



Sabu, Inc.

Helping those
who must deal with
whole elephants

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Process Results

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I know you're out of town, but since I'm also leaving tomorrow for several days, I thought I'd put these thoughts down before they escape.

1) Three times in the past week the same "result" bubbled to the surface that indicates a major change in the culture beneath that surface.

- At Tuesday's Board meeting, a Principal while talking about his cluster's vertical integration strategy noted that his staff feels they "own" all of the cluster's children, not just those in their building.
- At today's MCBRE meeting Kathy Brake, describing how her staff uses information to guide instruction, also noted that "now everyone feels they own all the students, not just those in their room."
- And Sharon Cox picking up on the idea later in the Board meeting noted that the principal's comment was an indicator of a change in the *culture*. [But she didn't necessarily see the noticeable connection to the Board's behavior - an ownership of "all", not just those they might have been elected to focus on.]

What's important is that this is a perfect example of the process results that reformers have been calling for, and have believed to be something several generations away. But, like the *predictable miracles* I tried to describe for Marla Ucelli, these "bubbles" of experience are the consequences of planned strategies.

And that's a missing dimension of the story about how to create and sustain changes in the culture of *work* that has to be told

2) Today's meeting of the MCBRE *Accountability & Assessment* Committee provided one of those experiences where one could see "learning" taking place. And I'm glad Boardmember Walter Lange was there.

While the content dealt with how assessment is being used to drive instruction in K reading and the K-3 initiative, what came out of it was recognition, as Boardmember Charles Haughey noted, that this has implications for all instruction. And that this would mean some major challenges to the way people are used to operating. Lange agreed, noting that it shows the value of listening to teachers and principals and seeing meaning through their eyes... and part of the challenge is that he's not sure the public can see it that way.

Since this awareness is a critical step in your vision of using the K-3 initiative learnings to drive instructional process changes "up" the system, I hope it can be leveraged.

I won't take the time or space now, but a key element can be an integration of the K-3 initiative process learnings with the "Waters Landing" or "Baldrige" process learnings. The integrating comes about through the ways they both bring the student and teacher into more functional learning interactions.

As Denise Stultz said today: "Teachers really are teaching, and kids really are aware of their own learning."

How was AASA? Learn anything?