

CIEP 474: ELL Assessment

Reading Response 1

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Citation:

Fullan, M., Cuttress, C., & Kilcher, A. (Fall 2005). Eight forces for leaders of change. *National Staff Development Council*, 26(4), 54-64.

Major Theory & Interesting Quotes/Facts:

The Fullan, Cuttress, and Kilcher article, "8 Forces for Leaders of Change," outlined ways in which to implement change as a school leader. The major theory or idea that the authors outline are: the need for change agents in schools, how to combat those who are afraid to change, and also what is necessary to begin a system of change. The authors use the term *change knowledge* as something that is necessary in order to successfully implement changes in schools and education overall. Change knowledge is defined as "the understanding and insight about the process of change and the key drivers that make for successful change in practice" (Fullen et al, 2005, 54).

The concept of change knowledge is important in education because many of the key people involved (i.e. teachers, school leaders) are coming from different backgrounds and levels of experience. Some are coming from eras or even places where the purpose of education, the types of students, and the expectations of schools are very different. So, it is important for school leaders to know that change is more than just shaking things up, people need to really understand the change and the purpose of change.

The eight forces for leaders of change outlined in the article are:

1. Engaging people's moral purpose
2. Building capacity
3. Understanding the change process
4. Developing cultures for learning

5. Developing cultures of evaluation
6. Focusing on leadership of change
7. Fostering coherence making
8. Cultivating tri-level development

While all eight forces are important, the one that struck me the most is the first one: engaging people's moral purpose. The text states that change must be for a moral purpose and that people need to understand this in order to participate full-heartedly. I believe if teachers, aides, and school leaders are all operating under a moral obligation to help all kids, then the other seven forces will be easier to develop. However, the article does caution that even if people are operating under moral purpose, there can still be fragmentation if there is no coherence and development of a school-wide culture of change.

Comparisons and Parallels to Other Texts and Information:

I thought the article encapsulated what we have been learning throughout our leadership classes in the CPELL program and the Loyola's mission; social justice. Since our first leadership class (Foundations in Leadership Theory), Dr. Israel has stressed the importance of the school leader "getting the right people on the bus" and building capacity. Reflecting on staff in my district, I think about how challenging this is. As a school leader who may "inherit" staff members who do not work for a moral purpose, who are simply collecting a paycheck, it is truly difficult to motivate those individuals to rise up to a higher standard. The current structure of school systems, tenure, and unions make for a rocky terrain when school leaders are striving for change and equity. Despite these difficulties, changes in the system must take place in order to break down institutional racism and other inequities in the American public schools.

The sixth force that the article mentions is focusing on leadership for change. This section warns us about the charismatic leader as being ineffective long-term

because the charisma is about the individual and not the cause or issue. This is why it is important for leadership to be throughout the system. This specifically aligns to what we have learned in our Monday night class, Supervision. Our textbook, *Supervision, a Redefinition* begins by outlining different theories of supervision, but stresses our moral obligation in education. One of the four major supervision approaches or theories is structured such that teachers are leading other teachers, and there is a moral obligation to share knowledge on teaching and learning. This places the leadership roles on more than just one person. There is a collective ownership when teachers are given the role of the instructional leader.

How the theory applies to ELL:

The theories in this article apply to English Language Learners because it is impossible to work with a moral purpose and not take into account how to best serve the ELL population. Having a moral obligation to every child who walks into the school building includes English Language Learners. As school demographics and student populations continue to shift and become more diverse, school leaders are going to need to facilitate the changes that must take place in school buildings in order to address the needs of all students. A quote at the beginning of the article states, "Moral purpose in educational change is about improving society through improving educational systems and thus the learning of all citizens" (Fallan et al, 2005, p 54). Schools play one of the most critical roles in shaping society and so the school leader needs to be equipped to facilitate and implement social change through the education system.

Bibliography:

Fullan, M., Cuttress, C., & Kilcher, A. (Fall 2005). Eight forces for leaders of change. *National Staff Development Council*, 26(4), 54-64.

Sergiovanni, T. & Starratt, R. (2006). *Supervision: A redefinition*. New York, NY: McGraw-Hill.