

Leading Change...AND Getting Everyone on Board!

Day Two



Reflections From Yesterday

- What is the Pace of Your Change?
- “Aha’s”
- Feedback



Agenda - Day Two

- Levels of Use
 - How do people act or behave to change?
- Right Work
- Personalities and Roles People Play
- Choosing and Engaging Your Key Players
 - Strategies for Getting Everyone on Board
- What Will Your Change Look Like If It Works?
- Looking at Ourselves and Our Team as Change Agents
- Pulling It All Together



Levels of Use



CONCERNS-BASED ADOPTION MODEL (CBAM)

- Stages of Concern
- Levels of Use
- Innovation Configuration

- Hall, Hord, Rutherford



COMPARISON OF SOC AND LOU

- “Stages of Concern (SoC) addresses the *affective* side of change – people’s reactions, feelings, perceptions, and attitudes.”
- “Levels of Use (LoU) has to do with behaviors and portrays *how* people are acting with respect to specified change.”

Hall & Hord



THE EIGHT LEVELS OF USE (LOU)

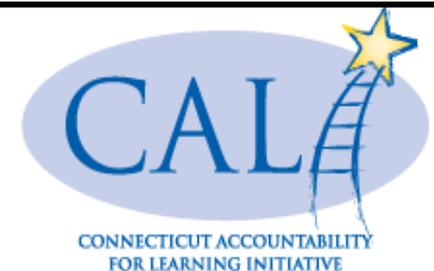
- 0 ~ Non-Use
- 1 ~ Orientation
- 2 ~ Preparation
- 3 ~ Mechanical
- 4 ~ Routine
- 5 ~ Refinement
- 6 ~ Integration
- 7 ~ Renewal



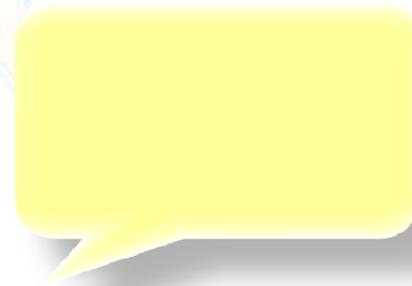
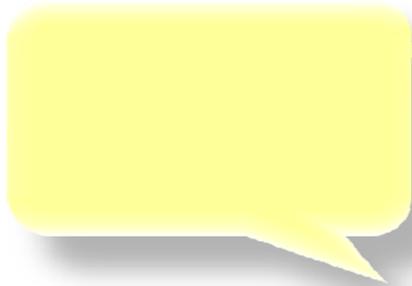
Hall and Hord, CBAM Project, University of Texas



Levels of Use	Behaviors Associated with LoU
0 Non-Use	No interest shown in the innovation; no action taken
1 Orientation	Begins to gather information about the innovation
2 Preparation	Begins to plan ways to implement the innovation
3 Mechanical	Concerned about mechanics of implementation
4A Routine	Comfortable with innovation and implements it as taught
4B Refinement	Begins to explore ways for continuous improvement
5 Integration	Integrates innovation with other initiatives; does not view it as an add-on; collaborates with others
6 Renewal	Explores new and different ways to implement innovation



Talking Points



Think about teachers in your district implementing new knowledge and skills (i.e. Mondo Reading Program). . .

- **Do levels of use differ?**
- **Does the teacher's level of use impact student achievement? How?**



METHODS OF ASSESSING PARTICIPANTS' USE OF NEW KNOWLEDGE AND SKILLS

- Direct observations
- Participant interviews or conferencing
- Supervisor interviews or conferencing
- Student interviews or conferencing
- Questionnaires
- Focus groups
- Implementation logs and reflective journals
- Participant portfolios

Guskey, p. 202



THE RIGHT WORK



WHY IMPROVEMENT INITIATIVES FAIL

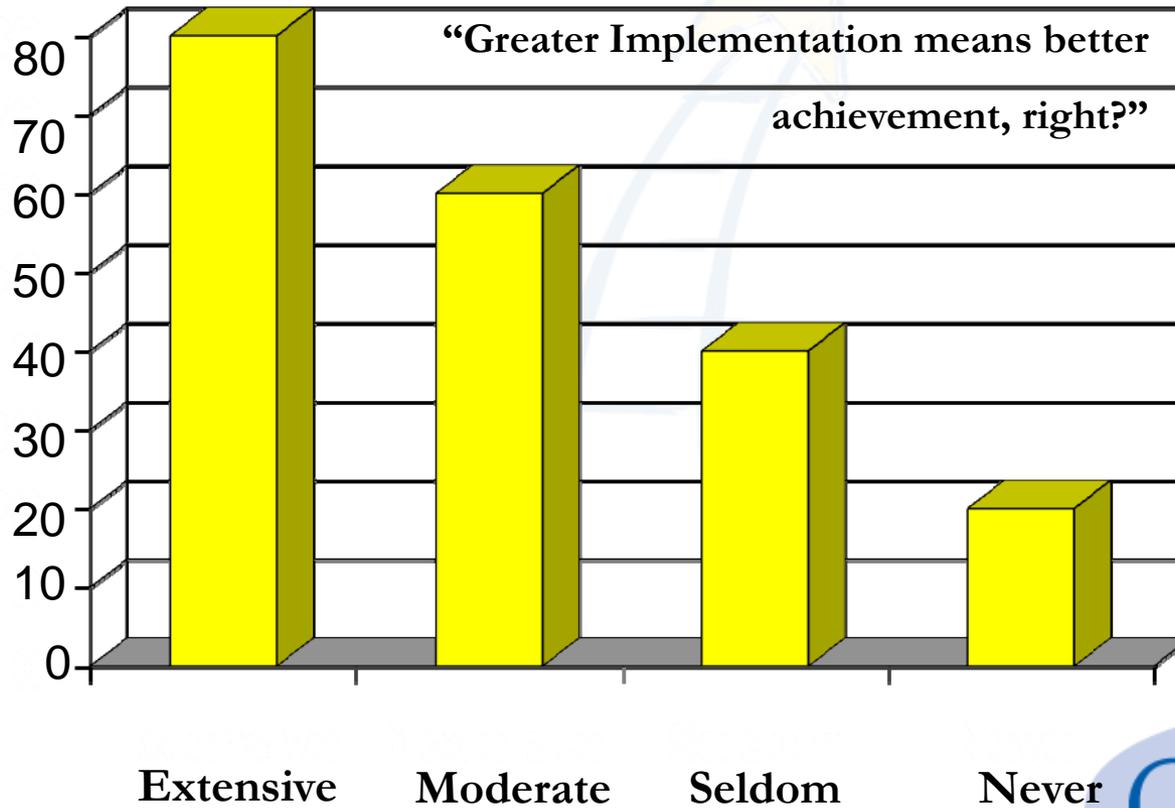
● Identified Barriers

- Don't work hard enough
- Not enough PD
- Not enough resources/\$
- Time

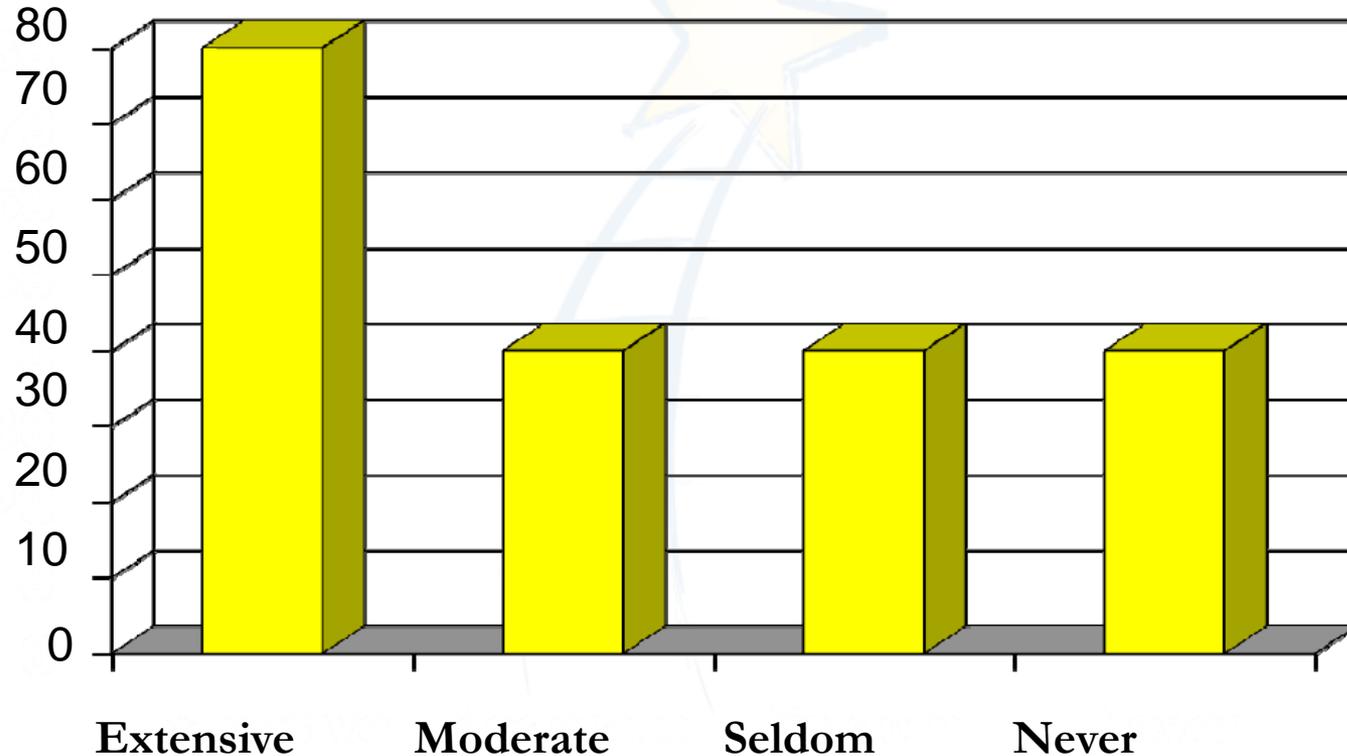
The challenge with continuous improvement is not getting people to work, it is getting people to do the “right work”.



HOW WE WISH IMPROVEMENT WOULD WORK



A LITTLE BIT BETTER DOESN'T WORK



SUSTAINING INNOVATION

- 75% or more of the persons “doing the changed practices” must be at Routine Use or higher for that change to have a sustained impact.
- McKinnon and Nolan (1989)



Deep implementation
of a FEW *right* things
beats superficial
implementation
of many things.



Personality Types



Personality Types - Gallery Walk

- Let's meet the 5 personalities
 - Velma Volley
 - Irene Inert
 - Gary Gush
 - Nora Noble
 - Ken Kind
- Count off by 5's



Gary Gush

- Gary is an energetic and enthusiastic teacher who constantly seeks new and better ways of teaching. He has been unable to gain broad support for his ideas.
- An Innovator



Nora Noble

- Nora Noble often volunteers for committees and special programs. She has many supporters in the community; teachers like and respect her.
- A Leader



Velma Volly

- Velma is a competent teacher who has her classes under control. She is not well known by other staff - she thinks she hasn't much in common with them. In-service workshops seem irrelevant to her.
- Early Majority



Ken Kind

- Ken tends to “go along to get along”. Most teachers like him because he is a nice guy and doesn’t make waves.
- Late Majority



Irene Inert

- Irene know what works in her classroom
 - “the old ways are best”. She keeps students busy and has limited time for “prep and correct”. She will resist anything that results in more work.
- A Resister



Looking at Your Change



Looking at Your Change

- Find your Change Template.
- Identify the list of key people needed to involve for your initiative/change.
 - Magnitude of Change for each
 - Stage of Concern for each. Use the “Tools” article.
 - Fill in the Intervention by Stage of Concern



Roles People Play - Jigsaw

- ❑ People play various roles in the change process.
 1. Trailblazer/Innovator
 2. Pioneer/Leader
 3. Settler/Early Majority
 4. Stay-at Home/Late Majority
 5. Saboteur/Resister/Jack
 6. Jill
- ❑ Count off 1-6. Meet in “Expert Group” to discuss characteristics, strategies, examples.



Jigsaw

- Use “Roles People Play Handout” with designated pages from articles.
 - Schlecty, “On the Frontier of School Reform with Trailblazers, Pioneers, and Settlers”.
 - Reeves, “Of Hubs, Bridges and Networks”
 - Tools, “A Measure of Concern”



Your Change

- For each name listed:
 - Put a * next to “Trailblazers”
 - Underline “Pioneers”
 - Wavy line under “Settlers”
 - X the “Jack’s”/Resisters
 - Circle the “Jill’s”



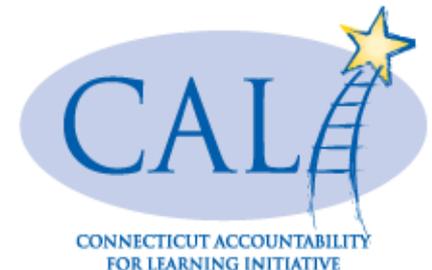
Innovation Configuration



CONCERNS-BASED ADOPTION MODEL (CBAM)

- Stages of Concern
- Levels of Use
- **Innovation Configuration**

- Hall, Hord, Rutherford



INNOVATION CONFIGURATION (IC) MAP

“The IC map is composed of ‘word picture’ descriptions of the different operational forms of an innovation or change.”

Hall & Hord, p. 41



USING AN IC MAP

- Daily instruction is informed through teacher discussion of student work and analysis of student achievement data.
- Ideal: *Teacher collaborates weekly with grade-level colleagues, shares student work and achievement data, uses suggested instructional strategy with fidelity.*

INNOVATION CONFIGURATION

- These word pictures describe **ideal use** of an innovation **and variations** on that use.
- Typically three stages anchor an IC map
 - **Ideal**: what does it look like when this innovation is fully implemented?
 - **Acceptable**: what does it look like to be less than ideal, but okay?
 - **Unacceptable**: what does unacceptable practice look like? What elements are essential and **MUST** be in place ?

USING AN IC MAP

- Daily instruction is informed through teacher discussion of student work and analysis of student achievement data.
- Acceptable: *Teacher attends grade level meetings more than twice per month. She shares student work and achievement data; inconsistently uses the suggested instructional strategy.*

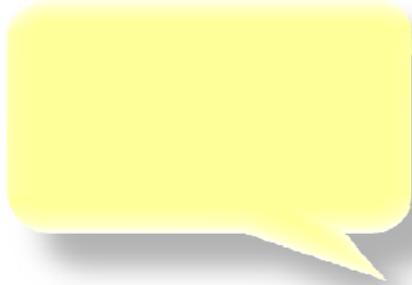
USING AN IC MAP

- Daily instruction is informed through teacher discussion of student work and analysis of student achievement data.
- Unacceptable: *Teacher uses team time for lesson planning and evaluating student work. He does not share student work products or achievement data.*

USING AN IC MAP

- **Ideal:** *Teacher collaborates weekly with grade-level colleagues, shares student work and achievement data, uses suggested instructional strategy with fidelity.*
- **Acceptable:** *Teacher attends grade level meetings more than twice per month. She shares student work and achievement data; inconsistently uses the suggested instructional strategy.*
- **Unacceptable:** *Teacher uses team time for lesson planning and evaluating student work. He does not share student work products or achievement data.*

Reflect



Think about planning and implementing a 'change' in your school . . .

USING AN IC MAP

- **What does your school change, your initiative, look like when the practice is...**
 - **Ideal:**
 - **Acceptable:**
 - **Unacceptable:**



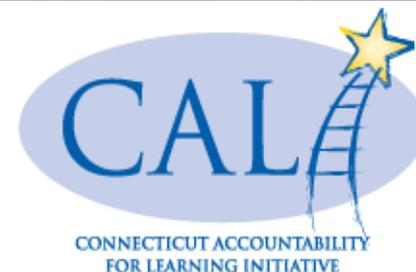
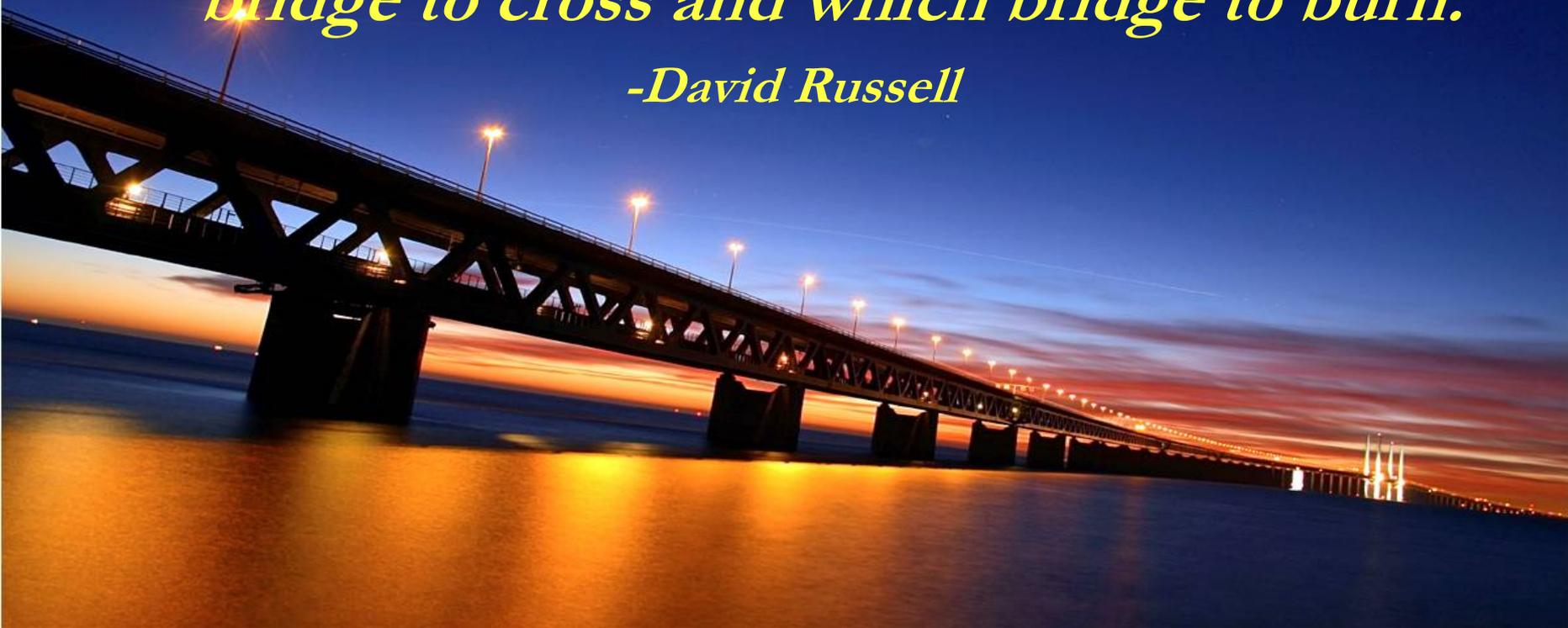
DESIRED RESULTS

- Building a bridge (*The Right Work, the Stages of Concern, Levels of Use*)
- Conditions (*School, Teacher & Student Factors, the 3 critical questions*)
- Identify the end result (*What does implementation at the Acceptable Level look like ..75%, Routine Use*)?



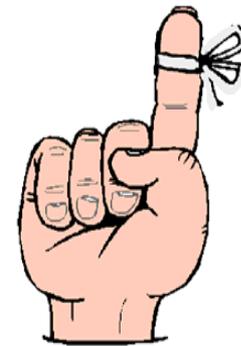
*The hardest thing in life is to know which
bridge to cross and which bridge to burn.*

-David Russell



Downloading Your Reflections

- Write 2-3 reflections/ideas that you want to be sure to remember.



Marzano's Leadership Responsibilities

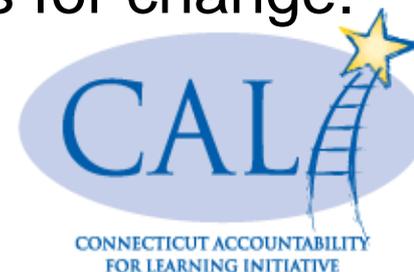


Final Thoughts



Final Thoughts

- Celebrate “small wins” along the way
 - “Without short-term wins, too many people will give up. Creating short-term wins is different from hoping for short term wins.”
- Need to engage the heart as well as the head in the change
 - “...emotions provide the passion and commitment that overcomes complacency and resistance to change”. Vivid stories, images and experiences are more powerful than research and analysis intended to offer logical reasons for change.
 - » John Kotter



MANAGING COMPLEX CHANGE

