

# Leading Change to Improve Student Learning

Webinar #4: Successfully Leading Second-order  
Change Initiatives



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# Proposed Outcomes

1. Increased understanding of how to successfully lead others through second-order change.
2. Increased understanding of the two remaining phases of the change process: Monitor & Evaluate and Managing Personal Transitions.
3. Increased knowledge of 2 of the 7 leadership responsibilities positively associated with leading change and the 4 leadership responsibilities negatively impacted by second-order change.
4. Knowledge of how to complete and use the Change Initiative Plan.
5. Enjoy sharing ideas and strategies with colleagues



# Handouts

- Change Initiative Planning Tool (11 x 17)
- 21 Leadership Responsibilities
- Assessing the Use of Research-Based School Practices
- Monitoring the Implications of a Change
- The Four P's

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# Balanced Leadership Framework®

Purposeful Community



# 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**



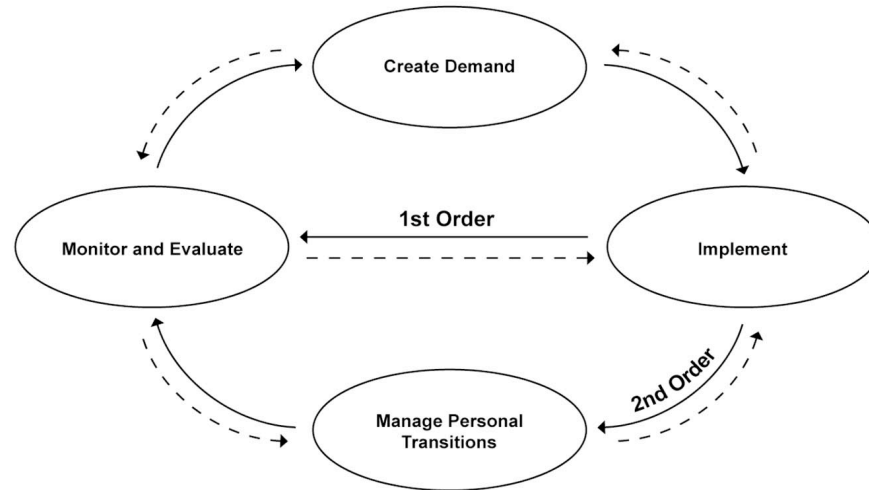
## 2: The Differential Impact

**“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

Negative

1. Knowledge of curriculum, instruction, and assessment

2. Optimize

3. Intellectual stimulation

4. Change agent

5. Monitor/evaluate

6. Flexibility

7. Ideals/beliefs **MREL**

1. Culture

2. Communication

3. Order

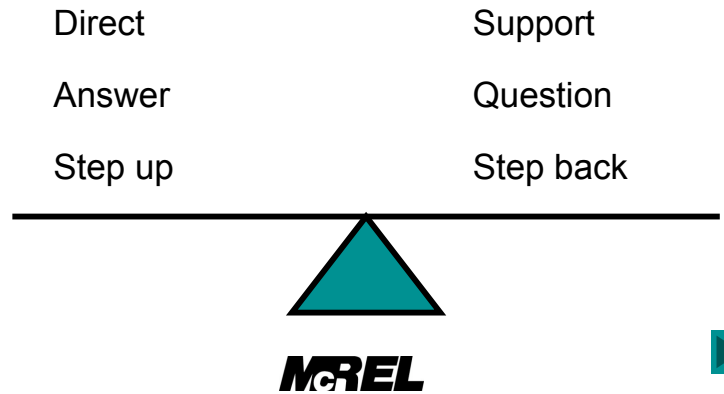
4. Input

(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.



# 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>
<b>Relative advantage</b>	With standards-based grading, we can monitor student growth objectively.
<b>Compatibility</b>	It reinforces our current operating principle of “Excellence” regarding academic achievement.
<b>Complexity</b>	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>
<b>Trialability</b>	<b>This is an opportunity for us to explore a variety of standards-based assessments.</b>
<b>Observability</b>	<b>This is an opportunity for us to collaborate to see what is working.</b>

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

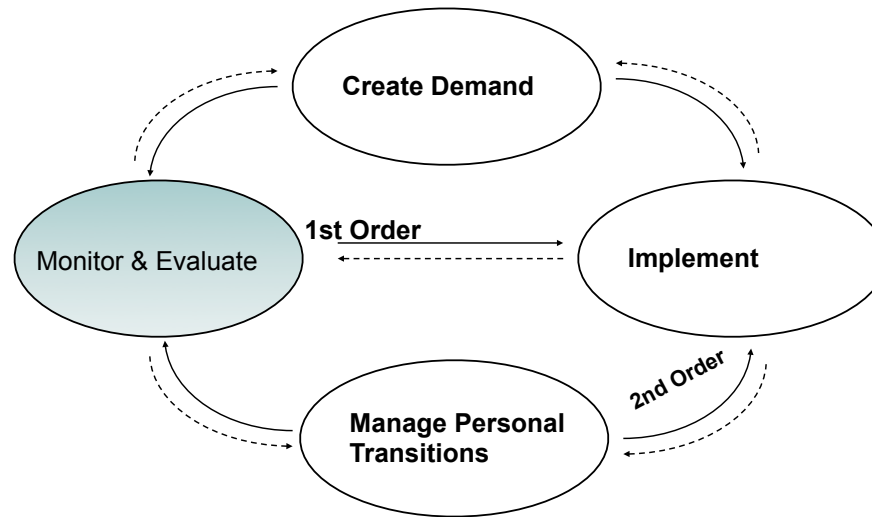
# Chat Board

Last week we discussed two phases of change: Create Demand and Implement and you were asked to complete these sections on your Change Initiative Plan.

- Share your change initiative and how you plan to create demand and then implement it.
- Share how you plan to use the leadership responsibilities of ideals & beliefs, intellectual stimulation, change agent, knowledge of curriculum, instruction and assessment and optimize in creating demand and implementing the change.
- Share how you identified opinion leaders and how you will frame your change initiative to appeal to them.



# Phases of Change



**Monitor and Evaluate**

**Collect and analyze data.**

Techniques to monitor and evaluate:

- Assess the implementation of research-based practices.
- Check the impact of implementation on implementers (magnitude of change).
- Attend to leading indicators.

Monitor and Evaluate

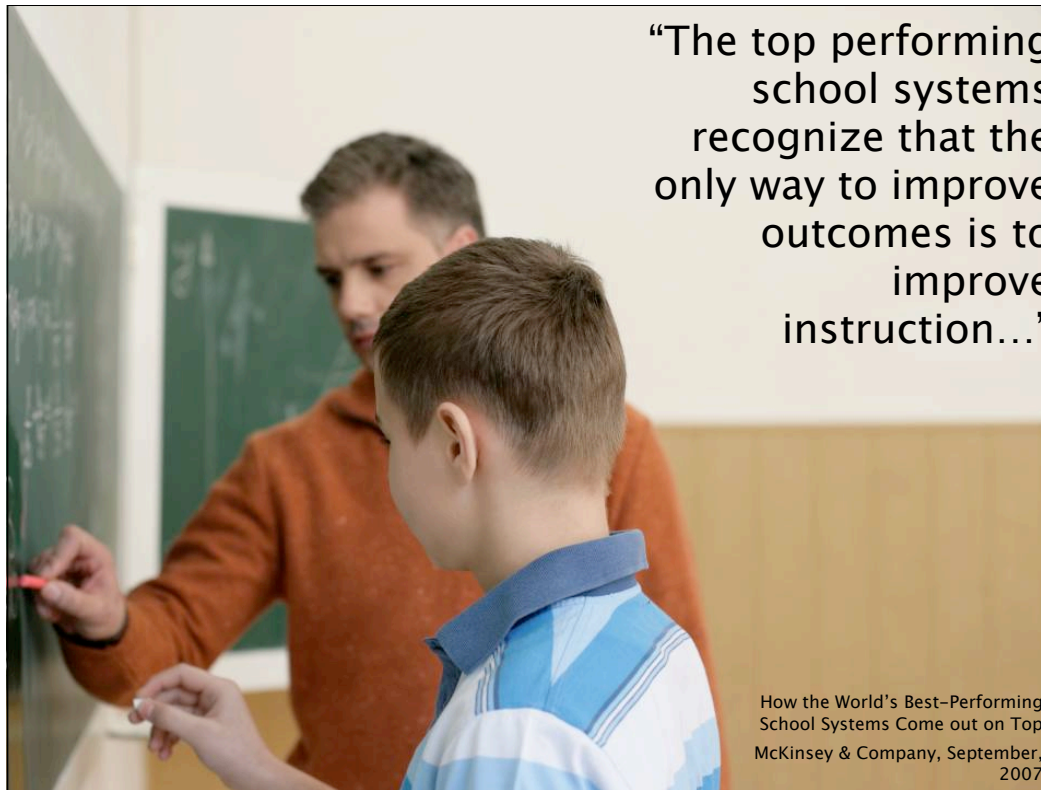
Monitor/evaluate	
Leadership practices The leader . . .	Examples of actions
<ul style="list-style-type: none"> <li>•Continually monitors the effectiveness of the school's curricular practices.</li> <li>•Continually monitors the effectiveness of the school's instructional practices.</li> <li>•Continually monitors the effectiveness of the school's assessment practices.</li> <li>•Remains aware of the impact of the school's practices on student</li> </ul>	<ul style="list-style-type: none"> <li>•Assess the implementation of research-based practices for quality, fidelity, intensity and consistency.</li> <li>•Assess the magnitude of change (the effect of implementation on implementers).</li> <li>•Analyze student work as a leading indicator of successful</li> </ul>

## Monitor for QFIC

1. **Think** about your change initiative.
2. **What** would Quality implementation look like?
3. **How** does the concept of fidelity apply to implementing your change initiative?
4. **What** level of intensity is necessary for the change to impact students?
5. **What** amount of consistency is needed?
6. **How** do you plan to monitor the impact of the initiative on staff? On student learning?

Be ready to share your ideas with





“The top performing school systems recognize that the only way to improve outcomes is to improve instruction...”

How the World's Best-Performing School Systems Come out on Top  
McKinsey & Company, September, 2007

# Assessing Research-based School Practices

What Works in Schools	New Era of School Reform
Guaranteed and Viable Curriculum	<ul style="list-style-type: none"><li>• Alignment</li><li>• Time</li></ul>
Challenging Goals and Effective Feedback	<ul style="list-style-type: none"><li>• Monitoring</li><li>• Pressure to Achieve</li></ul>
Parent and Community Involvement	<ul style="list-style-type: none"><li>• Parent Involvement</li></ul>
Safe and Orderly Environment	<ul style="list-style-type: none"><li>• School Climate</li></ul>
Collegiality and Professionalism	<ul style="list-style-type: none"><li>• Communication and Decision Making</li></ul>

(Marzano, 2000, 2003)

# Chat Board

What did you discover as you completed the Assessing the Use of Research-Based School Practices ?

How might you use this information?

# 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?

inconsistent with prevailing organizational norms?

congruent with personal values?

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**First-Order Implications**

**Second-Order Implications**



# Monitoring the Implications

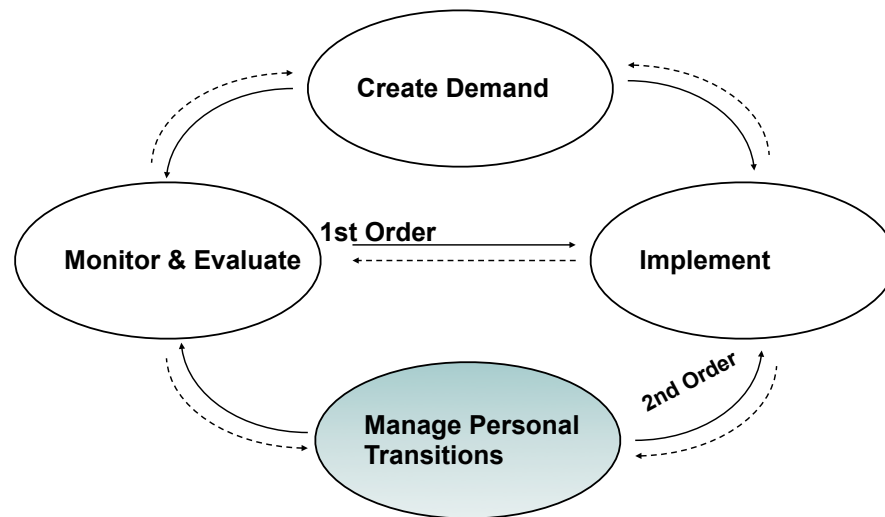
1. **Think** about the change initiative that you are leading or that you will lead in the near future.
2. **Consider** the four questions for determining if a change is perceived as first order or second order.
3. **Select** a stakeholder group and answer each question.
4. **Determine** if your change initiative has second-order implications for the majority of stakeholders you identified.
5. **Share** with others.

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# Change Initiative Planning Tool



# Phases of change



## Manage Personal Transitions

**Respond to the personal transitions associated with second-order change.**

Techniques to manage personal transitions:

- Differentiate your approach based on individual needs.
- Create new structures and processes to do the work.

**Manage  
Personal  
Transitions**

Flexibility

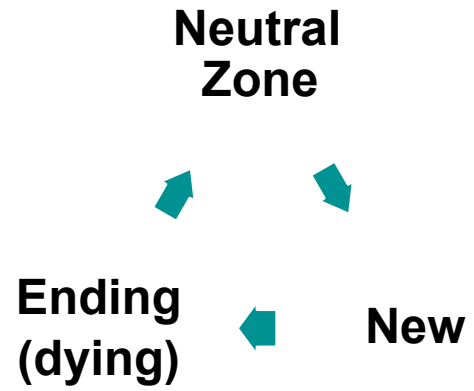
Leadership practices The leader . . .	Examples of actions
<ul style="list-style-type: none"> <li>• Is comfortable with making major changes in how things are done.</li> <li>• Encourages people to express diverse opinions contrary to those held by individuals in positions of authority.</li> <li>• Adapts leadership style to the needs of specific situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and stage ceremonial endings.</li> <li>• Create and use a transition team.</li> <li>• Establish temporary agreements on policy and procedures.</li> <li>• Offer a picture, a purpose, a plan, and the part that individuals can play.</li> </ul>

# Managing Personal

Based on the work of William Bridges



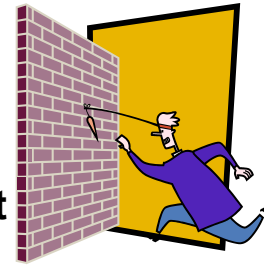
# Transition Phases



(Bridges, 1993)

# Ending

- Taking stock of what will be left behind
- Grieving for the losses
- Understanding how the past fits with the future



(Bridges, 2003)



# Neutral zone



- **Nothing seems to work**
- **Production dips**
- **Both creativity and chaos are possible**

(Bridges, 2003)

# Transition Management Team

- 7-12 people that represent a broad cross section
- Meets bi-monthly to “take the pulse” of the organization
- Has no decision-making power
- Purpose:
  - Demonstrate organization’s interest in staying in touch
  - Review information prior to dissemination
  - Serve as the organization’s “grapevine”  
(Bridges, 2003)

# Research Supporting

## Leadership responsibilities:

**Culture**  
**Communication**  
**Order**  
**Input**

# New Beginning

- **Developing new understandings, new values, new attitudes, and new identities**
- **Making a commitment to the new way**
- **Being willing to take a risk that the new way will work**



(Bridges, 2003)

# Four P's of a New Beginning

Four P's	What people need	What leaders need to do
Purpose	<b>Understand the purpose behind the outcome.</b>	<b>Explain the purpose.</b>
Picture	<b>See what the outcome looks and feels like.</b>	<b>Show the picture.</b>
Plan	<b>Have a plan for how to get from here to there.</b>	<b>Lay out the plan.</b>
Part	<b>Have a part in the plan and the outcomes.</b>	<b>Allocate the part.</b>

(Bridges, 2003)

# The Four P's

- Think about your change initiative.
- Complete the Four P's worksheet.
- Be ready to share your ideas with others.

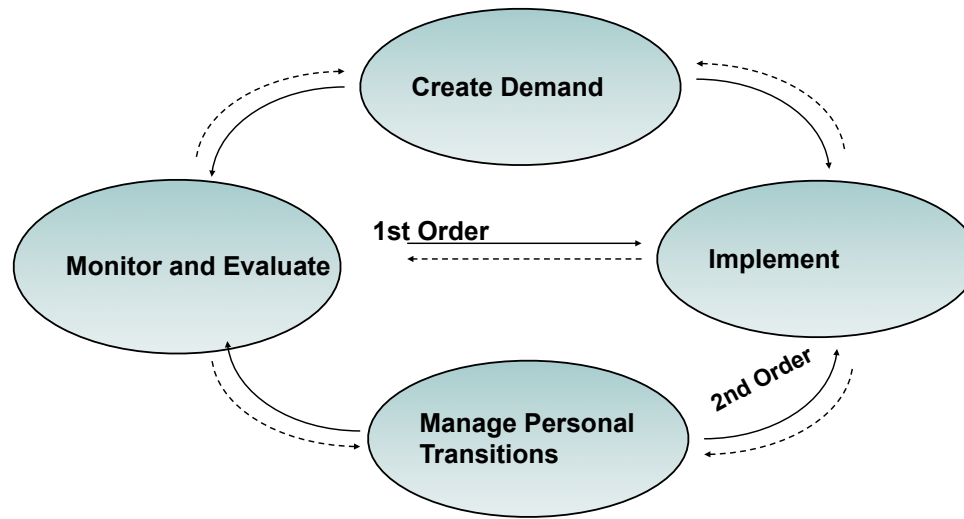


(Bridges, 2003)

# Change Initiative Planning Tool



# Phases of the Change Process





## **Review Outcomes**

**Do you now have:**

1. Increased understanding of how to successfully lead others through second-order change.
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## For More Information

Visit the McREL Web site

- [www.mcrel.org](http://www.mcrel.org)

Visit McREL's online newsroom

- [www.mcrel.org/newsroom](http://www.mcrel.org/newsroom)
- Click on "education topics"
- Click on "leadership"

