



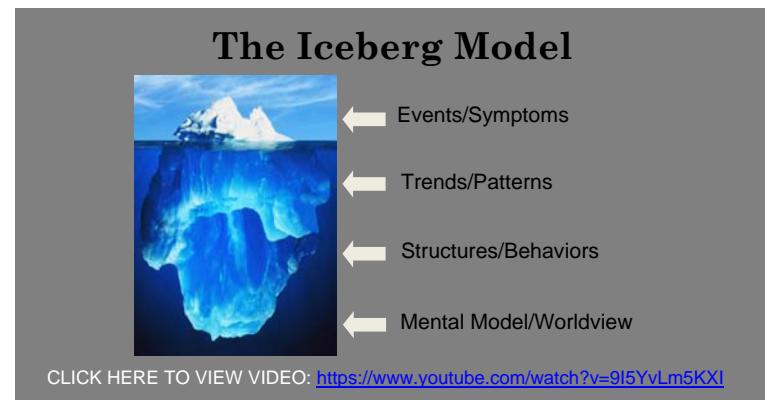
# KESA\*: A Systems Approach to Accreditation

## Bringing Excellence to Scale

\*KANSAS EDUCATION SYSTEMS ACCREDITATION

- 1** The systems approach gives districts the leverage to address systemic issues by identifying the underlying causes and then implement structures and behaviors necessary to effect *sustainable change* across the district.

<https://www.youtube.com/watch?v=9I5YvLm5KXI>



**2** “A company’s leadership team can use *systems thinking* in order to kickoff a high-impact initiative by focusing on real root cause areas [structures/behaviors] rather than the symptoms of high-level problems.” — Uwe H. Kaufmann and Chew Jian Chieh, iSixSigma

<http://www.isixsigma.com/tools-templates/cause-effect/applying-systems-thinking-practice-six-sigma/>

- 3** The systems approach creates an atmosphere of accountability within schools and among schools all across the district, turning scattered instances of excellence into *collective progress*.

<https://www.youtube.com/watch?v=ZLliwcNk6H0>



### WHY A SYSTEMS APPROACH?

“...while individual schools are indeed the center of change, the improvement of low-performing schools cannot be implemented at scale or sustained without redesign of the larger system in which they reside – the school district.”

— Steven J. Adamowski

Adamowski, Steven J. [In the Foreword] Savadsky, Heather. School Turnarounds. Cambridge, Massachusetts: Harvard Education Press, 2012. Print.

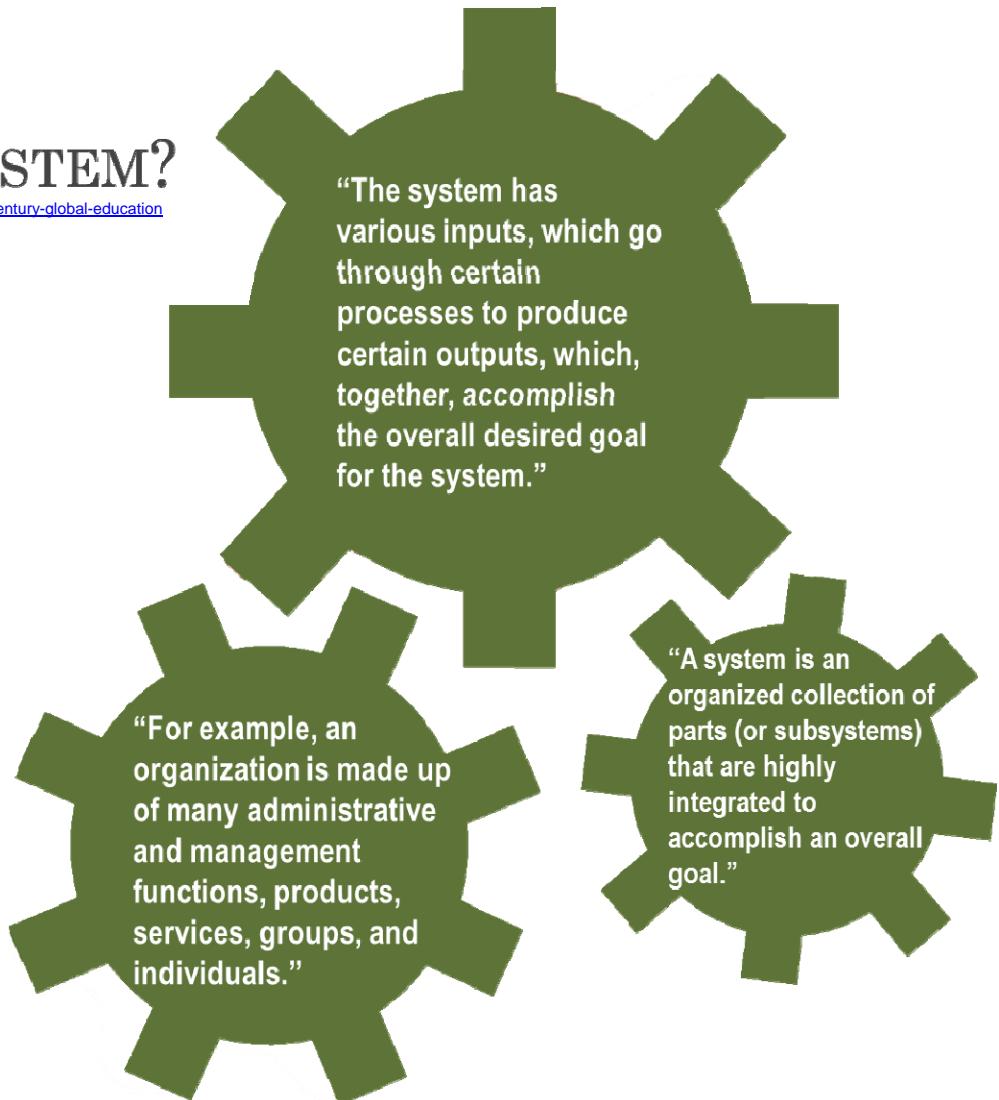
### Benefits of Systems Approach

- 1. Addresses underlying factors of systemic issues/symptoms**
- 2. Aligns efforts across the district**
- 3. Increases accountability and collaboration within and among schools**



# WHAT IS A SYSTEM?

<http://www.slideshare.net/pittmajc/the-future-of-21st-century-global-education>



## TIMELINE TO NEW LEADERSHIP PARADIGMS

"In the 1990s, we learned how to improve literacy and numeracy at the elementary level where **the principal is the key player in leading reform and improving student performance.**

"In the 2000s, school districts have embraced the development and support of the school principal as instructional leader (Fink & Resnick, 2001), **but despite these good beginnings, the principal as instructional leader is too narrow a concept to carry the weight of the reforms that we need for the future.**

"**21<sup>st</sup> Century schools are emerging as complex organizations, which require a different way of thinking and doing that is more connected and community oriented.**"

"To manage schools as 'complex organizations,' we need leaders who can engage in **systems thinking to create a fundamental transformation** in the learning cultures of schools and the sustainability of the teaching and learning profession itself."

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