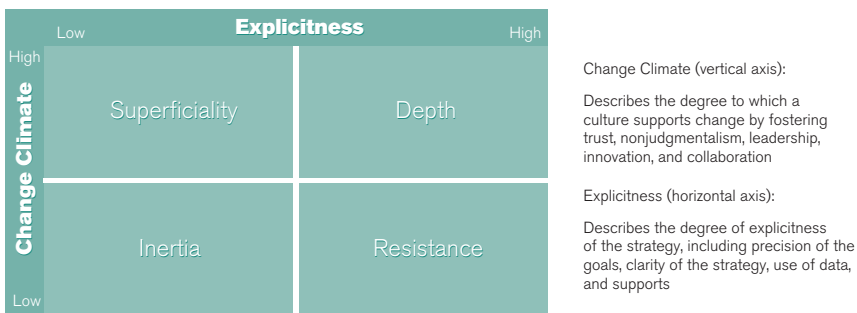


with others—*increases* clarity and, in turn, commitment. Getting traction on coherence in whole system change means building purposeful and continuous interaction over time with an expectation for all schools to improve learning for all students. Clarity, thus, precedes coherence.

As we stated in Chapter 1, successful change processes are a function of shaping and reshaping good ideas as they build capacity and ownership. This can be demonstrated by cross-connecting explicitness (the ideas) with change climate (the change process) as we do in Figure 2.2. Coherence becomes a function of the interplay between the growing explicitness of the idea and the change culture.

Figure 2.2 Change Quality Quadrant



Let's examine the four combinations and the results.

Superficiality

Starting with the top left-hand quadrant—low explicitness and a good climate—people are getting along okay, but they are not doing much. We call it superficiality. If the strategy for improvement is not precise, actionable, and clear, we may see activity but at very superficial levels.

Inertia

In many ways, the bottom left-hand quadrant represents the history of the teaching profession—behind the classroom door, where teachers left each other alone. What this means is that teachers had a license to be creative, but they also had a license to be ineffective (and perhaps not even know