


CURRICULUM  
IMPROVEMENT  
CONFERENCE

# The Change Process: *Overlooked and Fatal*

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Session Objectives:



1. Change Process overview
2. Knowing what we know – how do we implement this “change” in our organizations?
3. Questions that **MUST** be talked about - “back home”
4. Processes to use “back home”



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Poll anywhere

Cell phone  
Call number you agree with



**POLL ANYWHERE: 2 QUESTIONS ON  
CHANGE PROCESSES**

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**TYPES OF CHANGES**


**Heifetz & Linsky:**

- **Technical changes** are short term, non-trivial systems "tweaks."
- **Adaptive change** is central to the way the organization works.

**Fullan:**

- **FIRST ORDER CHANGE**
- **SECOND ORDER CHANGE**

HEIFETZ, R.A., & LINSKY, M. (2002). LEADERSHIP ON THE LINE: STAYING ALIVE THROUGH THE DANGERS OF LEADING. BOSTON: HARVARD BUSINESS SCHOOL PRESS.



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**INITIATIVES = CHANGE**  
**CHANGE = GRIEF**  
**PERIOD**



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**Stages of GRIEF:**

1. DENIAL & Isolation
2. ANGER
3. BARGAINING
4. DEPRESSION
5. ACCEPTANCE



- ANY Change is a LOSS!
- ALL LOSS INVOLVES GRIEF!
- ALL GRIEF INVOLVES ANGER!




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**Concerns-Based Adoption Model**


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I may be stuck if I am saying...	Stages of Concerns	I'm ready to change & focused on...
Everything is fine, so I'm not interested	AWARENESS	WHAT IS IT? (Reactive)
I DON'T WANT TO DO IT	INFORMATION	HOW DOES IT WORK?
I can't do all of that!	PERSONAL	<ul style="list-style-type: none"> <li>• HOW DOES THIS IMPACT ME?</li> <li>• WHAT'S MY ROLE IN IT?</li> </ul>
I'LL TRY BUT I AM NOT A BELIEVER	MANAGEMENT	<ul style="list-style-type: none"> <li>• How can I master this?</li> <li>• How can I fit it all in?</li> <li>• What's the minimum I must do?</li> </ul>
I AM NOT CONVINCED THAT IT'S WORTH IT	CONSEQUENCE	<ul style="list-style-type: none"> <li>• IS IT WORTH IT?</li> </ul>
I HAVE MY OWN WAY OF DOING THIS	COLLABORATION	<ul style="list-style-type: none"> <li>• How do others do this?</li> <li>• What's the maximum potential?</li> </ul>
EVERYTHING IS FINE	RE-FOCUSING	IS THERE A BETTER WAY? (Proactive)

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### 7 LEVELS OF CHANGE

- Level 1: EFFECTIVENESS** (Doing the right things)
- Level 2: EFFICIENCY** (Doing things right)
- Level 3: IMPROVING** (Doing the right things better)
- Level 4: CUTTING** (Doing away with things)
- Level 5: COPYING** (Doing things other people are doing)
- Level 6: DIFFERENT** (Doing things no one else is doing)
- Level 7: IMPOSSIBLE** (Doing things that can't be done)



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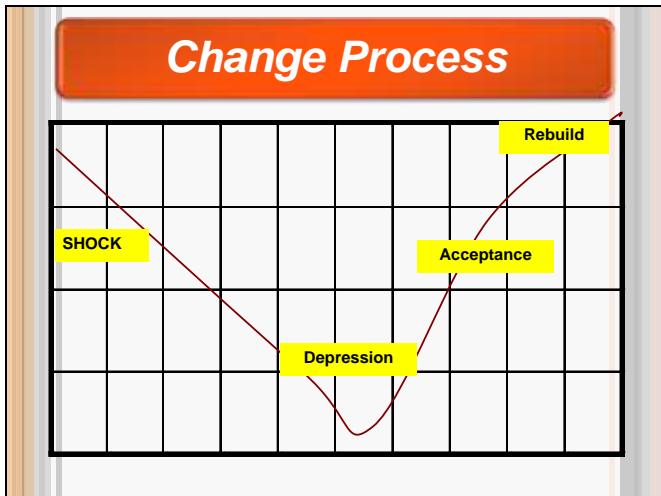
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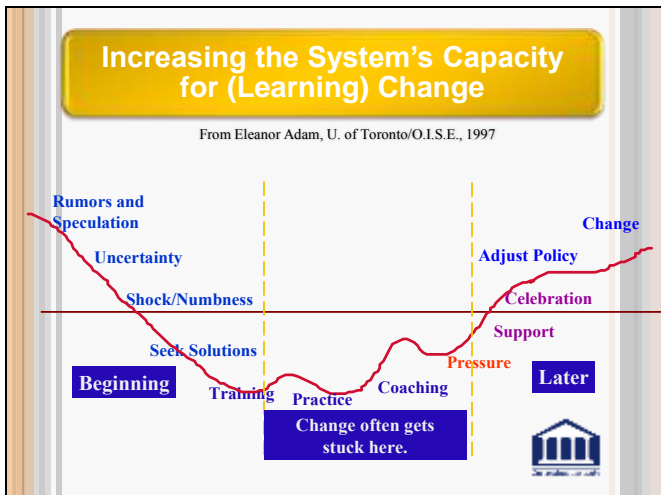
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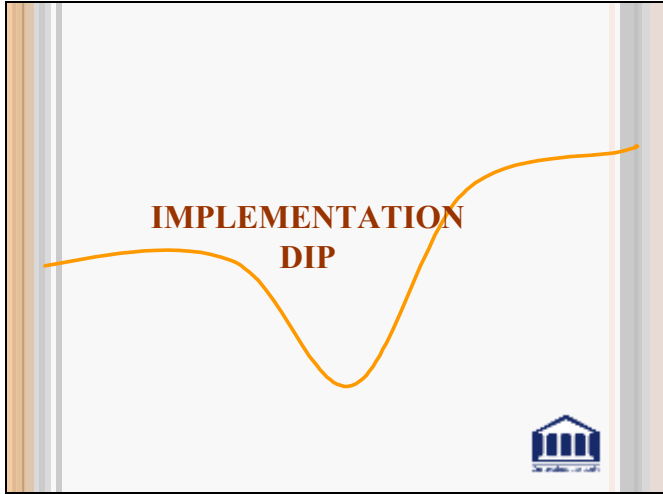
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Levels of USE	Behavioral Indices of Levels
6 RENEWAL	The user is seeking more effective alternatives to the establishment of the innovation
5 INTEGRATION	The user is making deliberate efforts to coordinate with others in using the innovation
4B Refinement	The user is making changes to increase outcomes
4A Routine	The user is making few or no changes & has an established pattern of use.
3 MECHANICAL USE	The user is using the innovation in a poorly coordinated manner a& is making user-oriented changes
2 PREPARATION	The individual is preparing to use the innovation
1 ORIENTATION	The individual is seeking information about the innovation
0 NONUSE	No action is being taken with respect to the innovation

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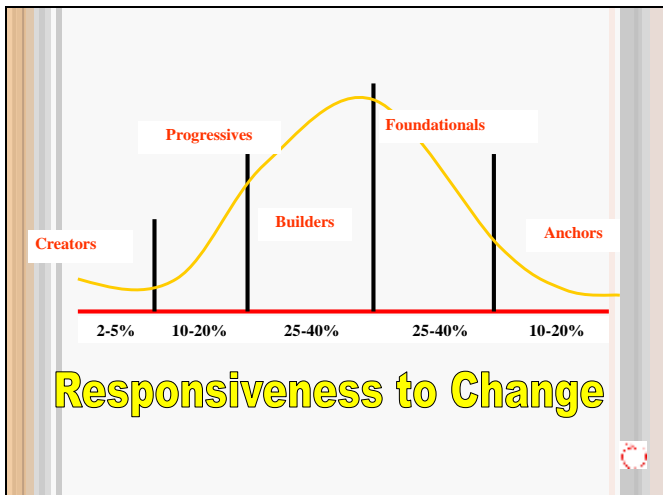
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### APPROACHES TO CHANGE

Inactive	Re-Active	Pre-Active	Pro-Active
We're at the whim of forces outside our control	We need to fix what's wrong.	We can forecast the future from current trends	We can influence or create future we prefer
If we wait long enough the problem will go away	If we solve today's problems, the future will take care of itself	We can predict & prepare for what is likely to happen	The goals we set & problems we choose to solve will be determined by the future we wish to create
What goes around comes around	If we get rid of what we don't want, we'll get what we want.	We will set program goals & priorities by refining our current operations as needed	We will seek opportunities to move toward. Our preferred future wherever we find them.
If it isn't broken, don't fix it.	If we fix the parts, the whole will be healthy		The whole is more than the sum of its parts.

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### TODAY'S ED LEADERS' JOB DESCRIPTION

Educational Leader = Change Agent + Communicator + EQ  
Detective + Navigator + Trust Builder + Planner...



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### CHANGE IS COMPLEX

Nc1nc2c(ncn2C(=O)N1)O

Guanine

Nc1nc2c(ncn2)C(=O)N1

Cytosine

**Base pair**

© 2007 Encyclopædia Britannica, Inc.

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### Relationships

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**NEED A PLAN??? FOR CHANGE??**



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**Current Status**

**Handout: Take Stock**

Small Group Activity:  
It's ALL about YOU



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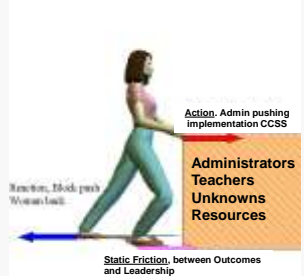
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**CHANGE MEANS MOVEMENT;  
AND MOVEMENT MEANS  
FRICTION.  
SAUL ALINSKY**

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**WIIFT**

**What's In It For THEM**



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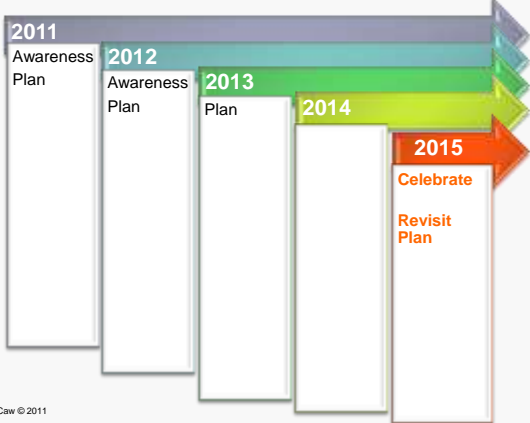
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**TIMELINE**



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**"THOSE WHO DO NOT STUDY THE PAST ARE DOOMED TO REPEAT IT."**

**"YOU ARE ONLY AS RESPECTED AS YOUR LAST SUCCESS"**



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## Connections

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## HOW ARE YOUR PEOPLE?



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## Random Acts of Continuous Improvements

- Visit other classrooms
- use research-based
- Making accommodations

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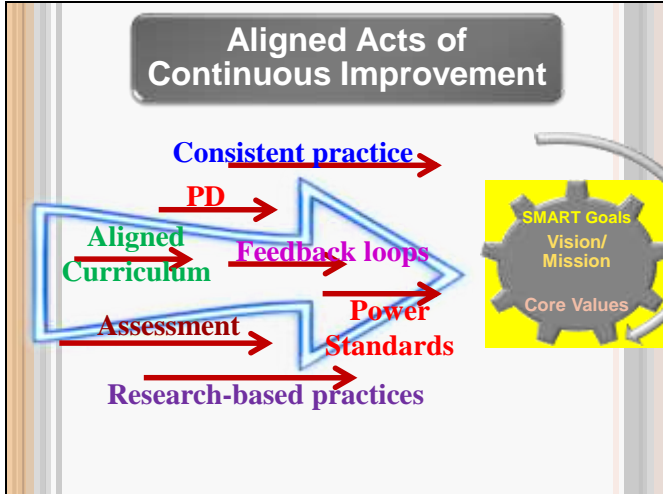
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### FAQs

Turn to those around you - Brainstorm anticipated questions/issues

- 1.) Assign people within your group the roles of teacher, building principal, board member, parent, student,... and have them brainstorm as many questions their "role" group might have...
- 2.) Brainstorm answers to as many as possible
- 3.) Post on chart paper – report out

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**ALL CHANGES,**  
*even the most longed for,  
have their melancholy;  
for what we leave behind is part  
of ourselves;*

*we must die to one life before  
we can enter into another.*  
Anatole France

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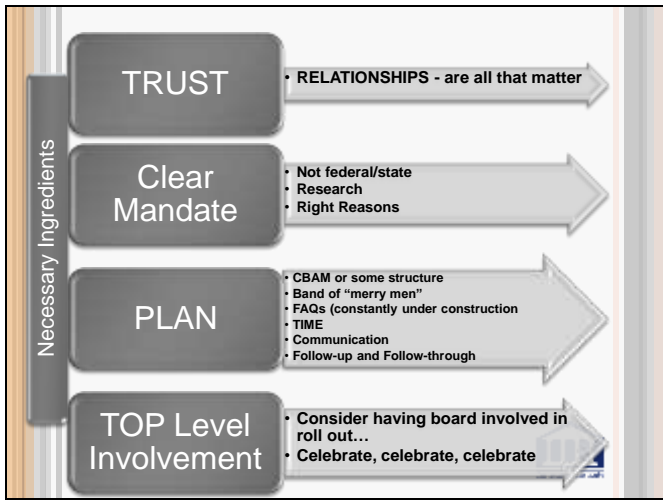
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**SUMMARY**

1. Make change familiar
2. Let people create change
3. Simplify your communication
4. Don't sugar coat the truth
5. Help people pay attention
6. Don't underestimate the power of emotion



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**SOURCES OF GRAPHICS**

DNA: wikipedia – base pairs  
Light bulb: ehealth.va.gov  
Red man stepping out: errantgame.blogspot.com  
Lighthouse: academics.com



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