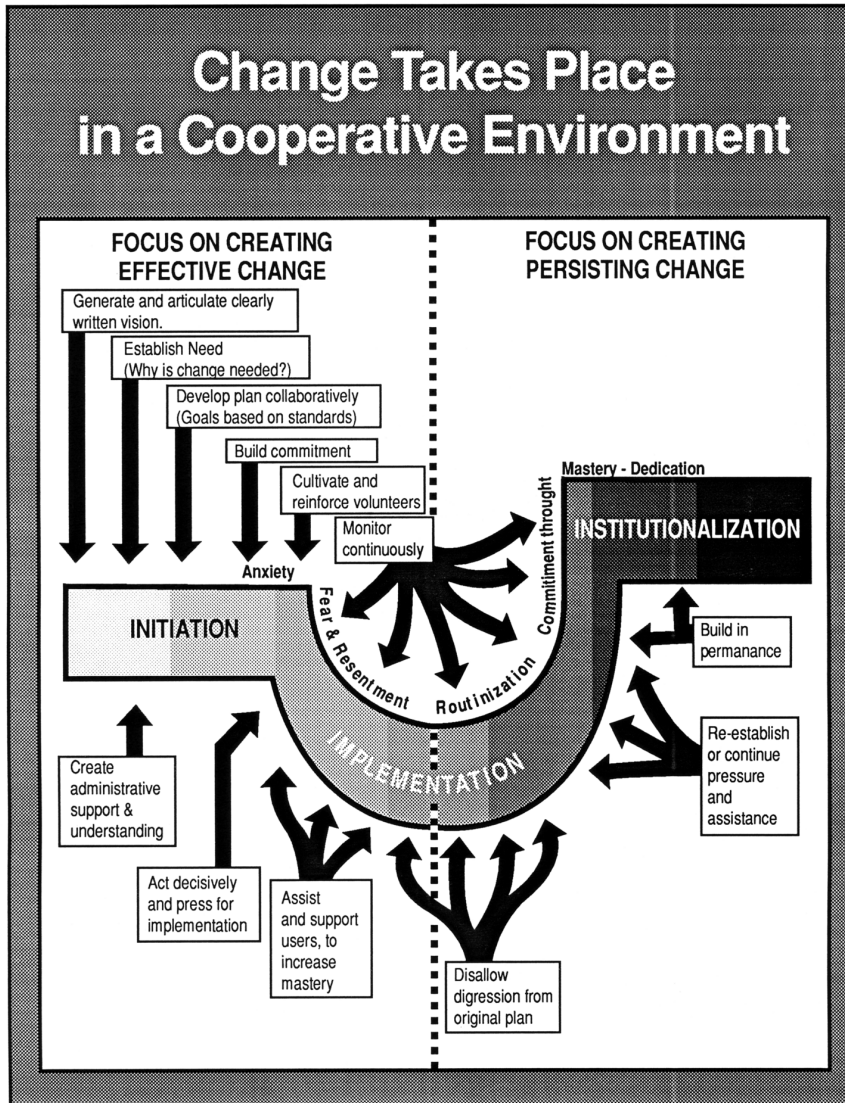
SOURCE: Eastwood & Louis (1992). Used with permission of Scarecrow Education, an imprint of Rowan & Littlefield Publishing Group.

Enter Distributed Leadership

The concept of *distributed leadership* is currently popular in the educational literature. The assumption is simple: If you have too much to do, and all of it is important, you have to decide to give some jobs and decisions away. Rather than simply delegating individual decisions and short-term jobs, distributed leadership makes sharing of responsibilities a permanent change in the way business gets done inside the school. Distributed

leadership is essential when change involves redefining what people do and with whom they work. Both researchers and practitioners have come to advocate this management philosophy as a partial solution to the ever-expanding responsibilities of principals.

This decentralization of responsibility is occurring at the same time that states and the federal government are engaging in efforts to legislate learning. All educational professionals, not just principals, are increasingly told to make changes in their work lives: to make more professional decisions about their work, to expand their notion of professionalism, and to decentralize authority from remote locations to local sites of practice. Devolution of authority brings with it greater responsibility at the school site and for the change master.

The teacher leadership literature emphasizes leadership roles exercised by those who are not in formal positions of authority.[31] In contrast to this view, distributed-leadership research starts with the inclusion of teacher leaders as more formal decision makers. This contrast is not a mere nuance of perspective, but reflects a change in the way more schools are being organized. Rather than thinking about the school as clearly defined zones of influence, in which administrators make policy and resource allocation decisions while teachers decide what and how to teach, Mark Smylie and his colleagues point out that distributed leadership stresses the importance of shifting our "attention away from individual and role-based conceptions of leadership and toward organizational and task-oriented conceptions of leadership."[32]

This blending of teacher empowerment with traditional principal leadership functions has not yet enveloped the broader set of professionals in the school. The multidirectional and fluid nature of social influence can affect the performance of a school in different ways, and if important groups, such as student support personnel, are not part of the networks of influence and decision making, solidarity around school improvement goals and strategies becomes more difficult to achieve. The complex decisions involved in working with students demand collaborative and integrative roles and a shared commitment to the common goals.

The issue of how to achieve this in the context of increasing pressures and in the midst of internal and external conflict is constantly on the minds of principals. And, as Peter Gronn points out, the best way of tracking distribution of responsibilities is not to look at rhetoric, but at how labor is actually divided and how leadership teams are constructed.[33] We have observed in our work that it is still unusual to find a student support professional on a school leadership team.

WHERE ARE WE GOING?

The emphasis of this book is on reorganizing the resources you already have as the best—and perhaps even the only—efficient way to get additional help

without adding to the strain on your staff. We argue that in many secondary schools the most underutilized resources are found among the professionals who provide support to students inside the school but outside the classroom. In our book, we look at professionals who are currently working at the periphery of the school improvement agenda and outside of the direct attention of state accountability legislation. Better utilization of these highly trained school employees will help you to lever actions and opportunities that support the core focus on students and teachers. When teachers feel more supported, they are more willing to examine their role in the overall school improvement agenda.

This requires that you guide a change process that has some unusual characteristics. Student support services function in the margins of the school's main work and involve staff who may not now be working closely with each other or with teachers. School support personnel may not view themselves as being particularly connected to the student achievement agenda, a view that is reinforced by their having escaped accountability initiatives. Yet our research and the work of others suggests that the payoff from their integration into your school's improvement goals can be significant.

RESOURCES

A Dozen of Our Favorite
Popular Books on Change Management

The following books were selected because they contain durable ideas that will, especially if they are considered together, push almost anyone's ideas about change management beyond their current boundaries. In addition, they are all good reads and, although based in research, reflect an understanding of the problems of practice.

Bennis, W. (2000). *Managing the dream: Reflections on leadership and change.* Cambridge, MA: Perseus.

> Every leader needs to be familiar with Warren Bennis, a former university president as well as a decades-long advisor to CEOs. Bennis's contributions to understanding modern organizations are without parallel, and this book offers a collection of some of his previously published writing on change.

Fullan, M. (1993). *Change forces: Probing the depths of educational reform.* New York: Falmer.

> Michael Fullan is the foremost synthesizer of research on educational change. This book, which is the first (and we think still the best) of his series on change forces, outlines what we know about managing change in school settings. The second book, *Change forces: The sequel* (1999), and the third, *Change forces with a vengeance* (2003), elaborate on the ideas presented in this early book, and are also worth looking at. This book is, however, the most practical, and if you haven't read it, you should!

Hall, G., & Hord, S. (1987). *Change in schools: Facilitating the process.* Albany, NY: SUNY Press.

> The authors of this book provide a useful theory of how individual change occurs during an organizational change effort. Their first perspective, "Levels of Use,"

emphasizes the importance of gauging school-level change by understanding individual levels of familiarity and competence in taking on new behavior. The second perspective, "Stages of Concern," looks at the emotional aspects of change. The models have been developed as both research and monitoring tools over many years, and are used throughout the world.

Kotter, J. P. (1996). *Leading change.* Boston: Harvard Business School.

Kotter's book is one of the most popular among managers in the private sector. While not all business management texts are relevant to school administrators, this book provides an excellent overview of basic principles that we think are particularly relevant for principals. We particularly like Kotter's emphasis on how to provide a compelling vision for change and how to encourage people in the organization to come on board. Moreover, his discussion of how to generate short-term wins is an important antidote to long-term strategic plans that often weigh heavily on a tired change master.

Kouzes, J. M., & Posner, B. Z. (2002). *The leadership challenge.* San Francisco: Jossey-Bass.

This is a good companion book to Kotter's, because we consider both these books to be the best of the popular general management books that emphasize the role of leadership in change. Clearly, there are differences between business and school settings, but both of these books provide pointed summaries of what is known about strategic approaches to change. Kouzes and Posner use their deep experience to succinctly outline the challenges of leadership, summarizing the qualities that leaders must draw upon and the way in which these qualities need to be expressed in order to motivate and encourage others. Both this book and the work by Kotter focus on practices that can easily be adapted to educational settings.

Louis, K. S., & Miles, M. (1990). *Improving the urban high school: What works and why.* New York: Teachers College Press.

This is the only one of our recommended books that uses a lot of data—but it nevertheless develops a practical approach to managing the beginning stages of change when there are few resources, some hostile circumstances, and a sense of cynicism and fatigue among faculty members. While it is 15 years old, the case studies of five high schools are not particularly dated.

Mitroff, I. (1998). *Smart thinking for crazy times.* San Francisco: Berrett-Koehler.

Mitroff always thinks a little more "outside of the box" than most management writers. This book, although it might look like a management text, is really a primer on the critical questions that need to be asked as part of analyzing and changing an organizational system. A quick read, it focuses less on the leader and more on the complexity of problem solving. The first third of the book, which poses critical questions for analyzing system problems, is the best. Particularly important for school settings is the discussion of how to formulate problems and how to choose the right stakeholders.

Morgan, G. (1997). *Imaginization.* Thousand Oaks, CA: Sage.

Less a book than a collection of ideas and tools that you can use to help both yourself and those that you work with to see things differently, this work is invaluable. The materials speak to the heart and ideas that are often "beyond words" but help to shake up a meeting or a discussion so that people can move beyond current positions. Use it

to challenge your own ideas or those of your school improvement team! And then go and read other books by Morgan.

Quinn, R. (1996). *Deep change.* San Francisco: Jossey-Bass.

Being a change manager means looking inward to the personal issues that are raised by change. This book presents some of the most critical ideas about personal change in the context of changing an organization and the lives of others. Without this book, you may inadvertently become part of the problem, in spite of your best efforts. What is the alternative to deep change on a personal level? Slow death. . . . Quinn argues persuasively that you cannot encourage others to make deep changes unless you are willing to make them yourself.

Sarason, S. (1996). *Revisiting the culture of the school and the problem of change.* New York: Teachers College Press.

This is a revision of Sarason's classic work on what needs to change in schools if student experiences and learning are to improve. Rather than looking at the quick fixes, Sarason concentrates on the basic features of school culture that make real change difficult. While this is not a quick read, it is essential for change masters who want to develop their own checklist of what needs to be altered in a school before significant change can occur. This is one of the few classic writings on change that pays a lot of attention to student experiences.

Schmoker, M. (1999). *Results: The key to continuous school improvement.* Arlington, VA: Association for Supervision and Curriculum Development.

This is the text for school leaders who want to understand what data-driven decision making can actually do for their schools. Schmoker provides practical examples of what needs to happen before the school can become a real learning organization. His focus on using data positively is a welcome antidote to the sense that data is largely used to punish schools, teachers, and students.

Weick, K., & Sutcliffe, K. (2001). *Managing the unexpected: Assuring high performance in an age of complexity.* San Francisco: Jossey-Bass.

Weick and Sutcliff's book is an invaluable tool for principals who are trying to create real change in classroom practices and student experiences while at the same time working effectively within a results-based accountability environment. The emphasis on continuous improvement is a refreshing alternative to change management books that emphasize only transformation and "big new thinking."