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| SUSTAINING A COLLABORATIVE VISION OF GLOBAL EDUCATION WITHIN THE REVISION OF A SCHOOL DISTRICT’S STRATEGIC PLAN |
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| SECTION ONE: INTRODUCTION  Background  The purpose of this change plan is to provide a sustainable system of providing global education within school district 220, that honors the grass roots process that formed the current structure. In the fall of the 2009-2010 school year, our school district initiated the development of a ten year strategic plan. The process was designed by our Chief Communications Officer with consultation by the AxelrodGroup to be fully inclusive of all stakeholders in the school district. In the fall of 2009, 332 staff, students and community members formed an initial planning committee that designed the system that would chart the course for the district for the next ten years. The process became known as Strategic Vision 20/20. The idea was to envision the world in the year 2020, and without knowing what that world might be, chart the course for current kindergarteners who would be graduating seniors in district 220.  In January of 2010, the planning committee hosted a weekend summit that was open to the public. Friday night through Sunday of that weekend a wide variety of stakeholders came together to create a vision. Stakeholders included students, teachers, therapists, assistants, administrators (executive level, district level and building level), parents, community members, business-men and business-women, all current board members and several former board members dating back several years. As the weekend progressed six different groups formed, representing six different interests of all the stakeholders. The following became the six strands of the district’s new strategic plan: global connections, social-emotional learning, individualized learning, optimal time for learning, technology and healthy and sustainable schools. Each of these new strands was headed by a community member, and six individual Task Forces were formed by the end of the weekend.  Each Task Force was charged with developing a mission statement, goals and strategies that would inform the work for the next ten years. From January to May, each Task Force met to work in their individual areas. They met evenings and weekends – outside of their “regular” jobs. During the weekend summit, I was asked to join the social-emotional learning Task Force, due to my education and experience in school psychology, but I eventually felt pulled toward the global connections group for two reasons. First, the social-emotional learning group was entirely too large. There had been a rash of student suicides within the school district and there were several stakeholders who were understandably concerned and wanted to affect change. I was confident that there were sufficient capable members on that Task Force, and the work would be done. Secondly, the global connections group had a special “pull” for me. My interest in student education – even as a school psychologist – has been in equipping them with the skills they need for success after they are no longer students in the school system. While the social-emotional learning Task Force appeared to be intervening in a current crisis climate, the global-connections group appeared to be proactive in preparing students for the future.  By late spring of 2010, each Task Force presented their mission statement, goals and strategies to the board of education for approval. After a brief question and answer period, the board approved the general strategic plan. The Chief Communications Officer announced that the individual Task Force leadership would be passed from community members to district administrators for close monitoring and implementation of each strand. As a third year Assistant Principal with a strong desire to move into district level leadership, I saw this as an opportunity to gain leadership experience and other experiences within the community while engaged in a topic of interest. At the end of that presentation (of which I was a part), I approached the Chief Communications Officer and inquired about the possibility of leading the global connections Task Force.  I was named chairperson of the global connections Task Force in August of 2010. During the 2010-2011 and the 2011-12 school years, a significant amount of progress was made in meeting goals and achieving strategies. Early in the process, I encouraged the Task Force members (which includes one student representative) to change the name from global connections to global education. This helped to more closely define the work, and broadened the mission from simply connecting with other countries to educating our students on a deeper level. Schools across the district are now represented on the Task Force. In this short two year span, students have participated in wide variety of global education activities, including various author presentations, the 12th annual Nobel Peace Laureate summit (held in Chicago), site visits at Walter Payton College Prep in Chicago, charitable connections in Uganda, and connecting through skype with other classrooms across the world. Structured curriculum conversations have changed to include the importance of 21st century skills, the world language department at the high school has permeated past the middle school down to the kindergarten for a full immersion program that is now ending its first full year. Another classroom of Chinese immersion will be added to an additional elementary school in the district in the 2012-2013 school year, thereby increasing world language opportunities at younger ages. District leadership travelled to China in the fall to connect with educators in that country and engage in a robust exchange of ideas and learning. The Task Force created a district global education rubric based on research in best practices in global education. This rubric is used by the Task Force to rate the work of the district on a continuum that ranges from “beginning” to “exemplary”. Goals and strategies have been revised annually and aligned with the rubric.  Jim Collins (2005) discusses the flywheel concept in his monograph *Good to Great*. His idea is that by building momentum, the flywheel begins to turn and the brand is built. He writes:  People want to feel the excitement of being involved in something that just flat out works. When they begin to see tangible results – when they can feel the flywheel beginning to build speed – that’s when most people line up to throw their shoulders against the wheel and push.  (p. 23)  In the first year and a half of work of the Task Force, it was difficult to see where any of the work was making a difference. Some community members on the Task Force became frustrated that there were no tangible results, and that there was so much emphasis on research. There was no evidence of the flywheel turning. By the end of year two, measureable changes were beginning to occur, and the excitement across the district was infectious. The flywheel was beginning to turn.  Statement of the Problem  While it has been determined that the level of work needed to sustain this Task Force is not sustainable in its current structure, the work itself is has been determined by the administration to be important to the future of our students. The amount of work that all volunteers on this Task Force have invested over the past few years has brought global education in our district to its current status, but a few problems have surfaced as well. Community involvement has declined in the Global Education Task Force. Additionally, group work within the district has not been collaborative enough to prevent silos from occurring. In other words, several groups (including the Global Education Task Force) are working on initiatives without communicating with each other. Finally, while there is a well-developed, over-arching strategic plan, the Global Education Task Force has not yet created a plan that would be sustainable and not dependent on the current members (and leadership) to continue. In other words, the flywheel is turning but it is not yet self-sustaining. At the same time, the executive district leadership, though excited about the work being accomplished, are concerned about the silos, and they are beginning to have conversations about re-structuring the set-up of the overall strategic plan, and creating a more productive system that fits the changing structure of the district. With declining community involvement and dismantling of the Task Force, it is questionable whether this flywheel can continue to be sustained before a change plan can be created and implemented.  Rationale  As an educator, I’ve always believed that we’ve spent too much time focusing on “right now” and not enough time proactively preparing and equipping students for the future. We’ve spent so much time preparing for testing and reacting to scores, and not enough time on determining how those test scores relate to the future of those students. Global education encompasses and develops several important areas and skills that directly impact students’ long term success. With the death of distance in recent decades, students today have access to technologies that bring them into close contact with their international peers. They require much more than content knowledge. It is important for educators to focus on increasing their capacity for interactions with each other and their international peers, rather than on test scores that may or may not be reflective of what they are truly able to do. Within the Global Education Task Force we have identified our mission statement: To graduate globally competent and concerned citizens who are able to make significant contributions to the global marketplace and excel as future leaders in an international environment. Our outcomes that are connected to our mission drive our work: 1. To prepare our students to live and participate intelligently in a global environment by equipping them with the following skills: issue analysis, problem solving, interpretation, reasoned persuasion and research investigation, 2. To enable students and staff to become persons who are able to transcend their own reality and identify with humankind throughout the world, through exposure to programs and experiences.  Continuing to focus on these two outcomes, and tying every program and experience to the mission has caused a cultural shift to begin to take place within our school district. An example of this happened during the 2011-12 school year. The federal million dollar grant awarded our district for the implementation of Chinese immersion was cut from the federal budget, placing our Chinese immersion program in jeopardy. The board was faced with having to make one of two decisions. Either cut the program altogether or continue to fund the program with the district’s budget. The latter was considered to be a risky move in the current economic climate, but two things happened to influence the board’s decision. First, Yong Zhao (*author of Catching Up or Leading the Way: American Education in the Age of Globalization*) had just left the district after conducting a day of various presentations (in part sponsored by the Global Education Task Force) aimed at staff, students, parents and community/business people. Board members were present at all of these presentations. During these talks partly hosted by the Global Education Task Force, Zhao applauded the district for their progressive approaches to education, and provided research that supported the approaches of the Global Education Task Force. He made a significant impact on all audiences, and the parents of the Chinese immersion program contacted him after he returned home to Seattle to request that he write a statement of support for the Chinese immersion program. Secondly, as the parent group made their presentation, they directly referenced the mission statement and the outcomes of the Global Education Task Force. This reference was made without assistance or consultation from members of the Global Education Task Force. In the end, the board of education decided to keep and fund the Chinese immersion program. This may be considered evidence that the work of the Task Force is only in the beginning stages of planning work that is sustainable without their direct input.  In recent months however, the school district administration has voiced concerns that the work of all the strategic planning Task Forces are working in silos rather than working with existing committees that are doing similar work. This is causing the district to consider restructuring the work of the Task Forces possibly without the formal group. Having just witnessed the flywheel begin to turn within the Global Education Task Force work, several questions begin to surface. How can the work of the Task Force be sustained without the formal group? How can the work of the Global Education Task Force be embedded into the daily work of the district staff without being another “add-on” to their daily duties? How can the flywheel gain momentum rather than lose momentum without the Task Force? Several reputable community members and groups (e.g Rotary International, the International Justice Mission, and Yong Zhao) have approached the district asking to partner with the Global Education Task Force. They have expressed a desire to collaborate with the Global Education Task Force and the district. How can partnerships such as these be maximized to benefit students in a sustainable way? A change plan is needed for this Task Force to be able to see the work continue to develop, and the momentum of the flywheel continue to increase.  Goals  The goal of this change plan is to create a new sustainable system of embedded global education within the school district. A thoughtful plan will need to be collaboratively created with Task Force members, community members and district administration that will allow the work to continue. Over the last three school years, an awareness of global education and enthusiasm for the work has grown significantly. There have been several new members with various talents and abilities who have stepped forward to contribute toward the realization of the vision of the district. Several sustainable initiatives have begun, and if the Task Force is dismantled without careful planning and preparation, the district risks alienating these staff members and community members who will then doubt the integrity of any further initiatives and withdraw from any initiatives that have already begun. The flywheel which has begun to turn will slow down and eventually stop. In addition, there are a few problems within the Task Force that cannot be ignored, including the waning involvement of the original parent members. Leadership within the Task Force needs to continue to be distributed (not delegated). There are talented members of the Task Force who have made significant contributions: a teacher with creative technical skills who has executed the design of the global education website, another teacher who has worked with the student member to create and write the global education newsletter, two parents with business minds who are able to conceptualize the big ideas, a principal who is insightful and detail oriented, and several others who are not afraid to work.  There are several district committees that are working on similar or connected projects in the district. For example, there is an established curriculum cycle that methodically works to research and implement curriculum in a systematic way across the district. They have begun to incorporate global themes due to the implementation of the common core curriculum, and though members of the Global Education Task Force are additionally members of the curriculum cycle committee there have not been structured collaborations between the two groups. This is one example of the “silo” work that concerns the district administration.  Even though there are some concerns within the Global Education Task Force, a large amount of work has been accomplished, and it is time to take it to another level. The time is right to capitalize on the growing enthusiasm for the work, and take the work of the Task Force from Good to Great (Collins, 2005).  Demographics  Barrington school district is a northwest Illinois suburban district that serves a 72 square mile area. It is a unit school district with a stand-alone early childhood center. There is one high school, two middle schools and eight elementary schools. All schools with the exception of one have received the Academic Excellence Award, and two schools have been recognized as Blue Ribbon schools by the United States Department of Education. Students at Barrington High School score a composite average of 25 on the ACT (approximately four points higher than the state and national averages).  The racial make-up of Barrington is approximately 96% White, .6% Black, .1 % Native American, 2% Asian, and the remainder from other races. Barrington school district also serves a small portion of Carpentersville, Illinois at Sunny Hill Elementary School. The population of this school is dramatically different from the remainder of the schools in the district. Sunny Hill Elementary is approximately 75% Hispanic, 12% White, 4% Black, 2% Asian, and .2% Native American. Academic achievement has been consistently low at Sunny Hill Elementary, and it is now a school of choice.  The Barrington area ZIP code is the seventh wealthiest ZIP code in the nation among populations of 20,000 or more. There is a severe socio-economic disparity between the students attending Sunny Hill Elementary School and students in the other eight elementary schools. All elementary schools feed into the two middle schools and one high school.  An organizational change plan must include opportunities for all students. Currently, the economically privileged families in Barrington are able to afford to provide global opportunities for their children, but students who cannot afford costly opportunities are excluded. Staying true to the mission of the school district – “Inspiring All Learners to Achieve Excellence” – an organizational change plan would be mindful of all students regardless of their socio-economic status.  SECTION TWO: ASSESSING THE 4 Cs  Using Wagner’s “Four C’s change leadership model”, the context, culture, conditions and competencies will be assessed in school district 220. An examination of the current organizational structures of the school district, the culture of the school district and community, the resources with which the Global Education Task Force is working and the expertise of those involved will provide an understanding of the existing model of the Global Education Task Force.  Context  The organizational context was created at the onset of the strategic planning process to support the beginning work of all the Task Forces. It was designed to encourage collaboration and input, with the idea that collaboration and input from all stakeholders would remain the foundation of the work. Since its inception, the structure of the overall committee and the structure of the strategic planning Task Forces has changed slightly, with the idea that it was necessary for the work to continue effectively. For example, in the first weekend of the strategic planning summit alone, the structure of the group changed from one large group to six smaller groups. Over the next months, the leadership and organization of the group changed in order to support the work. The leadership changed from the community to the district, and the executive level leadership took on advisory roles. (See appendix “As-Is organizational structure chart).  This structure has not changed since the 2009-2010 school year, and until now has remained effective for the Global Education Task Force in particular. A significant amount of work has been accomplished under this structure with minimal collaboration from other district committees or strategic planning Task Forces. One of the goals of the Global Education Task Force has been to provide global experiential opportunities for students in the district within the educational context, as well as to globally affect curriculum, policy, hiring practices, and teaching practices. Though the Task Force has strategically placed members on the district curriculum committee, the structure of the Task Force has not solidly connected to any of the district committees. For example, the district RtI (Response to Intervention), curriculum, policy, teacher/administrator evaluation committees all exist independently of the Global Education Task Force, causing district work to be accomplished in silos. While it can be safely assumed that executive level administration has been pleased with the accomplishments of the Task Force, they have additionally expressed their concern regarding the effectiveness of this disconnectedness.  Additional strategic planning Task Force leaders are also district administrators who have volunteered their time to the work of their Task Forces. The context within their individual Task Force may vary slightly from that of global education, but the underlying problem of working in silos has been identified for all Task Forces by the executive level leadership.  Culture  The culture of the Task Force is one that is deeply rooted in individual agendas, as well as a common goal. At the beginning of the strategic planning process, some of the individual agendas limited the vision of the Task Force to global connections. One example of this was keeping a focus solely on connecting with other countries. However, the common goal of the Task Force grew to encompass a larger vision, one that included ten areas of global education instead of one: leadership support, community awareness/support, professional development, world class curriculum, world languages, global connections, 21st century skills, co-curricular activities, community and business partnerships and funding see appendix (Global Education Rubric). Expanding the vision of the Task Force to include these ten areas maximized the possibilities for students, as well as created a single agenda that was inclusive of the individual visions of all Task Force members.  Within the Task Force there are high expectations for leadership, creating a level of accountability that is results-driven. The Task Force consists of all volunteers – whether they are students, staff members, community members or district leaders – no one is compensated for their time. All members have a true investment in the success of our students and in moving the district from good to great. Task Force members who are community members (particularly those in the business world), become frustrated with the slow pace of change in the district. There is often a disconnection between what the educators and the non-educators in the group consider to be rapid progress. Members of the Task Force are high achievers in their own field of work, and bring this level of achievement and high expectation to the Task Force. Collectively, there is a combination of visionaries and detail oriented members who can work successfully in sub-groups or whole groups to accomplish a task.  Conditions  Like the culture within the Task Force, the conditions are reflective of the overall district. Each Task Force member brings a valuable intellectual resource to the group. For example, there are members with technological expertise who manage the Task Force website and contribute creatively, parents who are critical and visionary thinkers who force the group to dig deeper and think more critically, an English teacher who works with the student member to manage the newsletter, staff members who value world travel and world missions, and community members whose function are rooted in local chapters of international organizations. There are two administrators on the Task Force in particular whose skills are highly valued. One is an expert in world languages and the other is a well-respected, seasoned administrator in the district who has knowledge of the culture of the district, curriculum and its operations. There is a richness about the available resources that may not be used as judiciously as they could be.  Time appears to be a challenge for the group, however. Since its inception, the group has struggled with meeting dates, times, and frequency. In the beginning of the strategic planning process, the group strove to accommodate the schedules of parents and community members. As the work became more internal to the district, the meetings were largely attended by district staff. In order to find a fair way to accommodate the schedules of the volunteers, it was decided that the group would meet in the early evening hours between five p.m. and seven p.m. This worked for a short time, until some parents’ schedules began to change and they determined that this issue of time did not work for them. In order to focus on the needs of those who were indeed attending, the group moved the time to the late afternoon hours of four to five-thirty p.m. This appeared to completely exclude those original parent members, and their work on the Task Force has been minimal compared to past contributions. In addition, the number of the whole group Task Force meetings was purposefully cut to two meetings per year in order to encourage sub-group meetings. While the sub-group meetings have continued, some Task Force members have complained about feeling disconnected from the overall group. One valued community member has stated that if the community is to understand the real work of the Task Force, then the whole group should meet several more times per year. If this Task Force is to remain collaborative, inclusive and representative of the community, this issue of time must be resolved.  Competencies  As previously mentioned, the definition of global education among Task Force members was varied at the beginning of the strategic planning process. In order to create a common definition of global education for the group, a book study of one of the foremost authors on the subject was studied. In addition, a site visit to a globally minded magnet school and year of research on the best practices in global education led to a common understanding of global education among Task Force members.  As the Task Force has grown and the work has begun, however, two problems regarding staff development have developed. First, there are several members who were not a part of the Task Force during the year when research was the focus. As desired, the Task Force has grown, but newer members are not informed in the same way that original members might be. Secondly, as the work of the Task Force has been infused into several schools and programs in the district, very little staff development has occurred. The entire district staff – an early learning center, eight elementary schools, two middle schools and one high school – fully staffed and about ten thousand students in all – have varying understandings of global education and its meaning. If staff members are to stay the course and global education is to become a sustained effort throughout the district, then a district staff development plan should be created. A goal to provide professional development throughout the district was created after year one of implementation, but it was quickly realized that there were other tasks that took precedence. Research and common ground among Task Force members had to be accomplished before a more extensive professional development plan could be created. However, if sustainable progress is to be made, staff members across the district should additionally share a common understanding of the vision.  Further competency concerns include the need for building representation and mid-course corrections. The Task Force values membership from across the district, and builds on this varied membership for a variety of reasons. First, a diversity of knowledge and talents is valuable to implementation of the work. More immediately, the Task Force has been working to build representation in every school across the district with the idea that it would be a means to develop and encourage global thinking in staff members within their school. The global education representatives would bring ideas and resources to their colleagues, while inspiring them through recognition of their current work in the classroom and the school. At the onset of the Task Force about one quarter of the schools in the district were represented. Currently half of the schools in the district have strong representation.  The global education rubric that was created for the district after the first year of research has been used as a measurement of progress for the Task Force after each year of implementation. At the end of each school year, the Task Force meets to review progress along the continuum of “beginning” to “exemplary.” The Task Force has discovered that the content of the rubric, though based in research, may require further refinement. The language of the rubric may need to be amended to provide an improved method of measuring progress. Thus, a mid-course correction is in order to modify the rubric.  Although the competencies of the Task Force have improved, there are still improvements to be made. With a growing membership, lack of district staff development, the need for mid-course corrections, and the need to provide resources and recognition of current work, there is still work to be completed in order to advance the competencies of the Task Force and the district overall.  SECTION THREE: RESEARCH METHODOLOGY  Research Design  Qualitative data collection will assist in clarifying the current levels of collaboration within the Task Force as well as between the Task Force and existing district committees. If the purpose of the research is to create a sustainable system of embedded global education within the school district, then it is necessary to examine the system as it is now. The current system has achieved the goal of collaboration that created the foundation for global education in District 220. Moving beyond the foundation to a more systemic and comprehensive collaborative level will require a different system. A thorough examination of the current approaches will assist the researcher in understanding where the current collaborative functions of the Task Force support a systemic approach, and where they may need to be altered in order to construct a more sustainable system.  Existing district committees that are vital to supporting good instruction for students are not currently connected to the Global Education Task Force in critical ways. For example, the Task Force has created a research based document (global education rubric) that may be beneficial to the curriculum committee, but this document has never been formally introduced to anyone in the district other than the Board of Education. There are also staff members in the district who are thinking and teaching on a global level who are not being recognized for their efforts, because there is no Task Force representative in their school to bring it to the attention of the Task Force webmaster. Likewise, there are resources on the website that are not being accessed simply because the global education website is only known to a few staff members district wide. The meaning of the work is lost and temporary if it is not infused systematically throughout the district. With twelve schools and approximately ten thousand students, it is crucial that a sustainable system is created in order for the tireless hard work of the Task Force to benefit students.  Participants  There are four individuals/groups from which information will be gathered: the Global Education Task Force, the Chief Communications Officer, the Elementary Director of Curriculum, and the Assistant Superintendent of Educational Programs and Assessment. Each of these individuals along with the Task Force will have valuable insight into the existing system and/or the path for future sustainability on behalf of students.  The current Task Force consists of a cross section of staff, parents and community members whose views on what currently works is essential for systemic embedding. Beginning with input from the Task Force accomplishes two tasks. First, it allows for the original grassroots approach to be honored. Secondly, it allows for the collaborative input from each of the stakeholder groups. Additionally, each of the Task Force members know all the work that has been accomplished so far, and they have the most comprehensive view of what they believe is essential for systematically moving forward.  The Chief Communications Officer is the architect and director of the over-arching strategic plan that includes all six Task Forces. In addition to originating the process, he is also privy to district politics and community resources of which others (including the researcher) may be unaware as we attempt to create a new system within a system.  There are several existing district committees, but perhaps the committee with the most direct impact on students and instruction is the elementary curriculum committee. The Director of Curriculum (elementary) is the leader of this committee. She is a former principal with a long history in the district, and she was the primary creator and implementer of the current elementary curriculum cycle. Within the last few years she has taken the district from no consistent implementation of any one curriculum to effectively creating a two year implementation process for each subject across all eight elementary schools and one early childhood center. The district has already implemented a systemic literacy curriculum, and the new math curriculum will be is currently in the implementation phase district-wide. In the new school year, the curriculum committee will continue its research and development of the new social studies curriculum. The Global Education Task Force has been mindful of this, its connection to the common core curriculum and the opportunities for embedding global education into the curriculum. However, there has been no move to assertively connect with the curriculum committee.  The fourth person who will be participating in the research phase will be the Assistant Superintendent of Educational Programs and Assessment. She has been a strong and consistent voice speaking out against silos and lack of communication between committees. In addition, she is privy to several new initiatives surfacing in the district, and her political support, as well as her insights regarding the “ripeness” for change (Heifetz, 2009) and integrating the existing work of the Global Education Task Force with current and future initiatives will be key to establishing a sustainable future for the work of the Task Force.  Data Collection Techniques  Data collection will be carefully designed in order to increase collaboration while creating a plan that allows the Task Force to move forward. Data gathering will take place in four phases. During phase one, the Task Force will meet as a focus group in order to discuss a series of questions. These questions will be designed in such a manner as to determine what key elements or achievements of the Task Force from the past four years are essential to a new, systemic and sustainable plan. Particular attention will be afforded to the inclusion of representatives of all stakeholder groups - district staff, parents and community members. This could be coined the “what” phase of the research.  Phase two will use the information gathered from the Task Force to form the essential questions for individual interviews with the Chief Communications Officer, the elementary Director of Curriculum, and the Assistant Superintendent of Educational Programs and Assessment. These questions will focus on how to incorporate the information gathered in phase one into their respectively critical areas of operation in the district. This may be coined the “how” phase of the research.  Phase three will re-convene the Task Force focus group in order to create framework for the new system. Rather than discussing a series of questions, the Task Force would think creatively to synthesize the information gathered from phase two. The end product of this would be to present a framework to the Chief Communications Officer.  Phase four would involve collaboration between the researcher and the Chief Communications Officer. Utilizing the information gathered from all three phases of the data gathering process, the Chief Communications Officer who is the original designer of the strategic planning process, would be able to assist in solidifying a final plan for moving forward.  Data Analysis Techniques  The researcher will examine common themes from phase one of the research during the focus group. These common themes will be used to form the basis for the content of the interviews. This will allow the important work of the Task Force to move forward and be integrated into the critical areas of operation in the district – the areas that directly impact student learning in the most basic way.  The information gathered from phase two would be shared with the Task Force who would use this information to determine what is possible, given any constraints or potential hurdles. The information from the interviews would inform the Task Force focus group as they create the framework for a new sustainable system.  Finally, the author of the original grassroots system – the Chief Communications Officer - would be able to assist the researcher in finalizing and solidifying a new sustainable system of global education within the school district.  The research design was carefully created with the original strategic planning process in mind. The original plan created by the Chief Communications officer allowed for grassroots collaboration from all stakeholders, opportunities for mid-course corrections, controlled autonomy for individual groups and opportunities for engaged persons to step up and take leadership roles. This was a successful design that the researcher attempted to replicate.  SECTION FOUR: RELEVANT LITERATURE  Lear (1996) quotes statistical data regarding the failure and success of strategic plans in American corporations. Even though Collins (2005) cautions against comparing the business model to the educational model, Lear (1996) draws unmistakable parallels between the two. According to Lear, most plans that failed had the following in common:  1. An emphasis on financial projections rather than specific tasks to be executed.  2. Lack of an original vision.  3. Lack of “buy-in” from true stakeholders.  4. Lack of communication and collaboration between the leadership and the stakeholders.  5. Inconsistent or incomplete communication.  6. Lack of mid-course correction  7. Inadequately developed and/or cowardly leadership (p.2)  In contrast, successful strategic plans were described by Lear (1996) to exhibit the following characteristics:  1. Proactive efforts that acknowledged inevitable cultural and technological change.  2. Pervasive collaborative efforts.  3. Dynamic and continuous planning, that view the process as a journey rather than a destination.  4. Seamless and never-ending communication and articulation of the plan. (p.3)  By acknowledging and addressing the growing ineffectiveness of the current strategic plan, the school district is demonstrating the dynamic and proactive planning that is characteristic of the successful model described by Lear (1996). The original strategic plan was created with equal input and collaboration from the administration, staff and community. Collaboration has continued at high levels within the Global Education Task Force, but there has been a continued disconnectedness from the larger strategic planning committee and the community in general. While the framework of the grass-roots process remains, the work of the Task Force is destined for failure without careful mid-course correction.  Heiftz (2009) distinguishes between technical and adaptive challenges. Modifying the framework of the existing strategic plan would consist of a technical challenge, but truly becoming integrated into the work of existing district committees would depend on the willingness of the staff to embrace new layers of change to their agenda. A shared responsibility of the work would be essential to the success of these existing committees.  Heiftz (2009) also notes the need to determine whether or not the organization is ready for change. He identifies an issue as “ripe” for change when there is an urgency that has generalized across the system. There appears to be urgency for systemic change that has developed across the school district, even though the reasons for the urgency appear to be different for different groups. For example, the Global Education Task Force would like to see their work become integrated into the work of the district and the administration would like to see silos eliminated. Even though the goal of each group is different, a new integrative framework would serve both interests, and most importantly serve the interests of the students in the district.  Jim Collins (2005) describes a flywheel approach in which there is no defining moment of greatness. Instead, Collins describes a process that occurs over time in which there is a continuous and consistent investment of effort that gains momentum, building toward results. As the results become evident, the organization attracts additional resources and eventually the organization is strengthened. At this time in the organization there is an excitement that has built, but will fade quickly if it is not tied to a curricular mandate and integrated into the existing system. The system is not yet politically ready for a complete overhaul, but it is indeed ready for the integration of innovative ideas.  In “diagnosing the system” and determining the “ripeness for change”, Hargreaves’ (2006) illustration of improvement and innovation and are considered. Hargreaves described four different images that might characterize an organization utilizing the analogy of a horse. First, there is the “dead horse”. This is the organization that is doing nothing to improve or innovate within the system. The organization is essentially lifeless. There is also the “Pegasus” which is a highly innovative organization but lacks practicality and usefulness to its stakeholders. Thirdly, there is the “thoroughbred” which accepts innovation and is a smoothly run organization that is the pride of the stakeholders. Finally, there is the “Ferrari”. This is a different kind of horsepower that is an example of the out-of-the box innovative thinking that leads to progressive change. The Barrington school district is not yet politically ready for the Ferrari, but rather it is more like an innovated thoroughbred. Stakeholders would like to see an improved system as noted during the strategic planning system, but an entirely new system has not yet been widely appreciated.  Once the innovative ideas have been identified and formed, Spillane (2006) and Hargreaves (2006) both refer to “distributed leadership.” For Spillane (2006), it is important for the leader to understand that they do not know everything about everything, and it is better to rely on diversified talent for true success. For Hargreaves (2006), distributed leadership is the third principle of seven principles of sustainable leadership. Hargreaves notes that distributed leadership leads to inspiration and creativity, and learning opportunities are therefore deepened for students. Hargreaves is clear that leadership is not limited to principals. Instead other potential leaders within the school district must be developed. In fact, Hargreaves (2006) describes a continuum of distributed leadership that places a premium on “assertive distribution.” This describes a level of distributed leadership in which everyone has a voice, dialogue is respectful, the culture is professional and the leadership always takes final responsibility. Wagner et al (2006) also place a premium on respectful relationships and systemically building a positive culture and shared accountability. Differences of opinion and respectful conflict are seen by Fullan (2005) as necessary for growth and development:  Successful districts must engage in a difficult balancing act. If they give in too soon in the face of conflict and fail to stay the course, they will not be able to work through the inevitable barriers to implementation. But if they show an inflexible commitment to a vision – even if it is based on passionate moral purpose – they can drive resistance underground and miss essential lessons until it is too late. (p. 71-72)  During a time of what is essentially change within change, the school district must remember that mid-course correction within a strategic vision is to be expected and even applauded. It is an example to staff and even students that even though goals and visions are necessary, it is even more necessary to continually evaluate the relevancy and appropriateness of the vision and the processes by which the vision is achieved.  Stephen Covey (2004) describes a “whole-person model of leadership” that might describe the Global Education Task Force leader’s responsibility in this change process. There are four elements to Covey’s circular model of leadership which include planning, doing, evaluating and serving (with serving being at the center of the circle). This circular model indicates that the quality of work will always be improved when new information is learned and applied, and a cycle of improvement will continue to develop itself (p. 264).  Boyatzis and McKee (2005) also remind us of the need to seek out people who are different and whose opinions are different from our own. This challenges the leader to continue to adapt and change to changing situations. This is the heart of the fork in the road for the Global Education Task Force. As the Task Force continues to face change, new ways of adapting to that change must be examined.  In the end, sustainability is the goal of the work of the Global Education Task Force, and ultimately the district. Fullan (2005) notes that “deep learning is for students, teachers, school, districts, and governments if sustainability is to have any chance” (p.22). Hargreaves (2006) provides the following advice for Assertive Distribution:  Be even more steadfast and passionate about shared purposes and values. Stimulate wide-ranging debate about important proposals. Involve resisters early. Include and listen to minorities. Use processes that surface thoughtful divergence and disagreement. Demonstrate the value of learning from differences. Be prepared for criticism but insist on respectful dialogue. Keep your sense of humor. Ensure that the vigorous professional culture always moves you forward. Never abrogate responsibility. Always reaffirm your goals. (p.138)  Hargreaves also notes that the ultimate goal of the work should be sustainable learning and leadership. The goal of sustainable learning and leadership is that it would be authentic and assertive, and promote systemic improvement. In addition to improving an already highly effective system, movement toward innovation is also desired, perhaps as the leadership continues to determine the ripeness for this level of change.  SECTION FIVE: DATA ANALYSIS & INTERPRETATION  Introduction  As described in the research design, data was collected in four phases in order to stay true to the grassroots design of the original strategic plan. In between each phase, the researcher presented progress to the Chief Communications Officer, who in turn provided feedback and direction for each subsequent phase.  The first focus group meeting with the Global Education Task Force centered on the following essential topics:   * Identify existing activities or initiatives that are essential to sustainable Global Education in Barrington 220 * Determine why each activity or initiative is important * Identify possible persons responsible for the execution and follow-up * Research the state requirement connected to this activity or initiative * Identify how “silos” can be eliminated and the work of the Task Force integrated into existing and required district committees.   There were ten participants from the Global Education Task Force. Two parents, five staff members, two administrators and one student. The Task Force spent time answering the essential questions and determining which initiatives could be successfully embedded into the existing work of the district. The researcher explained to the Task Force members that while the group would answer the essential questions, there was a strong possibility that the initiatives identified as essential by the group would likely require modification as they were reviewed by the district administration, and embedded in the work of existing committees. The Global Education Task Force agreed that the ultimate goal of the work completed to date was sustainability for long term student impact.  Global Education Task Force Perspective  The focus group of Global Education Task Force members noted that curriculum should be a strong focus in order for the work to be sustained. One parent member with a background in business commented that, “…what gets measured, gets done.” The Task Force members agreed with this, additionally noting that in schools, the curriculum is what “gets measured.” The rubric was referred to as a measure of what is exemplary in curriculum, but that the rubric has not officially been shared with anyone in the district with the exception of the Board of Education. The Task Force pointed out that as the review on best practices in Global Education have been conducted, there has been no additional follow up by the Task Force by the way of professional development for teachers and staff. They noted that this may have, in part, led to the existing silos.  While the Global Education website has been extensively developed and updated, the Task Force agreed that it has not received as much publicity as it should, allowing it to further promote Global Education practices, and a common definition of Global Education in the school district. The Task Force noted that the district Facebook page is highly visited, and believed that a connection between the website and Facebook would offer more opportunities for parents and staff members to become privy to the Global Education best practices available on the website. Further, while the Task Force has worked to identify Global Education Task Force representatives in every building, all buildings are not yet represented. As the work is embedded throughout the district, the Task Force noted that representatives would be able to assist with staff development and communication of best practices at the building level.  When he received the email invitation to be a part to the focus group for the current research, the student member responded with an email that read in part, “…I feel that Global Ed was definitely picking up some momentum. A focus group dedicated to preserving the critical components of our Task Force should only increase that momentum moving forward! If you would like the ideas and perspectives of a high school senior, I’d be happy to participate!” The Global Education Task Force noted that this student’s participation over the past four and a half years (since his second semester of eighth grade), has been invaluable as it has allowed the Task Force to maintain a student voice. The focus group of Global Education Task Force members was emphatic that the student voice be maintained, particularly since the current member is a graduating senior. There was some disagreement between two Task Force members on who the student should be. One parent voiced that it should be a “well-travelled” student, while a staff member noted that this would be unfair to other students who may not have had the opportunity to travel, but would still have a valuable voice. The additional recommendations from the focus group included: continuation of the extensive cultural fair conducted at one school in the district, continued “skyping” between classrooms in the school district and schools across the globe and connecting with local businesses and organizations.  The focus group discussion concluded after approximately two hours, and the group was adjourned with assurances from the researcher that the information would be discussed with key district administrators for their input and direction. The Task Force agreed to convene one more time as a focus group before beginning any initiatives for the school year.  Chief Communications Officer’s Perspective  Information gathered from the first Task Force meeting was shared with the Chief Communications Officer. He echoed the idea that if the fundamental ideas of the Global Education Task Force are to be sustained, they must be embedded in the curriculum and instruction of the district. The Chief Communications Officer strongly encouraged communication and collaboration with the Director of Curriculum. He also noted that the Task Force’s idea of linking the district’s Facebook page to the Global Education website would be simple and effective.  Director of Curriculum’s Perspective  Current information gathered was shared with the Director of Curriculum in order to collaboratively determine if Task Force initiatives could be sustained within the current curriculum committee. The Director of Curriculum noted that the various committees, including the Task Force are “not as “silo-ed” as we think.” She suggested that because the Social Studies/Global Studies curriculum cycle was up for review in the current year continuing for the next two to three years, that the timing was right to begin incorporating Global Education into existing work. The design of the Global Studies/Social Studies curriculum would first begin with research, which could include research already conducted by the Task Force. The rubric was presented to the Director of Curriculum who identified several areas of the rubric that would be addressed by the curriculum committee. Among these are: leadership, professional development, curriculum and world languages.  As with all the other curriculum cycles, the Director of Curriculum noted that the implementation process of the Global Studies/Social Studies cycle would take time. The research stage (though already underway) is estimated to take approximately one year – possibly more, depending on the success of a few initiatives currently being researched in the district. Additionally, the Global Studies/Social Studies curriculum will be aligned with the National Standards. The Director of Curriculum noted that standards of measurement must be tied to curriculum, so while the Global Education Task Force rubric could be incorporated into the work of the curriculum committee, it must ultimately be measureable in order for it to have a sustainable impact on students.  Finally, the Director of Curriculum suggested that after the Global Studies/Social Studies curriculum has been designed and is ready to be introduced, there would be opportunities for community involvement during associated community events.  Assistant Superintendent of Educational Programs and Assessment’s Perspective  All data gathered to date was shared with the Assistant Superintendent of Educational Programs and Assessment. She has been a vocal critic of the silos that have been created over the last few years. She has been working closely with the Chief Communications Officer to reorganize the design of the strategic plan. In addition, she is the source of several new initiatives being researched in the district, all of which have the potential to impact the sustainability of Global Education in the school district.  The Assistant Superintendent of Educational Programs and Assessment, echoed the reflections of the Director of Curriculum, but in addition, she proposed ideas that would assist in de-emphasizing the Task Force in its current form, while re-allocating the Task Force membership in a more sustainable form. She observed that traction is needed for the ideas of the Task Force to take form. She noted that the parent component of Task Force could be re-organized in the form of a community advisory committee in which the Board of Education has already expressed interest. This advisory committee would consist of the parent and community members of the six combined strategic planning Task Forces. This would allow dedicated parent and community strategic Task Force members to continue their impact in the district in their area of interest (Global Education, Social Emotional Learning, Technology, Optimal Time for Learning, Individualized Learning and Healthy and Sustainable Schools).  There are two additional pilot initiatives that are currently being reviewed. The first is a one to one technology initiative where students would be provided their own technological device. The second is an entrepreneurial class that would link local and international business people to the school district in the form of a class/curriculum that would teach students how to start and sustain businesses of their own interests. One result of this project would be to encourage creativity and problem solving, among other 21st Century skills. From a Global Education perspective, both the one to one initiative and the entrepreneurial project would have substantial, sustainable impact on students and the curriculum. Given the district’s new relationship with author Yong Zhao (2009), the formation of the new entrepreneurial curriculum could be designed in conjunction with his expertise in this area.  SECTION SIX: A VISION OF SUCCESS (TO BE)  Re-examining School District 220’s strategic plan utilizing Wagner’s “Four C’s change leadership model” reveals a picture of improvement leading in the direction of innovation. As the district works toward tearing down the silos that were created as an unintended consequence of the Task Force work, deeper and more effective communication between existing committees is occurring on behalf of students. The original strategic plan, cleverly coined “Vision 20/20” has undergone a necessary mid-course correction that according to Lear (1996) is one hallmark of a successful strategic plan.  Four specific problems were identified during the course of conversations with the Global Education Task Force and district administrators: the Silos Barrier, the Parent Involvement in curriculum Barrier, the Time Barrier and the Competencies Barrier. These four barriers slowed the progress of the implementation of Global Education for the benefit of students. Until the present time, the structure of the over-arching strategic planning committee functioned as the Global Education Task Force planned and researched best practices and ideas for implementation. However, as the Task Force moved toward implementation, the identified barriers prevented sustainable implementation. On examination of the most successful strategy implemented – Barrington Bridge to Chinese – it may be noted that it was deeply rooted in curriculum and tied to measureable and sustainable outcomes. A second look at the biggest barriers inhibiting sustainable implementation –within the framework of Wagner’s Four C’s change model - led the Task Force to the realization that within a school system, ideas and strategies must be measureable and tied to curriculum.  Context: The Silos Barrier  The first barrier facing the Task Force was initially identified by the district administration. With their bird’s eye view of the functions of the district, they identified silos that were developing, and growing larger. They identified the silos as being counter-productive. The curriculum review cycle, the Global Education Task Force and the technology committee were working parallel to each other with virtually no communication between the members.  Structured conversation with the Director of Curriculum identified areas where the curriculum components of the Global Education Task Force could easily be joined with the curriculum committee, and where components of the rubric that identified movement along the continuum of “beginning” to “exemplary” would eventually be addressed. For example, professional development (identified by the Global Education Task Force as a key component for implementation), would occur in the established process of the curriculum cycle. Global Education Task Force members were then strategically joined to the curriculum committee, bringing with them their joint passion for Global Education and curriculum. This allows for the biggest ideas formed in the Global Education Task Force to be heard, examined and vetted in such a way that if and when implemented, would most likely be sustained.  In keeping with the original grassroots design of the original strategic planning process, the change plan was created with a voice from all stakeholders: staff, parents/community members, students and administrators. The Task Force as it has existed over the past few years will not exist. Each stakeholder that was represented on the Task Force will continue to have a voice, though that voice will be heard in more effective capacities. Members of the Task Force will continue to envision and create on behalf of students, but their voices will be joined with existing committees whose work is monitored and measured by state standards. This allows the work to be sustained and even to evolve as educational standards and requirements evolve.  Culture: Parent Involvement in Curriculum Barrier  The second barrier was identified by the Chair and Assistant Chairpersons of the Global Education Task Force. It was observed that as the work of the Task Force reached implementation phases, there was less room for participation by parents and community members. This seemed to counter the grassroots process that was the foundation of the overarching strategic planning process. As implementation progressed, the role of the parent/community member became less clear, causing confusion about where they belonged, and their role on the Task Force. Bolman and Deal (2003) support the idea that “Organizations need clear, well-understood goals, roles, relationships, resources and coordination. All of these elements prevent confusion, ineffectiveness, apathy and hostility in the workplace.”  The question became whether or not it is appropriate for parents and community members to have a role in determining curriculum design in school districts, and if so, to what degree. In the end it was determined that the parent/community involvement should be framed in three parts. First, the district should be aware of parents’ ideas for curriculum. Within the structure of the Global Education Task Force, this took place in the first few years of research and development. Secondly, the district should retreat with parent/community input, together with their knowledge and expertise of best practice and design the curriculum on behalf of the students. Finally, parent/community members should be a part of the presentation of the designed curriculum as it is in its final stages and ready for implementation.  The problem arises in the second phase – when the curriculum is being designed. It is important to the school district not to lose the strong parent voice between the generating of ideas and the presentation of the design. It was discovered through the conversations between Task Force leadership and key district leaders, that the Enrollment Monitoring Committee – now deemed inoperable due to a lack of need – would be re-formed into a Community Advisory Committee. The Enrollment Monitoring Committee formerly consisted mainly of community and board of education members (along with some district staff), and advised the board on the examination and re-creation of district boundaries. After the project was completed, there was hesitation to dismantle the committee, for fear of losing parent/community voice. More recently, the board of education discussed re-forming this committee into an advisory committee with heavy parent/community involvement as they re-examined the length of the school day and structure of the school year. After discussion of the community engagement difficulties facing the Global Education Task Force, it was proposed by district leadership that parents and community members on the Task Force may be included in the Advisory Committee, and in fact, the advisory committee may be expanded to include all parents/community members from each of the six strategic planning committees. This particular strategy, developed in cooperation with the Task Force leadership, executive district leadership and the board of education would address the barrier of waning parent/community involvement.  Individual Task Force members with particular interests and passions are now able to focus solely on those interests: curriculum, world languages, and communication/technology. Stakeholders continue to volunteer their time, ensuring that those involved in the work are driven by interest and passion. According to Avery (1999), it is “actually very empowering to have no motivation tools…In responsible relationships we want to move others to action without using carrots or sticks – otherwise known as behavioral control.”(p.5). The agenda of the Task Force that is reflected in the rubric, is now redistributed throughout the existing committees in the district. Those existing committees are also enhanced with a deeper awareness of the need to embed global education strategies as we prepare our students to succeed in a globally connected world.  Conditions: The Time Barrier  The third barrier to the continued work of the Global Education Task Force was related to time. As implementation progressed, the meeting schedule became less sustainable. The Task Force originally met once a month during the evening then moved to once per quarter during the evenings. Eventually, staff members complained that the timing of the meetings conflicted with their family commitments, and meeting times were moved to late afternoons. Parent/community members then complained that this interfered with their work schedule, and an acceptable compromise could not be reached. One meeting time or the other eliminated an important stakeholder’s participation.  Changes in the construct of the Task Force would naturally address this problem. By demolishing silos and integrating the work of the Task Force into existing committees, the issue of time for collaboration is eliminated. Collaboration will occur within existing committees, departments and committee meetings. For example, those Task Force members who are interested in the curriculum focus, would meet during the day at those curriculum committee meetings. Those interested in the world language focus would meet with the world language department. Parents would be able to maintain a schedule that works for them, since members of the board of education are all parents/community members and share their scheduling conflicts.  The members of the former Global Education Task Force now continue their contributions in venues and during times that are less prohibitive for them. Committee meetings take place during the day when staff is available. Substitute teachers are provided when necessary, and teachers and other staff members do not have to regularly volunteer their time after school and in the evenings. The passion for the work brought the various stakeholders to the Task Force, but conditions (in part) affected the group’s viability. Parents as well as staff members are now embedded in groups that honor their schedule.  Student involvement was the fourth barrier to be addressed by the Task Force. It was agreed that the student voice and involvement in its various forms have been valuable to the Task Force and the district. As work is now thoughtfully imbedded into the existing work of the district, student voice was identified by the Task Force as a key component that should be maintained.  The world language department will absorb the majority of responsibility for maintaining the student voice. High School students will collaborate with World Language department staff to take annual responsibility for introducing languages to the middle school students. In addition, the world language department will absorb the task of working to expand opportunities for student travel and increased experiences.  New curriculum opportunities on the horizon for students now also include a one to one initiative that is being explored where each student will have their own technology device, and an entrepreneurial class that would foster business minded students in high school and beyond.  The Competencies Barrier  Competencies will be developed more slowly. While global education is understood to be a priority in District 220, it requires embedded professional development that is connected to a curriculum based state requirement. This professional development will be organized in conjunction with the new global studies/social studies curriculum cycle. This allows for systemic planning, and structured, district-wide dissemination of knowledge and skills.  Each school in the district will not only be represented in the implementation of the new curriculum, but staff members will systematically hear the same information and teach the same skills. As new staff members join the district, they will also receive the same training. This systemic implementation will increase sustainability.  After the changes and shifts have taken place, this school district is now less “siloed” and more cohesive. Various existing committees are further enriched by the communication with the Global Education Task Force, and the Global Education Task Force members have a deeper understanding of the functions of the school district. Further, the voices of the Task Force members are now heard and viable ideas have a greater chance of being implemented in a sustainable way.  Communication of the work of the district to all staff, parents and community members, has been considered a relative strength of the district, though room for improvement was identified. The Global Education district website will continue to be updated by the appointed webmaster. However, in order to increase traffic to the website, the webmaster will inform the Chief Communications Officer of all updates so that he could direct staff and community to the website through the district’s facebook page.  Johnson and Philips (2003) encourage confronting the problem in an organization (in this case, a Task Force) in order to solve problems effectively. Ignoring these key problems or even forcing the continuation of the existing state of affairs would not make them go away. Rather, it would result in the death of collaboration and progress on behalf of students. Overall, the focus group agreed that the key to the sustainability of the work is embedding it into the existing curriculum work of the district, and embedding all other strategies into existing related groups, committees or departments.      SECTION SEVEN: STRATEGIES AND ACTIONS  Moving Forward  A second meeting of the Global Education Task Force focus group was convened in order to discuss communications with all the related parties. Specific strategies within an action plan were identified by the Task Force as the path for moving forward. As predicted by the Chief Communications Officer, some compromise was required in order to create a sustainable model that could be agreed upon by all.  Based on the information presented by the researcher, the focus group drafted a plan to decentralize the Task Force by the end of the school year. The plan maintains a few components previously operated by Task Force members, which will now be absorbed by various working groups already existing in the district. In addition, specific strategies identified as important to sustainability by the Global Education Task Force and key administrators will either be implemented or continued. These are:   1. Volunteer staff and administrative members of the Global Education Task Force who are not currently members of the Global Studies/Social Studies curriculum cycle will join this division of the curriculum committee. 2. Parent and community members of the Global Education Task Force will be invited to join the Advisory Council to the Board of Education, allowing them to continue their participation in a more sustainable forum. 3. World Language week, typically observed by the Department of Education and the school district in November will not be observed this year by our school district. Instead, led by the World Language Department Chair (a Global Education Task Force member), the World Language department will observe World Language week (district-wide) in the spring. In November of 2013, the World Language department will resume the observance of International Education Week, corresponding once again with the United States Department of Education. 4. High School students within the district will be engaged through a pilot program that would connect them with middle school students in the spring. Middle school students who are choosing a world language would have an opportunity to hear it spoken by high school students who have been taking the language/s for several years. They would also have an opportunity to ask questions and receive guidance from student leaders who may have advice to offer regarding the language. This is a similar concept to students who are choosing a musical instrument for the first time. These students typically are able to hear the instrument played, feel the instrument and learn about the instrument before they choose the one they believe is right for them. This concept would be applied to the purposeful selection of a World Language, hypothesizing that students will be more likely to develop a passion for the language, and be more likely to continue studying that language through their senior year of high school. 5. An expanded and improved utilization of exchange students as well as increased opportunities for Barrington students to travel abroad will be explored by the World Language Department Chair. 6. An annual parent forum will be organized and led by the World Language Department, inviting all parents, families and community members who have traveled internationally and/or speak another language to share their experiences with students and staff. This will be further developed and led by the World Language department. 7. The extensive website that is currently managed by a staff member, the researcher/Global Education Task Force chairperson and Chief Communications Officer will be continued. This website provides best practice Global Education ideas to staff, provides information regarding national, international and local events, and serves as an overall communication bridge regarding global events for staff, parents and the community. This website will now be additionally exposed through the district’s Facebook page.   The Global Education Task Force also discussed strategies discussed in the past that will not be viable due to the stronger curriculum focus and the concentration on sustainability. The Global Education newsletter which was piloted is not sustainable, and will be discontinued, particularly considering the extensive website that already exists. The extensive, one time cultural fair at one elementary school may also be considered an example of a strategy that is not sustainable, measureable or tied to curriculum. This strategy is determined to be an ineffective way of embedding Global Education into the district.  While the focus group of the Global Education Task Force understands the need to integrate the work of the Task Force into existing committee work, there are continued concerns. The group notes that community engagement is important, and suggests that because parents and community members are not typically a part of the curriculum and instruction, it would be helpful for the group to continue to be transparent with parent members via the current email blasts that update the Task Force on the ongoing Global Education efforts of the district. These suggested updates would be in addition to the general updates made available to the entire district community on Facebook or through the Global Education website, to include those initiatives that are currently being researched – before their presentation to the general public.  The structure of the Global Education Task Force has come to an end in a natural way. Facilitating that end in a mindful way required research, collaboration and an intuitiveness to the difficulties facing individuals as well as groups and committees. Collaboration with key executive level administrators was also key, as it helped to incorporate the view from the balcony (Heifetz, et. al, 2009) that allowed for many of the solutions to existing problems to be formed. Even though the structure of the Global Education Task Force will now be de-emphasized, the work of the Global Education Task Force will be sustained.  REFERENCES  Avery, C. (1999). All power to you: Collaborative leadership works. *The Journal for*  *Quality and Participation*, 22(2), 36-40.  Bolman, L.G., & Deal, T.E. (2003). *Reframing organizations: Artistry, choice, and*  *leadership* (3rd ed.). San Francisco: Jossey-Bass.  Boyatzis, R., & McKee, A. (2005). *Resonant leadership: Renewing yourself and*  *connecting with others through mindfulness, hope, and compassion.* Boston MA:  Harvard Business School Press.  Collins, Jim (2005). *Good to great and the social sectors: A monograph to accompany*  *good to great*. Boulder, CO: Jim Collins.  Covey, S. 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**Conditions**

* Resources needed for the task force to work successfully are available i.e, technology, finances, administrative support.
* The task force tends to struggle with time allocated for collaboration. This tends to undermine the collaborative process.

**Culture**

* Task force members have high expectations for success.
* There is a disconnection between the educators and the non-educators on the task force.

**Though global education has made good strides within District 220, there has not yet been a systemic embedding of global education throughout the district.**

**Competencies**

* Task force members have increased their knowledge and bandwith regarding global education in general.
* Professional development on global education topics have not yet been infused systematically into the school district.

APPENDIX 2

**“As-Is” Organizational Flow chart for Strategic Planning in District 220**

**(Additional district committees are shown)**

Board of Education

Superintendent

Chairperson, Technology

Chief Communications Director

Chairperson, Individualized Learning

Chairperson, Global Education

Chairperson, Social-Emotional Learning

Chairperson, Healthy & Sustainable Schools

Chairperson, Technology

Chairperson, Optimal Time for Learning

APPENDIX 3

**Context**

* Maintain a high level of college acceptance while seamlessly infusing 21st Century skills into the learning environment. This ensures a greater chance of success for students in a world that now requires a differently skilled adult.

“To Be” 4 C’s Analysis

**Using collaboration through the district’s strategic plan to infuse 21st Century skills within the district so that students are prepared for the new world in which they live.**

**Conditions**

* ALL students regardless of socio-economic status are given the opportunity for global exposure
* Continuous dialogue between departments
* Global education rubric becomes a living document that provides direction
* Student data has a clear connection to desired competencies

**Culture**

* Strategic planning committee work is collaborative and results focused.
* Trusted relationships
* Diversity of talents, ideas and opinions
* District agenda is driven by best practices rather than the state agenda

**Competencies**

* Collaborative reflection and mid-course correction when needed
* Annual goals and strategies are created and monitored
* Plan is shared with all stakeholders
* Periodic collaboration among strategic planning task forces

APPENDIX 4

**“To-Be” Organizational Flow chart for Global Education in District 220**

Board of Education

Chief Communications Director

Superintendent

Assistant Superintendent of Curriculum

Assistant Superintendent of Educational Programs and Assessment