



Cornerstone Strategies Tying It All Together

Alice in Wonderland


 “One day Alice came to a fork in the road and saw a Cheshire cat in a tree. “Which road do I take?” she asked. ‘Where do you want to go?’ was his response. ‘I don’t know,’ Alice answered. “Then,” said the cat, ‘it doesn’t matter.’”

 If you don't now where you're going you might end up someplace else.

Yogi Berra



 Each school approaches change from a different perspective

 Regardless of approach, research indicates some common strategies that have proven successful in implementing some or all of the 30 recommendations

Cornerstone Strategies (p. 8)

Key concepts:

1. essential learnings, rigor, real world relevance, mastery, aligned curriculum, effective teaching
2. dynamic teacher teams, common planning time, frequent high quality interactions between teachers and students.

Cornerstone Strategies

Key concepts:

3. structured planning time, curriculum aligned across grades/schools, students' academic, developmental, social, and personal needs, focus on transition
4. advisory in which students plan and assess academic, personal & social development with an adult

Cornerstone Strategies

Key concepts:

5. teachers assess individual learning needs of students, teachers tailor instructional strategies and multiple assessments accordingly
6. teachers implement schedules to
 - ✓ teach in the ways students learn best
 - ✓ facilitate teaming
 - ✓ facilitate planning

Cornerstone Strategies





Key concepts:

7. leadership systems for involvement in decision-making by students, teachers, family members, and the community, effective communication among these groups.
8. all social, economic, and racial/ethnic groups have open and equal access to challenging activities and learning.

Cornerstone Strategies









Key concepts:





9. professional development program that:
 - ✓ is school-wide
 - ✓ is comprehensive
 - ✓ Is ongoing
 - ✓ aligns staff personal learning plans with the requisite capacity in content, instructional strategies, and student developmental factors.



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-  Take a closer look at the strategies
 -  Count off by 8's
 -  Each group will do a group read on 1 of the first 8 strategies
 -  Strategy 9 (staff development) underlies and supports the first 8


Nine Cornerstone Strategies


Strategy Alike Reading Activity


-  1's Strategy 1 & supporting actions (pp. 9-10).
-  2's Strategy 2 & supporting actions (pp. 10-11).
-  3's (pp. 11-12)
-  4's (pp. 12-13)
-  5's (pp. 14-15)
-  6's (pp. 15-16)
-  7's (pp. 17-18)
-  8's (pp. 18-19)

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-  Next to your strategy in the margin near the “Actions that Support this Strategy,” write “Local School/District Initiatives or Programs”
 -  For the next 10 minutes, read your Cornerstone Strategy and the related recommendations
 -  In the margin, write specific local programs, actions, initiatives that address the strategy

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-  After allotted time: Take 5 minutes to share your list of local programs, initiatives
 -  Enrich your list by adding good ideas

 Regroup so all groups have one participant representing each of the 8 Cornerstone Strategies

 Each participant takes about 3 minutes to share the strategy along with some local initiatives


 There is no definitive answer for school reform that fits all schools as to where to start







 Structure, culture, and instruction are often starting points for systemic change

 The three are highly connected

 However, before change can be institutionalized, the culture must change

Entry Points

 Using one or more of the Cornerstone Strategies as an entry point will enable you to focus on change in more than one of the core areas and to implement several BRIM recommendations

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-  Return to your original group
 -  Each group will now participate in a simulated activity
 -  See PM, Module 9 #1
 -  Work with document
 -  Debrief – how can this tool be used at your school?