Leading School Change to Improve Student Achievement

What can you expect to get from this module?

This module helps school teams understand the different human and organizational factors that impact a school's ability to implement and sustain meaningful change. Teams work on identifying a vision of *adaptive change* — change that is deeply rooted in the culture. They also work on applying a framework for sustainable implementation.

Who should take this training?

This module is for school leaders and potential school leaders. The audience may include school teams of principals, aspiring leaders, teacher leaders and others who are members or potential members of the school's instructional leadership team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained.

Other SREB Leadership Curriculum Modules that support this module:

There are no formal prerequisites for this SREB module. However, participants may find it helpful to have attended the module *Building Instructional Leadership Teams That Make a Difference*.

What will you have to do to get the most from this module?

Participants must commit to attending as a team, completing the prework, attending two initial days, completing homework assignments, and attending one follow-up day. It is important for teams to have time to reflect and apply what they have learned between the initial training and the follow-up sessions.

Big Ideas in This Module

- Change is constant, but deliberate efforts at change are often fleeting and shallow. In many cases, the more things change, the more they remain the same.

- Technical change is trendy, superficial, relatively easy and confined to specific areas.

- Adaptive change, or deep change, involves a cultural shift, questioning beliefs, messiness, taking risks and committing to sustained, long-term differences. Deep change is not a "program" that one can start and finish.

- Often, significant resources are devoted to start-up, then enthusiasm, support and resources drop off. It should actually be the reverse, with more support kicking in during implementation.

- Change is a learning process. We must provide support for ongoing, embedded professional development.

- Leaders are key to articulating a shared vision and planning and providing resources. A strong focus is essential.

- Relationships are key to the leader's success in leading change. Successful change requires many leaders. These leaders must be able to handle uncertainty, respect resisters, keep an eye on the future while responding to current situations, plan for success by providing resources, and understand and value the process.

- To implement adaptive changes (the goal of this module), many pieces must be assembled, as in a jigsaw puzzle. School leaders must develop, articulate and communicate a clear and compelling vision of change; plan and align all resources to this vision; identify and deal with people's concerns; provide ongoing coaching and learning opportunities; celebrate short-term successes; and ultimately, anchor the change in the school culture.

- Use data to refine your vision, create a sense of urgency, make decisions and monitor progress.

Module Design. *Leading School Change to Improve Student Achievement* **is a three-day workshop (2+1). It also includes a prework assignment and homework assignments. Each section is described below.**

Prework (about 3 hours). Participants read five articles related to leading change and answer three questions related to change in schools, factors that impact success and the role of school leaders in leading change. Then they gather information related to a current or past change effort at their school and reflect on their efforts.

Understanding Change (six hours). Participants begin by thinking of two major change efforts in their schools. They begin to think about factors that drive/resist change. Then, participants work in small groups to review the prework articles, furthering their knowledge of driving/resisting forces. They examine the Hall and Hord model for leading change and then apply it to a case story and to their own school situations. Participants develop a good idea of how people react to change and components of a successful change model.

Role of the Leaders (two hours, 45 minutes). Participants begin by broadly defining school leadership. They relate these concepts to the Day One case story and to their own schools. Then participants discuss the eight symbolic roles of leaders identified by Deal and Peterson. They also look at the 12 roles of "change masters" identified by McEwan. A short inspirational exercise follows, in which participants imagine the advice of successful change leaders. Finally, they apply all these concepts to a self-assessment of their schools.

Data and Problem Solving: Building Blocks for Defining the Vision of Change (three hours, 15 minutes). Participants begin with a review of key concepts from the *Using Data to Focus Improvement* module, which is a suggested prerequisite for this module. They read and discuss an interactive story called the "Drill-down Process" as a way to orient themselves to a problem-solving method that uses data to focus on key issues in a school. Then, they take another look at their own school improvement plans to see if they have an appropriate focus and solution set. Finally, they present their plan to another team through a critical friends process.

Homework. School teams study the Innovation Configurations tool to create a shared vision of the change. Teams create maps that describe/show what different parts of the innovation will look like at various levels of implementation, and then they reflect on the experience.

Strategies and Approaches (three hours, 30 minutes). After a discussion of continued learning from Days One and Two, participants share key learning points from the homework on Innovation Configurations. Then, each school team works on next steps for using organizational change processes such as Stages of Concern and/or Levels of Use.

The Human Side of Change (two hours, 15 minutes). Participants begin by looking at Kouzes and Posner's five practices and determining what strengths they bring to the team. Teams then describe some of the challenges that they are facing at their schools and ask partner groups to identify appropriate leadership styles and behaviors to address the situations. As teams, participants then discuss which people have strengths in different styles and how this can be harnessed to the benefit of the school.