

Leading Change to Improve Student Learning



Webinar #3: Understanding Change

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Proposed Outcomes

1. Increased understanding of change theories and McREL's view of change.
2. Increased understanding of two of the four phases of change and what distinguishes 1st order from 2nd order change.
3. Increased knowledge of 5 of 7 leadership responsibilities positively associated with leading change.
4. Completion of 2 of 4 sections of a plan to implement an improvement initiative in your school.
5. Enjoy sharing ideas and strategies with

Handouts

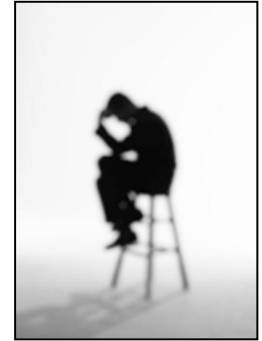
1. Change Initiative Planning Tool (11 x 17)
- 2.21 Leadership Responsibilities
3. Determining the Magnitude of Change
4. Why People Adopt New Ideas
5. Adopter Categories

Balanced Leadership Framework®

Purposeful Community



Reflection



1. **Think** about your own experience with change.
2. **Reflect** on a change that has been successful and on one that has been unsuccessful.
3. **List** the two changes and describe how you responded to each.

Chat Board

Based on your reflections, what observations can you make regarding change?

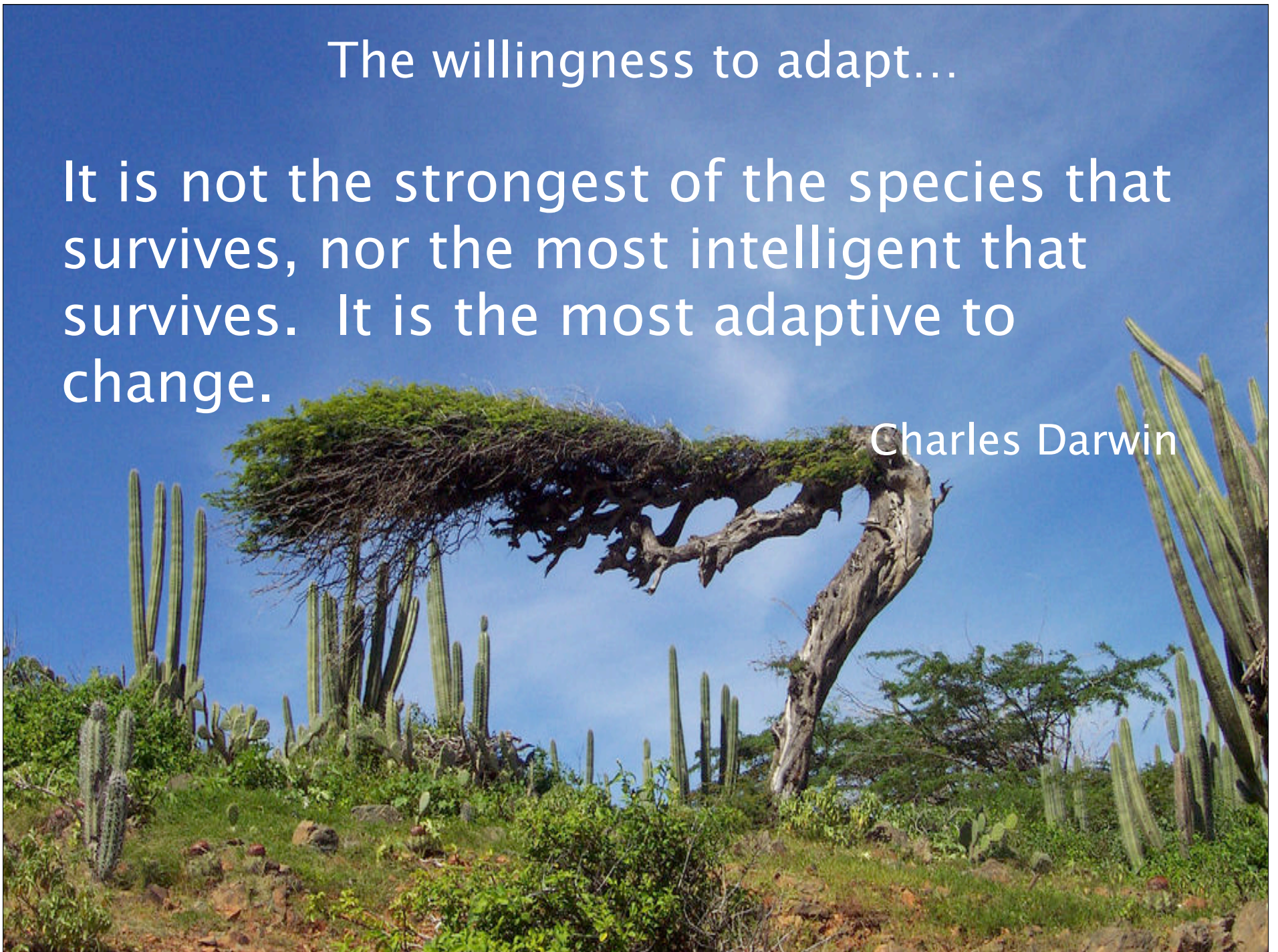
- What motivates people to change?
- Why do some changes stick and others do not?

Type your responses on the chat board or raise your hand to be called on to share verbally.

The willingness to adapt...

It is not the strongest of the species that survives, nor the most intelligent that survives. It is the most adaptive to change.

Charles Darwin



Change Theorists

1. William Bridges (March 17)
2. Larry Cuban
3. Michael Fullan
4. Ron Heifetz
5. Kurt Lewin
6. Everett Rogers
7. Alan Deutschman (March 17)

Larry Cuban

Publications:

- Powerful Reforms with Shallow Roots (2003, w/Usdan)
- Tinkering Toward Utopia: A Century of Public School Reform (1995, w/Tyack)

Key Concept:

Incremental vs. Fundamental Change

Michael Fullan

Publications:

1. **Leading in a Culture of Change (2004)**
2. **Six Secrets of Change (2008)**

Key Concepts:

3. Reculturing schools
4. Cultural Change
5. Sustaining Change

Ron Heifetz

Publications:

1. Leadership Without Easy Answers (1994)
2. Leadership On the Line (2002, w/ Linsky)

Key Concepts:

4. Technical vs. Adaptive Challenges
5. Six principles: get on the balcony, identify the adaptive challenge, regulate distress

MOREL

Kurt Lewin (1890–1947)

Publication:

- 1. Field Theory in Social Science, selected theoretical papers (1951, D. Cartwright, Ed)**

Key Concepts

- 3. Considered to be the father of change theory**
- 4. Unfreezing–Changing–Re–freezing**
- 5. Action research**

MREL

Everett Rogers

Publication:

1. Diffusion of Innovations (2003)

Key Concepts:

3. Deciding to adopt an innovation

4. Adopter categories, rate of adoption

5. Opinion leaders

6. Critical mass

McREL's Conclusions: Change

1. The magnitude of change is determined by the implications it has for stakeholders.
2. When leaders miscalculate the magnitude of change, it can have a negative impact on student achievement.
3. Change can be a complex and iterative process.
4. Leaders need to emphasize leadership responsibilities based on the magnitude of change for the organization.
5. Leaders need to balance their approach to leadership based on the magnitude of change for stakeholders.

1: The Magnitude of Change

Do stakeholders perceive the change as ...

an extension of the past?

a break with the past?

consistent with prevailing organizational norms?

inconsistent with prevailing organizational norms?

congruent with personal values?

incongruent with personal values?

easily learned using existing knowledge and skills?

requiring new knowledge and skills?

First-Order Implications

Second-Order Implications



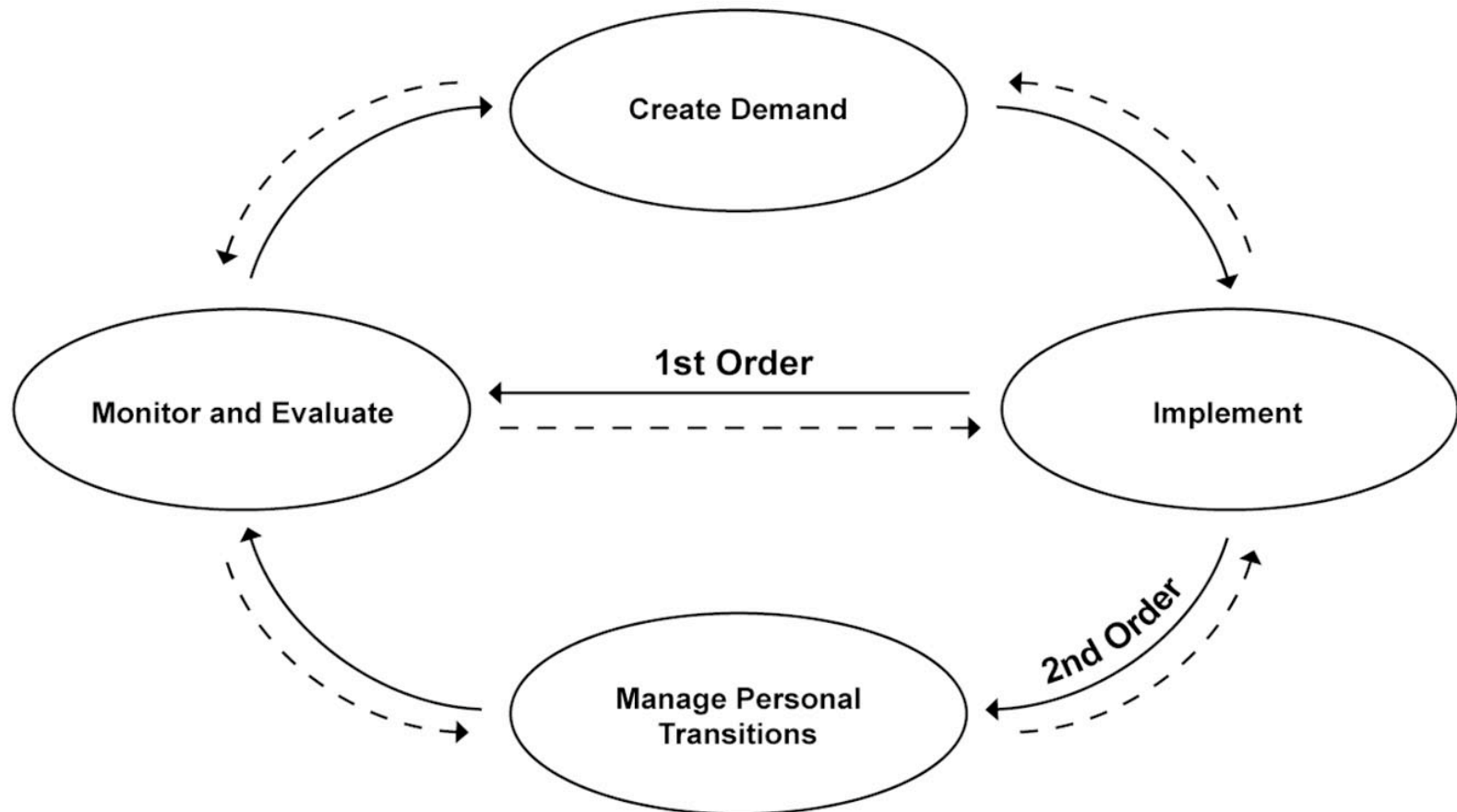
2: The Differential Impact

“Failing to understand these implications and manage them can result in a good idea—even one that is focused on the right school or classroom practices—being poorly implemented. As a result, even the best laid plans can have a minimal, if not detrimental, impact on student performance.”

(Waters & Cameron 2007, p.10)



3: McREL's View of Change



4: First-order Change

(rank ordered)

1. Monitor/evaluate
2. Culture
3. Ideals/beliefs
4. Knowledge of CIA
5. Involvement in CIA
6. Focus
7. Order
8. Affirmation
9. Intellectual stimulation
10. Communication
11. Input
12. Relationships
13. Optimize
14. Flexibility
15. Resources
16. Contingent rewards
17. Situational awareness
18. Outreach
19. Visibility
20. Discipline
21. Change agent

(Marzano, Waters, & McNulty, 2005)



4: Second-order Change

(rank ordered)

Positive

1. Knowledge of curriculum, instruction, and assessment
2. Optimize
3. Intellectual stimulation
4. Change agent
5. Monitor/evaluate
6. Flexibility
7. Ideals/beliefs

Negative

1. Culture
2. Communication
3. Order
4. Input

(Marzano, Waters, & McNulty, 2005)



5: Balancing leadership for change

What an organization needs from its leader depends on the magnitude of change for the organization.

Direct

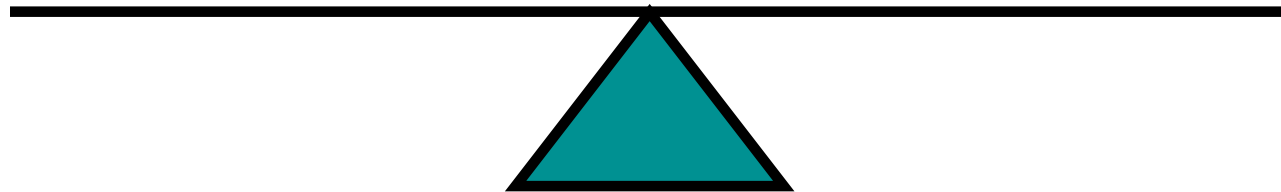
Support

Answer

Question

Step up

Step back



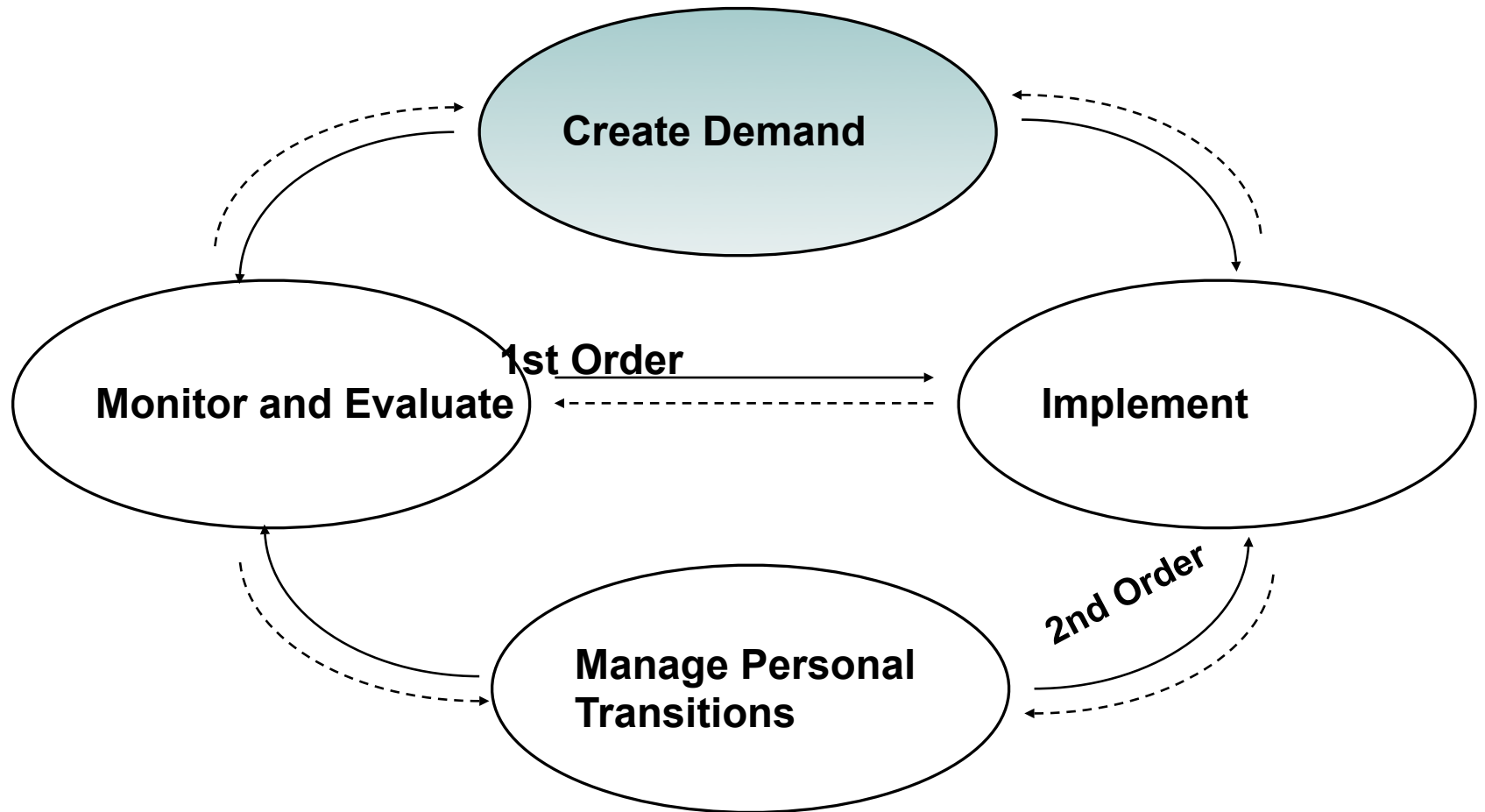
MREL



Chat Board

How does your theory of change relate to the theories of Cuban, Fullan, Heifetz, Lewin, and Rogers and to McREL's conclusions about change?

Phases of Change



Two Key Questions

Is it worth it?

Can I do it?

Influencer: The Power to
Change

Anything (2008;

Patterson,

MREL

Create Demand

Make the case for change.

Techniques to create demand:

- Create discontent with the current reality.
- Develop a vision of a more attractive reality.

Create Demand

Leadership Responsibilities

- Ideals/beliefs
- Intellectual stimulation
- Change agent

Create Demand

Ideals/beliefs

Leadership practices

The leader . . .

- Possesses well-defined beliefs about schools, teaching, and learning.
- Shares beliefs about school, teaching, and learning with the teachers and staff.
- Demonstrates behaviors that are consistent with beliefs.

Examples of actions

- Identify specific examples of the school's capacity to serve all students.
- Identify specific examples of the school's capacity to overcome challenges.
- Set goals and model disciplined pursuit of them for the staff.

Create Demand

Intellectual Stimulation

Leadership practices
The leader . . .

- Continually exposes teachers and staff to cutting-edge research and theory on effective schooling.
- Keeps informed about current research and theory on effective schooling.
- Fosters systematic discussion regarding current research and theory on effective schooling.

Examples of actions

- Compare data to similar, high-performing schools.
- Make research-based activities available to staff.
- Create and use study groups.
- Engage teachers in regular conversations about how this research is being used in their classrooms.

Create Demand

Change Agent	
Leadership practices The leader . . .	Examples of actions
<ul style="list-style-type: none">• Consciously challenges the status quo.• Is willing to lead change initiatives with uncertain outcomes.• Systematically considers new and better ways of doing things.• Consistently attempts to operate at the edge versus the center of the school's competence.	<ul style="list-style-type: none">• Develop a new and challenging vision.• Share examples of what is possible.• Create a vision of what is possible in the future, and consider the advantages of the vision and the disadvantages of maintaining the status quo.

Change Initiative Planning Tool

First or Second Order?

Do stakeholders perceive the change as . . .

an extension of the past?

a break with the past?

consistent with prevailing
organizational norms?

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values?

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easily learned using existing
knowledge and skills?

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First-Order Implications

Second-Order Implications

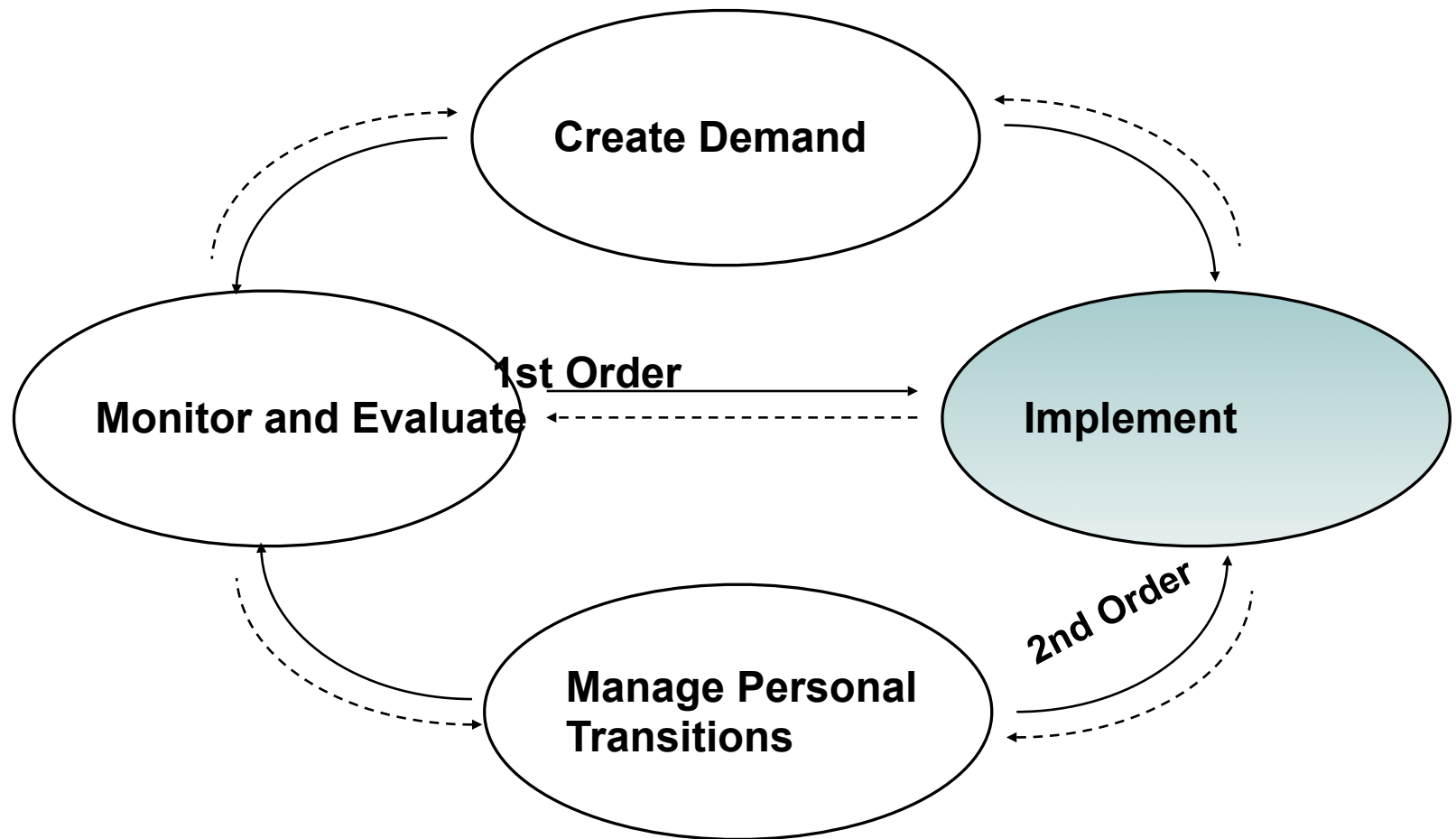
Chat Board

Share your change/improvement initiatives and whether you believe they will have primarily 1st or 2nd order implications for your staff. Share your technique(s) for creating demand and how you plan to use the leadership responsibilities of intellectual stimulation and change agent.

Type your responses or raise your hand to share verbally.



Phases of Change



Implement

Relentless response to the need to improve.

Techniques to implement:

Implement research-based practices with:

- Quality
- Fidelity
- Intensity
- Consistency

Translate research into practice and provide feedback.

Why People Adopt New Ideas

Ideas	<i>The degree to which an innovation...</i>
Relative Advantage	is perceived as better than the idea it supersedes
Compatibility	is perceived as consistent with the existing values, past experiences, and needs of potential adopters
Complexity	is perceived as not difficult to understand or use
Trialability	may be experimented with on a limited basis
Observability	is implemented and the results of the implementation

The rate of adoption and utilization of new ideas and innovations is influenced by how they are perceived and how they are framed.

(Rogers, 2003)

Implement

Leadership Responsibilities

- Knowledge of curriculum, instruction, and assessment
- Optimize

Implement

Knowledge of C. I. A.

Leadership practices The leader ...	Examples of actions
<ul style="list-style-type: none"> • Possesses extensive knowledge about effective curricular, instructional, and assessment practices. • Provides conceptual guidance regarding effective classroom practices. 	<ul style="list-style-type: none"> • Develop deep knowledge of effective research-based instructional practices. • Guide staff on the use of appropriate and specific research-based strategies for intended learning. • Provide feedback to staff on their use of research-based instructional strategies.

Implement

Optimize

Leadership practices
The leader ...

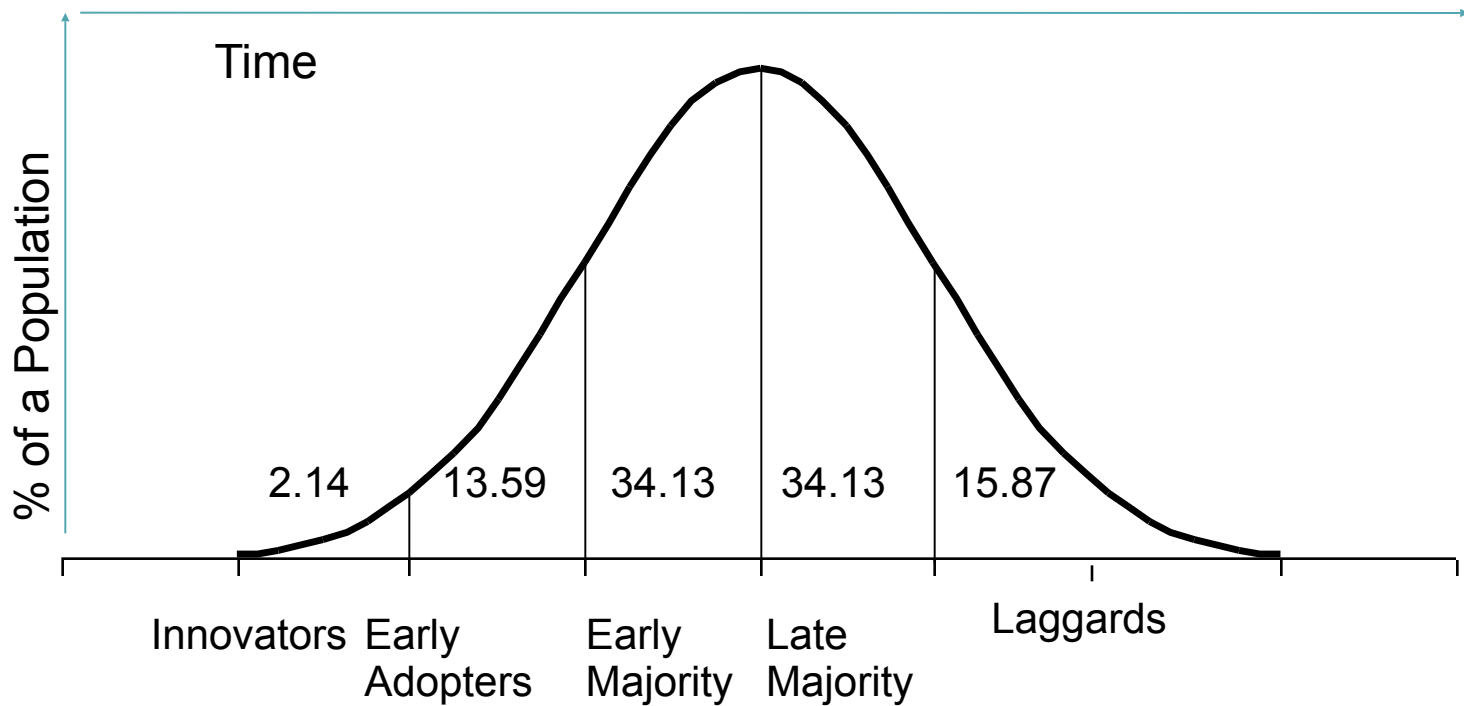
Examples of actions

- Inspires teachers and staff to accomplish things that might be beyond their grasp.
- Is the driving force behind major initiatives.
- Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things.

- Frame the initiative to highlight strategic or relative advantages of what you are implementing.
- Provide exemplars of the preferred future that can be emulated.
- Interpret disappointments as temporary and isolated.
- Interpret successes as permanent and pervasive.
- “Own” successes.

Change Initiative Planning Tool

Adopter Categories and the Rate of Adoption



Diffusion of Innovations (Rogers, 2003)

Who are the Innovators?

- “Venturesome”
- Far ahead of the average adopters
- Eager to try new ideas
- Perceive the innovation as a first-order change
- Must be able to cope with the high degree of uncertainty about an innovation at the time they make the decision to adopt
- Risk-takers willing to accept an occasional setback
- Gatekeepers of new ideas into the system

(Rogers, 2003)



Who are the early adopters?

- “Respectful
- Not too far ahead of the average adopters
- More integrated into the social system than innovators
- When new ideas are adopted, this group includes the largest number of opinion leaders
- The “people to check with” before using a new idea
- Put the “stamp of approval” on new adoptions

(Rogers, 2003)



Who are the Early Majority?

- “Deliberate”
- Adopt sooner than the average
- Deliberate before adopting
- Seldom viewed as opinion leaders; most often followers
- The most numerous group

(Rogers, 2003)



Who are the Late Majority?

- “Skeptical”
- Adopt new ideas after the average adopters
- Need to overcome uncertainty before adopting
- Adopt a new idea as an economic necessity or in response to pressure from peers or others
- Peer pressure is necessary for adoption

(Rogers, 2003)



Who are the Laggards?

- “Traditional”
- Last to adopt
- May be socially isolated on the issue at hand
- Point of reference for decision-making is the past

(Rogers, 2003)



Targeting the Initiative

Identifying the issue that connects individuals (i.e., opinion leaders) to a common sense of purpose and creates demand for change.

Framing the Initiative

Clarifying the issue and contextualizing the messages in order to gain greater understanding and support among opinion leaders.

Examples of Framing

Standards-based grading

Reason for adoption	Framing for <i>school staff</i>
Relative advantage	With standards-based grading, we can monitor student growth objectively.
Compatibility	It reinforces our current operating principle of “Excellence” regarding academic achievement.
Complexity	Standards-based grading is similar to the way we currently grade student writing using anchor papers.

Examples of Framing

Standards-based grading

Reason for adoption	Framing for <i>school staff</i>
Trialability	This is an opportunity for us to explore a variety of standards-based assessments.
Observability	This is an opportunity for us to collaborate to see what is working.

Provides an **opportunity** for the leader to develop a stronger sense of collective efficacy by providing vicarious and mastery experiences

Chat Board

Share your ideas about how you might frame your change/improvement initiative to appeal to opinion leaders on your staff, in the community, and among the student population.

Type your responses or raise your hand to share verbally.

Review Outcomes

Do you have... did you...

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