

# GEAR UP Professional Development



## TOPIC

Sustainability of GEAR UP Initiatives

- Part 1: Thinking About Our Capacity
- Part 2: Assessing Our Status
- Part 3: A Sustainability Plan

*These activities are designed for use by a school leader or can be adapted for use with their GEAR UP team.*

## GEAR UP “R”

Reaching Higher     Rigor     Relevance     Relationships     Raising Awareness

## STANDARDS FOR PROFESSIONAL LEARNING

Learning Communities     Leadership     Resources     Data  
 Learning Designs     Implementation     Outcomes

[learningforward.org/standards-for-professional-learning](http://learningforward.org/standards-for-professional-learning)

## OUTCOMES

The principal (with GEAR UP Team) will examine the issue of sustainability of GEAR UP initiatives and identify strategies to build capacity to sustain these initiatives in their school.

## MATERIALS

### PART 1

- *Research Brief - Sustaining Innovation: Part 2 & 3*, Oregon GEAR UP  
[oregongearup.org/sites/oregongearup.org/files/research-briefs/sustaininginnovation23.pdf](http://oregongearup.org/sites/oregongearup.org/files/research-briefs/sustaininginnovation23.pdf)
- *SWOT Analysis* template ([page 4 in this document](#))
- *Winning Strategy*, The Wallace Foundation (Spiro, 2012)  
[wallacefoundation.org/knowledge-center/Documents/Spiro-JSD-article-Winning-Strategy.pdf](http://wallacefoundation.org/knowledge-center/Documents/Spiro-JSD-article-Winning-Strategy.pdf)

### PART 2

- *Leading Change Handbook*, The Wallace Foundation (Spiro, 2009)  
[wallacefoundation.org/knowledge-center/Documents/leading-change-handbook.pdf](http://wallacefoundation.org/knowledge-center/Documents/leading-change-handbook.pdf)

### PART 3

- *Leading Change Handbook*
- *Value-Added v. Waste* template ([page 5 in this document](#))

## PART 1: THINKING ABOUT OUR CAPACITY

*Step 1* Read the *Research Brief* on Sustaining Innovation: Part 2 & 3. Focus on the sections “What Works,” “School Climate and Culture” and “institutionalizing Innovations.”

Consider what you read and make some notes about your school.

- Do you use the strategies that work?
- What contributes to your school’s success implementing GEAR UP?
- What things have you, as a leader, done to modify the school climate and culture at your school?

*Step 2* A SWOT Analysis is a tool to examine any program or activity that helps you think about its current status, opportunities and threats. Use the SWOT Analysis template at the end of this document to analyze your GEAR UP program. How is it going? What are the strengths? Weaknesses? Opportunities? Threats?

*Step 3* Consider your response to the SWOT Analysis.

- Discuss your school’s strengths. What contributed to their success? How might you build on that success?
- Consider your weaknesses. What might be done to address those weaknesses and build capacity?
- Think about your opportunities. How might you take advantage of those opportunities to strengthen your GEAR UP program?
- Talk about your threats. What might you do to minimize the threats? How might you respond that would build capacity to sustain your GEAR UP program?

Read Jody Spiro’s article *Winning Strategy* about creating “early wins.” Use the “Early Win Tool” in the article to design additional strategies for sustaining your GEAR UP Program.

## PART 2: ASSESSING OUR STATUS

*Step 1* Go to page 26 of the *Leading Change Handbook* (Section VII: Spreading and Sustaining Change). Read the introductory paragraphs about scale and sustainability and the assessment tool.

*Step 2* Consider your school’s GEAR UP Program and complete the *Scale and Sustainability Tool* on pages 27-31. You will be rating both the planning and implementation of your program.

The results of this rating will be used to develop a sustainability plan to assure that your GEAR UP initiative becomes a part of your ongoing school programming.

- Cite evidence for your ratings. If you have little or no evidence, that may indicate an area for improvement.
- Be candid when completing the survey. The tool is designed to strengthen and improve your work, not serve as a public relations tool.

*Step 3*

Once you've completed the *Scale and Sustainability Tool* return to the *SWOT Analysis* you completed in Part 1, Step 2. Make changes to your response based on this assessment.

Think about the following:

- How do you, as a leader, build on your strengths and capitalize on the opportunities, to nurture and sustain the GEAR UP initiative?
- What actions do you need to take to address the weaknesses and address the threats to sustaining your program?

## PART 3: A SUSTAINABILITY PLAN

*Step 1*

Use the completed *SWOT Analysis* and the completed *Scale and Sustainability Tool* to discuss your GEAR UP program. Complete the *Value Added v. Waste* template by identifying elements of your program that you want to nurture and sustain.

- Provide evidence for your inclusion of a feature or element. If you have little or no evidence that may indicate an area of need.
- Discuss modifications that may be needed to enhance value and build sustainability.

*Step 2*

Once you've completed the *Value Added v. Waste* template, identify how you will proceed with planning to build sustainability.

Locate the section on collaborative planning in the *Leading Change Handbook* (pages 19-25). Use the planning template (pages 22-25) to organize your planning team and meetings.

Think about the following:

- Are the right participants involved?
- Are the outcomes clear for the planning?
- How will you manage meetings to provide for collaboration?
- What norms will you agree to regarding meeting operations and decision-making?

*Step 3*

Work with your leadership or school improvement team to begin planning.

## SWOT ANALYSIS

A SWOT analysis can be used to examine a decision, program or activity in order to determine what needs to be kept, what can be changed, how to build on opportunities and minimize threats.

For GEAR UP schools, this analysis might be conducted for the entire program or key elements of it in order to identify what measures might be taken to sustain critical pieces.

|                      |                   |
|----------------------|-------------------|
| <b>Strengths</b>     | <b>Weaknesses</b> |
| <b>Opportunities</b> | <b>Threats</b>    |

### What can we do to:

- Sustain or enhance strengths?
- Eliminate or correct weaknesses?
- Capitalize on existing or future opportunities?
- Minimize or eliminate threats?

## VALUE ADDED V. WASTE

This activity is designed to identify the most crucial elements of a program – those parts that are worth substantial efforts to sustain versus those that are either resource neutral or a waste of resources.

Complete the matrix individually. Then, small groups of 3-4 members meet to compare their responses and develop a list of the top 3 “value added” components and the top 3 sources of “waste.” Resource “neutral” elements include those that would be unchanged by modifications to the program (such as the length of the school day or basic transportation services).

This analysis should consider all of the resource elements in the school, especially those that are under the control of teachers, administrators and staff. Resources include:

- **Money** – discretionary funds under the control of the school.
- **Physical** – space, school grounds, and other physical resources.
- **Time** – the amount of time that can be allocated to an activity by administrators, staff, students and teachers.
- **Human** – who is involved in different aspects of the program or activity: teachers, students, staff, administration, parents, community members, etc.
- **Materials** – what instructional or supplementary materials, including technology, are utilized by elements of the program or activity?
- **Other** – might include district resources, such as transportation, support services, etc.

Program or Program Element \_\_\_\_\_

Goal of Program or Program Element \_\_\_\_\_

| Program Feature or Element | Purpose | Value added, Neutral or Waste? | Modifications to enhance value added elements or reduce waste |
|----------------------------|---------|--------------------------------|---|
|                            |         |                                |   |
|                            |         |                                |   |
|                            |         |                                |   |
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|                            |         |                                |   |