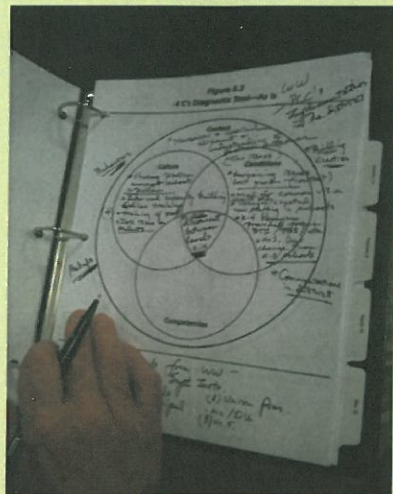




Galileo System Change Project Underway

On November 11, 2010, the seven participating Oakland County school districts (Bloomfield Hills, Centerline, Grosse Pointe, Walled Lake, Wayne-Westland, West Bloomfield, and Van Dyke) met at Bloomfield Hills Middle School for the first of five scheduled, 2010-11 joint sessions of the Galileo System Change Project. The afternoon was facilitated by Galileo Institute's Director, Dr. Bob Maxfield, and Program Coordinator, Kay Cornell. In addition to the rich discussions that took place in smaller groups,

district teams participated in a "4c's" exercise (context, culture, conditions, and competencies) from the book, *Change Leadership*, by Tony Wagner and Robert Kegan. Each team of change leaders discussed their respective district's current state of "as is," in regards to the 4c's, as well as what they envision as an improved future state for their district... the "to be" state. The discussion generated genuine enthusiasm from all participants. The project will continue with sessions for district teams and on-going work within each district.



My Style of Teacher Leadership

**Heather Nuckolls, 4th Grade Teacher Leader
Beaumont Elementary School, Waterford School District**

For years now I have been interested in finding a better way to reach our students and instill in them a passion for leadership and for bettering themselves in all aspects of their lives. It was a Godsend that I was chosen to represent the Waterford School District in the Galileo Leadership Consortium, because through my learning and growth I'm now having a profound impact on the climate and culture of my school community. After coming across Stephen Covey's book, *The Leader In Me: How Schools and Parents Around the World Are Inspiring Greatness, One Child At a Time*, I went to work on the 7 Habits with my own



Heather Nuckolls (left) with Beaumont Elementary Principal, Jan McCartan

class. I had conversations with my principal, Jan McCartan, who immediately saw in it what I did – the answer for WHO WE ARE at Beaumont Elementary as well as who we desired to become. The events to follow were rapid and very exciting. I presented our vision at a school board meeting with my students and spoke with district administrators. They were as excited about this work as we were and fully supported our goals. Jan and I rallied the staff in consensus on moving forward. We did so by visiting other buildings in the process of becoming Lighthouse Schools or who were already pioneers in this work, and by devoting staff development time to research, talk, and future planning. Jan made it clear that if we were to move forward, it would take 100% commitment from the staff. All were eager and on board! This meant giving up time in the summer for (continued on back side)

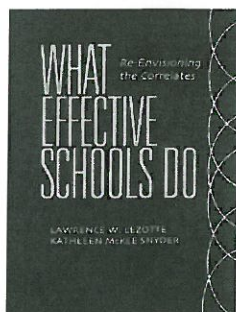
My Style of Teacher Leadership (continued from front)

three days of training with Franklin Covey's Charles Fonbuena and for countless days transforming the physical environment of the school. Our teachers, support staff, and parents showed overwhelming volunteerism this summer by painting, cleaning, reorganizing, and redecorating the interior and exterior of the building. The Waterford Schools were also amazingly generous in supplying us with the time and resources we needed for our mission. We opened our doors prior to the start of the school year for Meet-N-Greet with a ribbon-cutting ceremony, complete with the Kettering HS Drum Line and all sorts of fanfare. We have instituted a daily, school-wide LEAD time for teaching the 7 Habits, created instructional guidelines for implementation, installed a Lighthouse Team to guide our work, and developed a 3-year plan toward becoming an official Stephen Covey Lighthouse School (which we have passionately condensed to two!). We have worked to create Community and Business Partnerships and look to develop these much further. We use our weekly Community Circle to come together as a whole school and enable students to demonstrate their Leadership skills. Each student from K-5th grades is keeping a data notebook with personal and class data, as to track their own progress and set goals for improvement. In every classroom at Beaumont and in every space available, there is evidence of Leadership work, expectations, data, public display of student and staff goals, and celebrations. OUR work at Beaumont in transforming what WAS to what IS has only been possible because of the dedication of each and every employee in the building. Our work is evidence that school improvement is not the result of one person's vision. In its truest form our school improvement efforts have shown the power of teacher leadership and administration having a shared purpose and vision. It is the collective responsibility of an entire staff who is committed to personal change, professional growth, and motivating students and their families toward a better, brighter future. We are very proud to announce that Beaumont's first Leadership Day is scheduled for March 24th, 2011! For more information, visit www.theleaderinme.org or contact Jan McCartan at McCarJ01@wsdmi.org Heather Nuckolls at nuckoh01@wsdmi.org.



BOOK TALK *with Kay Cornell, Education Consultant*

What Effective Schools Do: Re-Envisioning the Correlates, Larry Lezotte and Kathleen Snyder, Solution Tree Press, 2011. While in this education profession, so many trends and theories seem to come and go, one has stood the test of time. And, the good news—Larry Lezotte is back! The correlates of Effective Schools have guided school improvement for many years. Now, in his new book, Lezotte and Snyder re-examine the research on the original seven correlates and introduce the “second generation” of correlates which are defined as: High expectations for success; Strong instructional leadership; Clear and focused mission; Opportunity to learn/time on task; Frequent monitoring of student progress; Safe and orderly and environment; and Positive home-school relations. In Lezotte’s own words, “Some may think that the effective schools research is old news because it has been around a long time. But the simple fact is, when the correlates and the effective schools process are applied with fidelity and commitment, they work. Case studies conducted since 1966 have shown that.” (p.7). This is a useful book for those who continue to work for “education for all.” Don’t miss it!



QUESTIONS?

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