



Principals' Voices

A Qualitative Research Report on the Effects of
Coaching Principals in Palmdale Elementary
School District

Supported by a grant from the
California Community Foundation



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November 2009



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Background: Pivot Learning Partners (formerly Springboard Schools) and Palmdale Elementary School District have a longstanding partnership, dating back to 2005, when Pivot Learning provided coaching and support to Palmdale's superintendent and district leadership team through a contract with the Los Angeles County Office of Education. Out of this relationship emerged the urgent need in the district to build the capacity of its principals. In the 2006-07 school year, Pivot Learning began offering its two-year Principal Leadership Program in Palmdale Elementary School District in order to build the capacity of Palmdale's principals to increase the achievement of all students.

As a complement to this program, Pivot Learning Partners provided one-on-one coaching to the principals of the eight lowest-performing schools in the district beginning in the 2007-08 school year, to enable them to address the multiple challenges they face as instructional leaders, assist them in providing effective support and guidance to their teachers – and increase the achievement of all students. These principals also participated in “cohort meetings” with their coaches approximately every other month throughout the 2007-08 and 2008-09 school years. All of the principals in the district were divided into four cohorts. Each cohort met with a Pivot Learning coach on a regular basis as a Professional Learning Community (PLC) to share successes and challenges and to support each others' learning of new content and skills. This additional coaching was supported by a grant from the California Community Foundation (CCF) to Pivot Learning Partners.¹

Methodology: As part of a broader case study of Palmdale Elementary School District, the author interviewed eight principals who had received one-on-one coaching from Pivot Learning Partner coaches. These interviews, conducted in June 2009, built on interviews conducted by a fellow researcher, Anne Danenberg, in the fall of 2008. The questions used in the interviews are derived from Pivot Learning's “Leadership Cycle,” a research-based model for leading school and district change efforts. In the context of a broader discussion about vision, strategies, messages, continuous

¹ While the one-on-one coaching and the cohort meetings have continued into the 2009-2010 school year, this report captures data collected only through June 2009.



improvement, and other components of the Leadership Cycle, principals also discussed the role and perceived value of the Pivot Learning coaches.²

The eight interviews with the principals were recorded and transcribed – providing a rare opportunity to bring forth their voices in this presentation of findings. We are confident that you will find the extemporaneous comments of these principals compelling. We did.

Summary of Findings: Based on these interviews, there is strong evidence that the one-on-one principal coaching, and the principal cohort meetings (complemented by Pivot Learning Partners’ larger district-wide efforts) have made a significant difference in the professional lives of these individuals. While the coach/principal relationships varied from case to case, and the focus of the work differed from site to site, principals unanimously conveyed feeling supported in their work as instructional leaders. There is also evidence that this support translated into positive changes in their schools. The principals described coaches as willing and able to work through their most pressing issues, while maintaining a focus on supporting the practices necessary to improve student success. To what extent the changes put in place by these principals translate into on-going positive changes in classroom practices, and in turn, impact student outcomes, is beyond the scope of this report. Yet every focal principal in our research was interested in the answer to that exact question. That, in and of itself, is very good news.

Palmdale Elementary School District is a school district on the move. There is a strong sense of urgency about the need to change and improve. There is also recognition that many students, especially English language learners and those from lower-income families and other challenging life circumstances, have been underserved for a long time. The observance of changes in policies, structures, practices, and culture, are described - from the district down to the classroom – in these interviews. There are many factors contributing to the progress, and these changes will hopefully result in improved student outcomes this year and in the years ahead. Though the work of Pivot Learning Partners - at both the district level and with the principals - is only one part of this much larger dynamic, it is a key component. Regardless of where the credit lies, the story to share is that there seems to be a convergence of many influences that are bringing focus and forward movement to the changes needed to improve the educational outcomes for all students in the district.

² Please see the list of questions administered to the principals as well as Pivot Learning’s Leadership Cycle graphic in Appendix A and B respectively.



Evidence of changes in classrooms: All eight of the principals talked about changes they were seeing, in their schools and in the district overall. Many also were quick to point out that they have a long way to go, despite the tangible progress that is underway at both the school and district level.

The following quotations convey the principals' sense of excitement at what has been accomplishment and eagerness to build upon that success.

“There’s been kind of a tremendous change, I think, in the dynamic at the school, between everybody I guess. We’re a PI-5 school [Program Improvement – Year Five school]. Last year we made our AYP [Adequate Yearly Progress] in both language arts and math. We grew 77 points API [Academic Performance Index]...and what this accomplished was that students feel a lot more successful now. It was kind of remarkable, what happened last year...and teachers really began to see that that’s possible... that that level of achievement is possible. So coming out of that last year, we’re hopeful that we’ll be out of PI [Program Improvement] this year. It’s going to be... tough for us to grow another ten points...[it] is not going to be easy but it’s going to be close.”

“There’s been kind of a tremendous change, I think, in the dynamic at the school...”

“The key to this school is the English learner because we’re about 50% English learners. And so, one of the things that was not in place here was a school-wide ELD [English-Language Development] block. And that was really the first thing that I said we were going to do. I think just by doing that, just by creating that block of time in which those children are focused upon and shedding a light on them in this way, really helped.”

“We were kind of at the beginning stages of examining data, you know, in grade level data meetings. I said, ‘Well, if we’re going to have data meetings for language arts benchmarks, we need to have data meetings for our math benchmarks as well,’ and what began to happen with those is that we began to focus more on individual students. At the beginning we were kind of looking at what are our weaknesses — as the grade level, what should we work on as a grade level. Then we moved to individual classrooms — my classroom, what do we need in my classroom. Now we’re having conversations about students. So



I think that part of what happened last year is that we became more focused on the needs of the students...what we could do to help individual students.”

-Principal, School D

Another principal talked about the work he had done this past year, with the support of his coach, to focus the teachers on student engagement. He utilized a tally system to observe and record during classroom observations, and then share with his teachers how much student talking was taking place in the classrooms. He took a positive approach, supporting and encouraging his teachers on this issue. During the interview, he described the process, how the coach helped him, and then summarized the results he observed at the end of the year.

“So Judy [referring to Judy Hall, Assistant Superintendent, Educational Services] and she [the principal’s Pivot Learning coach] and I and my reading coach...we all walked around and it was amazing. That hum of kids talking...when you know that they’re all on task, it’s a good noise. That’s that really good noise, and they’re just talking to each other! It was like that in almost every classroom we went into.”

“...we’ve got to acknowledge the growth that we’re making, not only academically but socially, emotionally, as well.”

“...and this year especially has been — this has been my third year...it’s just...it’s magical.”

“...we’ve got to acknowledge the growth that we’re making, not only academically, but socially, emotionally, as well.”

-Principal, School G

Student centered visions: Many principals articulated personal visions for their schools that were focused on student success. A few focused on wanting to create change that would last long beyond their tenure. Here are some examples of their visions.



“My vision is that teachers take ownership of their students...ownership in the sense that no child will fail. And when I hand you a student, they have the skills to compete at your grade level. And with that, to also then provide the support to work collaboratively and not just ‘coblubberate,’ you know.”

-Principal, School C

In response to the question “In your dreams, how will things be better in the future?” this principal reflected on the year that was coming to a close:

“When I think about now [in contrast to the interview last fall], there’s a lot of things that already are different. But I think to continue down that path would be that some of the staff that I have would change, and that everyone would be on board with students being the focus...that learning would be the number one goal.”

-Principal, School A

“My vision is that we are addressing the needs of all of our kids, with no excuses, and in spite of where they come from.”

-Principal, School E

“My vision is that we are addressing the needs of all of our kids, with no excuses, and in spite of where they come from.”

“[My vision is] for all students to achieve academically, behaviorally, emotionally...just trying to shape an individual to be a successful citizen and just learn how to contribute in a positive way back into the community...”

-Principal, School F

Principals spent more time in classrooms: While the researchers did not ask principals directly whether or not they were spending more time in classrooms, the interviews revealed that this was both a strong expectation of the district and one that Pivot Learning coaches supported.



“...getting into the classroom was a challenge to begin with, at the school, because it’s such a busy school. But, then, the other piece with that, having [only] a half-time AP [Assistant Principal] for the first time meant that I really was being pulled in all different directions. So she [the Pivot Learning coach] kept me focused, and when she came, I knew, okay, there’s no excuse...it’s a given that I will be in the classrooms...there’s nothing to deter me or to distract me, or prevent me from getting in when I say I’m going to get in. I enjoyed her coming because not only am I getting into the classroom, but I have a second eye to see things that I may not pick up on or what have you. So that was always a great thing.”

“So she (the Pivot Learning coach) kept me focused, and when she came, I knew, okay, there’s no excuse...it’s a given that I will be in the classrooms...”

-Principal, School F

“She [the Pivot Learning coach] was really a resource to everybody. So it was helpful for us to walk classrooms together...it was helpful for her to walk classrooms and then come back and have conversations with me. That was really important for me and something that in thinking about it at the end of last year, I really have gotten it this year — to think like that...”

“...it’s not a matter so much of spending lengths of time in a classroom, but it’s really important — it’s more important to go into a classroom multiple times during the school year, for shorter periods of time, than to spend an hour and a half in a classroom once a year, so that you get a sense of, really, what’s happening in the classroom...”

-Principal, School D

Coaches viewed as a resource on research-based instructional strategies:

Many of the principals raised the fact that their coach had provided recommended readings — books and articles. In some cases, the coach helped the principal work with the teachers to understand the strategies presented in a book or article.



“ELD [English-Language Development] was one of our biggest concerns, and it just so happened to be an expertise with my coach...and so she brought in excellent resources and materials and support along that line.”

“She [my Pivot Learning coach] would provide resources and materials for me, meaning a lot of different readings – gads! I think I read more for her than I ever read for anybody.”

-Principal, School E

“[The Pivot Learning coach] was excellent in terms of giving us literature to read, going over the materials...her experience as a successful principal provided me with ideas and, basically, enough courage and motivation and self-efficacy and the belief that, yeah, I could get there...we could get there. But it’ll take a little time and a little bit of work”.

-Principal, School B

“I was just really stressed and...she [the Pivot Learning coach] still stuck in with me, just kept with me and kept me focused on the observations...allowed me to vent when I needed to vent and also provided me with resources...for example, I wanted to perfect my skill in questioning, the art of questioning. So she provided me with research and books. I don’t know how she paid for it, but I would just get this information.

When I had a focus with English language learners, she’d say ‘well, here’s this,’ and she came and provided training for my staff. It was always...I’d say it and she appeared with support. So it was always great. It’s not, ‘Okay, I hope to do this,’ or ‘I hope to.’ She made it happen, and I thought that was a great resource, an asset to have, you know, in her.”

“...I wanted to perfect my skill in questioning, the art of questioning. So she (the Pivot coach) provided me with research and books.”

-Principal, School F



Evidence of changes in culture: *Organizational culture* describes the psychology, attitudes, experiences, beliefs and values of an organization. There is evidence that the culture in Palmdale Elementary School District is changing. Many principals reported that until the last few years, Palmdale had a long history of letting principals and teachers do their own thing. District administrators, principals, and teachers were not held accountable for student performance. Principals were rarely evaluated. Classroom observations of teachers were infrequent.

Palmdale experienced a number of years of exceptionally rapid growth – growth that brought major demographic changes in their student population. During those years, the district was focused on building schools and on hiring enough teachers and principals to staff those schools, not on educational outcomes. The low performance of the growing population of English language learners and children from low-income families appears to have been largely accepted as inevitable, given the circumstances in the lives of these children. The culture of principals and teachers doing their own thing continued through much of this growth period.

In recent years, things started to change. Schools started to be designated in Program Improvement (PI) for lack of adequate student performance, and eventually, the district itself was designated in PI. Meanwhile, a new superintendent was hired (from within), different school board members were elected, and enrollment began to level off and then decline. The period of growth was over. Along the way, Springboard Schools (now Pivot Learning Partners) also became involved with the district, and eventually was selected as the district’s District Assistance Intervention Team (DAIT) provider.³

In these interviews, principals described significant changes in the past two to three years – changes that brought a tremendous focus on student learning.

“The easiest way for me to translate it [the district vision] is, there are no excuses for students not learning, and it’s our responsibility to do whatever it takes, even if it’s a hard thing...even if it’s the tried and the true what’s always been, then it’s time to clean off the desk, kick people to the curb, whatever

“...there are no excuses for students not learning, and it’s our responsibility to do whatever it takes...”

³ Pivot Learning Partners is a state-approved provider for the DAIT program to support districts identified as Program Improvement.



it takes for us to accomplish that, and, to do it in a very professional manner to where respect is built into it.”

-Principal, School E

“...I get the sense that we’ve come across a threshold with this whole idea of — that it’s truly about the students. It’s about how the students are performing and that making that shift from a focus on teaching to a focus on learning has taken a long, long, long time to happen. But I think it’s happening, and I think once that occurs, I don’t think we’re going to go back to focus on something else.”

-Principal, School D

“[In the past] sites did their own thing...principals did their own thing. Some of them weren’t even here during the day — they were doing their own thing. [Now] the big message is if you’re not the person true to that, in that seat, then they’ll get someone in that seat that will do it. We’ve had three principals dismissed this year. If that isn’t a message...”

“...we really should be about, how do we deliver instruction and what happens if the student doesn’t learn? And that’s the question we have to keep coming back to...and that’s what the district is holding sites to.”

-Principal, School C

This principal reflected on the shift of focus and increased intensity of conversations with his teachers:

“We’re starting to talk about no more excuses. I don’t want to hear about their [the low performing students’] parents...I don’t want to hear about their lives...I don’t want to hear about all the unhappiness that they exhibit and all the emotional god-knows-what that they go through — and there are kids that go through a lot, really a lot. [I want to hear about] what it is that you [the teacher] are doing.”

-Principal, School B



“What’s interesting to me is...it’s changed so much. There was a time where being just a manager was all that they really wanted. Just keep everybody happy...maintain the status quo...do some cute things...give me a chance to highlight my board members and the superintendent...keep the parents happy...it’s all good. It’s very different now.”

-Principal, School G

*“We, as principals, had divided ourselves up into individual islands to where we were not gaining strength from each other. So I think one of the directions in which we’re going now with the vision is we **are** coming together collectively, and as a professional learning community, so that we **are** talking to each other. Before, we kind of did our own things at our school site. Now we’re exchanging more ideas and talking more and having opportunities to do it.”*

- Principal, School E

“I’ve been using the Cycle of Inquiry with my staff, and in part of that process, we analyze the systems that we have in place. We look at our programs we have - the discussions of, what do we have in place? Is it working, what are some of the solutions and what is the timeline to achieve those goals? We just had another discussion...you should have been here for our meeting yesterday. We talk and we struggle at a school like this, on how we cluster students.”⁴

-Principal, School F

Change takes time: While on the one hand principals understand and share the sense of urgency being expressed by the district, on the other, they convey their views that helping teachers change their practices - their way of doing things - takes time. Creating Professional Learning Communities (PLCs) takes time. Learning to implement best practices takes time. And working with teachers who are in particular need of

⁴ Note: The principal then explained that they had changed the way they cluster children to better address the needs of their English language learners. In this recent meeting with the staff, when they examined the data, the data showed that the outcomes for the English language learners had improved, but to their dismay, the outcomes for their African Americans had suffered under their new clustering system.



improvement takes time. Thus, while many are excited about the progress being made, they see that there is still a long road ahead.

“I was actually asked by Roger [Roger Gallizzi, Palmdale Superintendent]...one time he had done a cabinet visit. His cabinet comes through and he had asked me, ‘...on a scale of one to ten, how would you rate the integrity of the program [Houghton Mifflin Reading program]? I said, ‘Honestly?’ He said, ‘Yeah, of course.’ I said, ‘Four to five, at this school.’ And that’s the work that we need to do to get on board. And I had to tell him, ‘It’s not a part-time job...it takes a lot of work.’ And I tell you, it’s a lot of work.”

-Principal, School C

“...we have had at least two-and-a half, not quite three years of Pivot Learning. It is now getting to a point to where we’re internalizing those philosophies, those strategies. I think the easiest way for me to explain it is...I went to a workshop, I went to a workshop, I went to a workshop, I went to a workshop. Right? I went to a workshop. Pivot Learning gives it to me in the whole picture. I got it in bits and pieces, but they always brought it back to the big picture. They give us the picture...they give us the parts. They give us the tools to work with, to create the big picture. The big picture doesn’t change. This theory of action - for closing and reducing the achievement gap...this doesn’t change. Professional Learning Communities enhance much of what we do. So then...the little parts of each of it...it all goes into the big picture. What I’m saying is... you’ve done a good job...I think you’ve done a good job. The only other part could be — how do you get the new people on board that haven’t had it, up to where we are? This has been three years. This didn’t click until last year. I didn’t click with this whole big picture until last year. I went to the workshop, I went to the workshop, I went to the workshop. Then, all of a sudden, I don’t know where I was, one day...it clicked.”

-Principal, School E

The principals want to keep their coaches and cohorts: All eight principals interviewed were strongly in favor of keeping their coaches and continuing to meet in coach-supported cohort groups. When asked where they get support for themselves, all but one indicated that it was either from their coach or from the coach/cohort meetings. In June 2009, none of the principals indicated that they got their primary



support from someone in the district office. Many felt that having an outside coach was an ideal model because that person was “safe.” Principals seemed to be cautious about what they say, and to whom they say it, within the district, and some conveyed a sense of fear. Others described the district as highly political.

While the district holds monthly principals meetings, the principals did not view them as an alternative to cohort meetings, but rather as a time for the district to impart lots of information. In contrast, the principals viewed cohort meetings as opportunities to be a Professional Learning Community (PLC)—as a time to learn from each other, share ideas, be honest, and support each other.

The principals valued individual coaches for the resources they brought in and for their expertise as former principals, as well as their ability to help the principals on whatever issue was their highest priority (e.g. ELD, student engagement, etc.). They also valued coaches for helping them to be more reflective about their own practices, and for being a safe ally and someone they could sometimes vent to. Many also found it helpful to do classroom observations with the coaches as well as to have the coaches do some classroom observations without the principal present.

“I do not know how principals in the past could’ve survived without some type of coaching. You know how the cream rises to the top, and then there’s nowhere else to go, right? So when you’re a principal at your school site, who do you go to at that point? Having a coach is just so totally invaluable...I can’t even put that into enough words, to say the least.”

-Principal, School E

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“[I was told by the Assistant Superintendent for Educational Services] ‘By the way, your school is a PI-5 so you’re going to get some one-on-one’...and I was a little offended at first with that. I said, ‘I didn’t have anything to do with that PI-5 [designation]. But the more I got working with Pivot Learning, and with the input and suggestions and how to look at things more globally in bringing a community together...and just because you call it a PLC [Professional Learning Community] doesn’t mean you’re a PLC...what it means to truly facilitate and



collaborate...what it means to really have a Cycle of Inquiry and question — take something and chunk it down so the whole school is focused on that. So, in that, I was pretty dog-gone glad that I had [the coach]...because, I'm going, 'Woo, I never looked at it that way.'"

-Principal, School C

"It's interesting how it's kind of changed from the beginning. Everybody was kind of like, 'What is this? What are we doing?' Until now, it's like, 'Well, how come you got a coach and I don't have a coach?' It's kind of funny."

*"So there are people that are afraid to speak up...for fear of retribution or whatever. So then you have the coach, who you're able to bounce ideas off of, and has experience with other people in the district, and you know she gets it, and so she is neutral to the people and she can just talk and see...go into classrooms and let you know what people are doing. And they don't behave differently, like they do when **you** go in."*

-Principal, School A

"She [the Pivot Learning Coach] was really a resource to everybody. So it was helpful for us to walk classrooms together...it was helpful for her to walk classrooms and then come back and have conversations with me. That was really important for me and something that in thinking about it at the end of last year, I really have gotten it this year — to think like that."

"[Having a coach] was incredibly beneficial. It really kept me focused. I'm trying to think...there was a time last year...I can't even remember what it was now, but I was going to change something that I was doing because I questioned whether or not it was really going to pay off, and whether or not it was really worth investing the time. And it was the conversation with my coach that really let me put it into perspective for myself, and really made me see that that was going to take time, that I don't need to rush it...to let it play out...and it was very beneficial. I felt very...that it was successful at the end."

"I think that having that person who is not a part of the district, that it's safe to have conversations with...I think it's important for us all to have. I just never have a doubt that my coach, that she doesn't have an agenda that I don't know about. You know what I mean?"



“...one of the things that the cohorts really brought in, was the group of principals coming together to become a PLC [Professional Learning

Community]—that kind of collegiality was another part that was really, really important. It was probably even more important than the individual coaching. I think that having [the Pivot Learning coach] with the group of us, meeting five or six times a year was extraordinarily beneficial.”

-Principal, School D

“I hope Pivot Learning comes back next year. I hope I get coaches coming in and things like that.”

-Principal, School B

“I think the cohort groups are also beneficial, and from my understanding that may not continue next year, which would be unfortunate, because it does give principals a sounding board...an opportunity to share what they’re doing at their site, and how we are implementing some of the strategies that Pivot Learning is providing in training us. We need time to reflect on that and to bounce ideas off each other. I would say every piece of it has been beneficial, other than the fact that you’re being pulled from your site, which you can’t help. That would be the downfall but it’s necessary. You have to determine what’s the most important thing.”

-Principal, School F

“I think the single best piece that has come this year, or the last couple of years is the Pivot Learning Partners coach...the one-to-one time where she’s coming here...”

-Principal, School G

Critiques – advice for Pivot Learning Partners: While these interviews revealed an overwhelmingly positive attitude about the work with Pivot Learning Partners, when interviewees were pressed to make recommendations for how Pivot Learning might learn from the experiences in Palmdale, principals offered a few comments. These are summarized below.



1. The book groups were considered to be much more successful the first year than the second year. During the first year, everyone read the same book - *Good to Great*, by Jim Collins. In the second year, principals were given the choice of four or five different books. A number of principals felt that this did not work as well. They did not have something in common to talk about with each other.
2. Some principals wondered whether or not new principals should be put into their own cohort. How would it work for newcomers to join a cohort that had been working together for three years? Additionally, how would Pivot Learning or the district “catch up” a new principal on the work all the other principals had been doing with Pivot Learning? One principal suggested changing the cohorts so that the principals from the feeder schools of a middle school met with each other and with that middle school principal.
3. A number of principals thought that it was a very good thing that Pivot Learning had begun to work with the cabinet and the school board. Earlier, principals reported feeling that the cabinet was not learning to become and to create Professional Learning Communities, as the principals were. Thus, one suggestion for Pivot Learning was that they try to do work with the district’s cabinet and the district’s principals at the same time, rather than start with the principals and later move up to the district level, as has happened in Palmdale.

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Appendix A **Interview Questions**

Background/context:

1.
 - a. How long have you been a principal at this school?
 - b. Were you principal somewhere else before here?
 - c. How long have you been with the district?
 - d. What was your position before this one?
 - e. How many contacts did you have, individually (1:1), and in cohorts, did you have with your Pivot Learning coach?

Vision and Goals

2. What is your vision for this school? In your dreams, how will things be better in the future?
3. How will you know, year by year, if you are getting closer to actualizing your vision? Or...How will you know, year by year that you are improving?
4. Do you have a clear sense that there is a vision for the district?

If yes...

5. How would you describe it?
6. How is it different from the vision that might have existed two years ago or five years ago?

Strategy

7. From your perspective, what is the core strategy or strategies being used by the district to raise student achievement and to close the achievement gap?

Key Messages - Meaning Management

8. How does the district communicate its vision, and its strategy or strategies to principals, teachers and all staff?
9. What are the big messages?
10. What messages do you view as critical for you to give your staff?

Tactics

- 11.



- a. Can you describe some specific work done this year (2008/09) in support of the district's vision and strategy?
- b. Coaching Plan: Did you and your coach develop a coaching plan? Was that useful? Examples? Etc.

12. What is your sense of how well the district's core strategy is being translated into changes in what is going on in your classrooms in your school? Are you seeing changes at the classroom level in your school?

Results and Continuous Improvement

13. From your perspective, has Palmdale always been a district that was focused on continuous improvement? Does it have a long history of collecting data and using that data to make decisions? If not a long history, do you think it has a focus on continuous improvement now? And if so, what has changed?

Culture and Context

14. In general, what do you see as the catalysts for change over the past few years? Do you see these as having had a positive or negative effect on the district?

15. In general, what is different now than two years ago?

16. How do you view the designation of your district as being a Year Three Program Improvement District in need of a District Assistance Intervention Team (DAIT) (hindrance to positive change, a catalyst for positive change, just another set of hoops to jump through, etc.)?

Pivot Learning Role

17. In what ways do you think working with Pivot Learning has
- a. Helped?
 - b. Created problems?

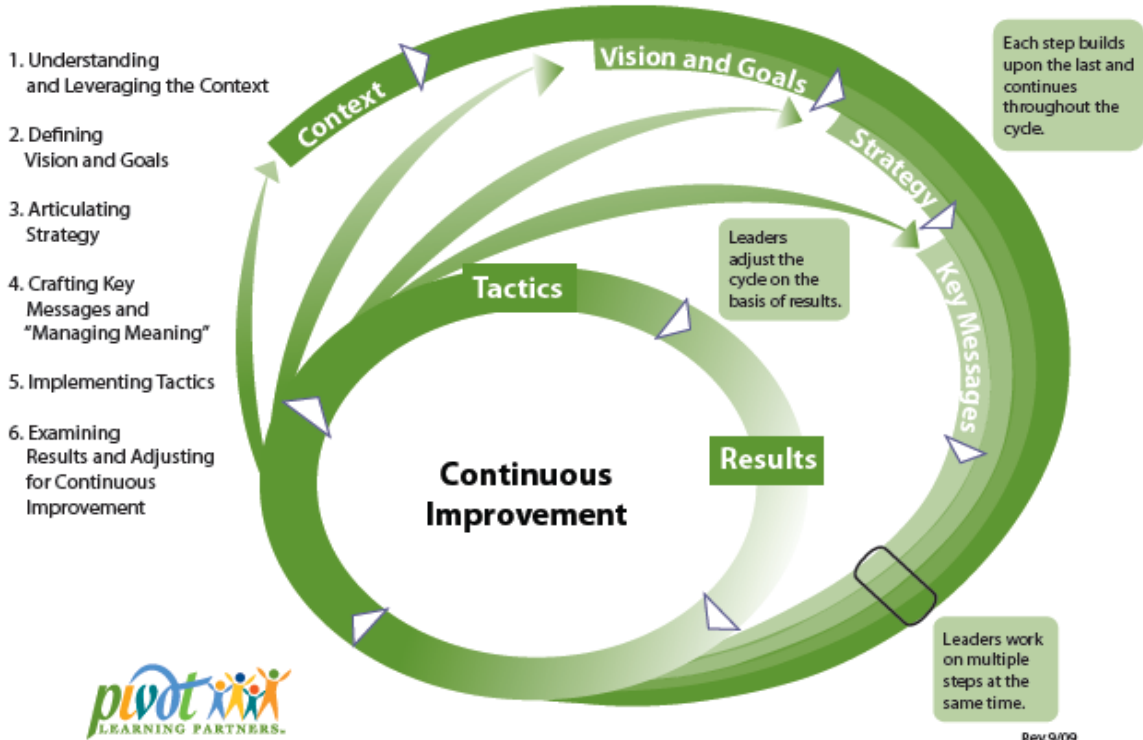
Closing

18. Anything else you would like to add?

Appendix B

Graphic of Pivot Learning’s Leadership Cycle for school and district leaders

The Leadership Cycle: A Mental Model for Leading Change



Rev.9/09