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➤ Professional Learning Tab: Change Models

After the Conference: learningforwardkansas.org



Building Bridges for Change

The How: Going from Knowing to Doing

Learning Forward Leadership Conference

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What's the Question? I Wonder...



Building Bridges...*Big Ideas*



- Role of Adult Learning Needs
- Understanding & Utilizing Change Factors and Theories
- Embed Standards of Professional Learning
- Build Bridges from the Past to the Future





Building Bridges:



Enduring Understandings

- 1. Adult learning needs and traits** play a significant role in going from knowing to doing.
- 2. *Change models*** provide perspective for leaders and doers.
- 3. The Standards for Professional Learning** are a framework to support any change initiative.
- 4. *Sustaining change*** requires a transformation of beliefs and a transfer of knowledge and skills.



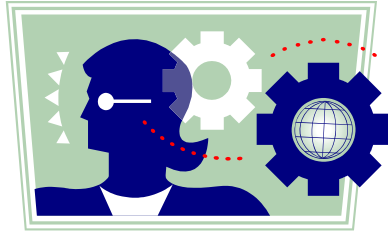
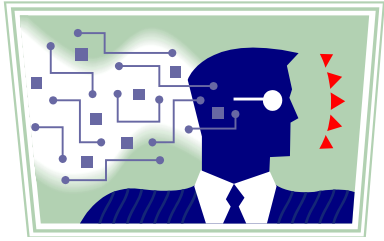
Purpose...*Essential Questions*

1. How does understanding the traits and needs of adult learners impact the implementation of any change initiative and PL experience?
2. *What change processes/components are the most effective for the changes I am seeking?*
3. How will using the **Standards for PL** improve the implementation of the change initiative?
4. *What strategies are most effective to take individuals & groups from knowing to doing?*

What is YOUR Change Initiative?

Identify the change(s) that you are most concerned with at this time in your building, district, or organization.





Adult Learners

Adult learning needs and traits play a significant role in going from knowing to doing.



Adult Learner Needs/Preferences

Personal Preferences/Behaviors	Creating Meaning
Learner Experiences	Implementation of Learning

Activity:

1. Using the handouts on Adult Learning, find 2-3 items for each topic (box). Some may apply to more than one topic.
2. Discuss your findings at your table. What connections can you make to your own practice?
3. Be prepared to share.

Findings: *Adult Learner Needs/Preferences*

Personal Preferences/Behaviors

- Prior Knowledge & Experiences
- Motivated to learn
- Ready to learn/control over learning
- Options during learning

Creating Meaning

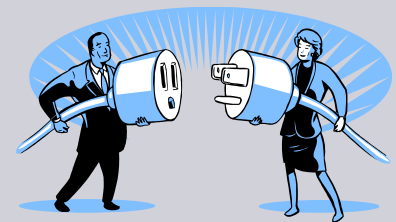
- The need to know why
- Empowerment
- Personal experience as a resource
- Motivated to learn
- Relevance to job/life
- Connecting to prior knowledge

Learner Experiences

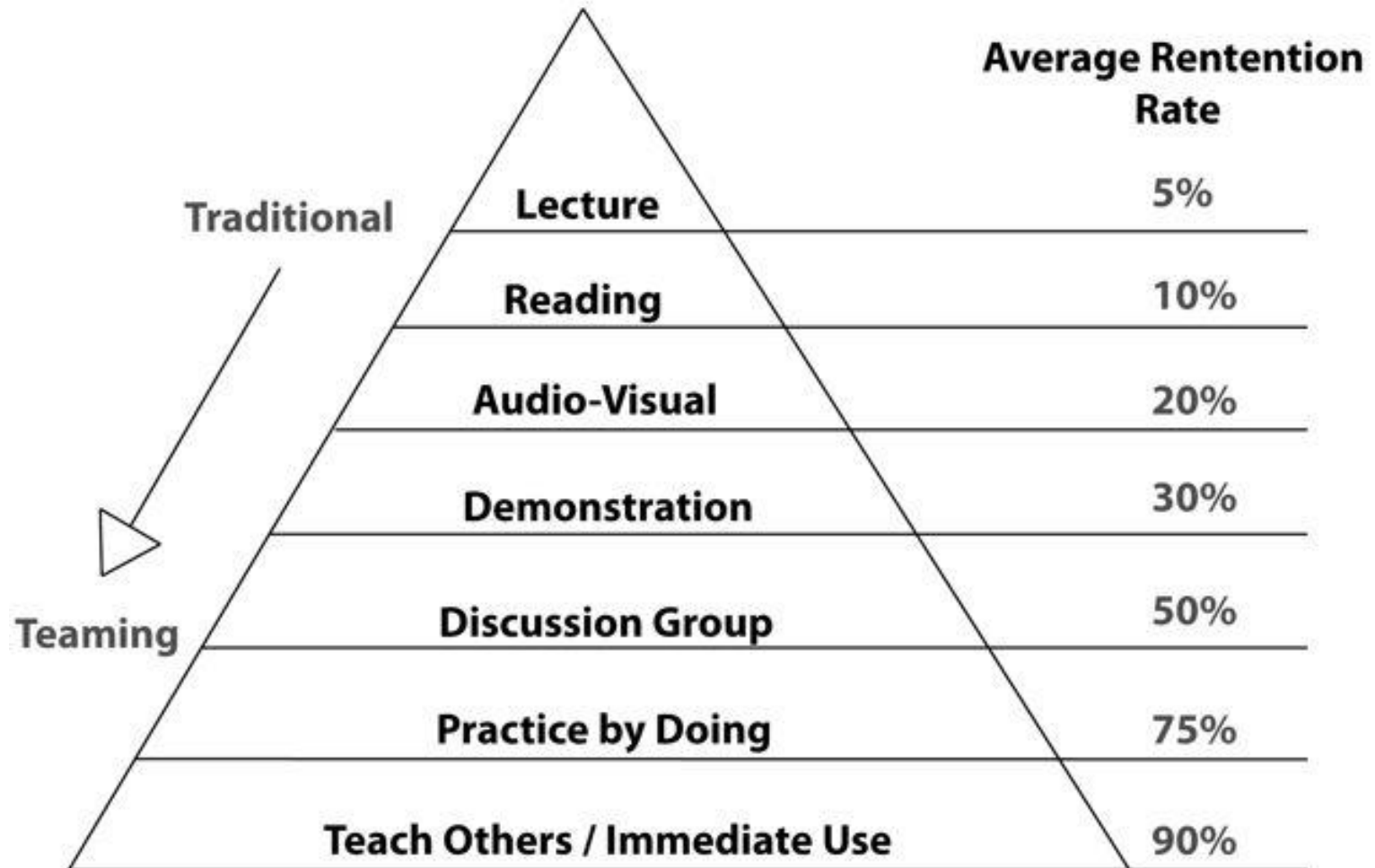
- Self directed
- Prefer practical & usable info/skills
- Active learning
- Big Picture first then details
- High expectations: Don't waste their time
- Task or problem centered
- Repetition during learning

Implementation of Learning

- Flexibility
- Feedback
- Support
- Repetition



Learning Pyramid



Principles of Adult Learning Theory

1. Adults need to be involved in the planning and evaluation of their instruction.
2. *Experience (including mistakes) provides the basis for the learning activities.*
3. Adults are most interested in topics that have immediate relevance and impact to their job or personal life.
4. *Adult learning is problem-centered rather than content-oriented.*

Malcolm Knowles, 1984



When it is about my problem.

When it is useful

When I can consider all sides to the problem

When I can do it with my hands

We learn best

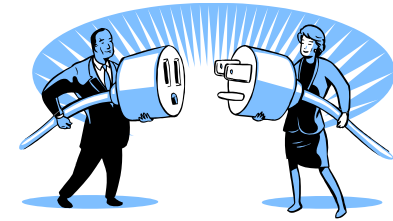
When I am ready

When a trainer treats me with respect.

When I hear what my friends say

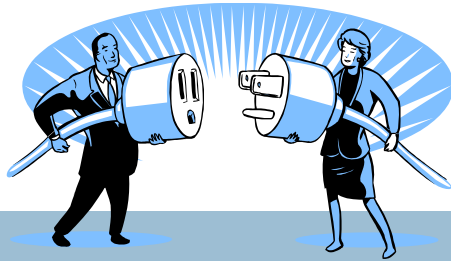
When I have the time

Making Connections:



- What adult learning needs/traits do you currently address in your local professional learning activities?

- What adult learning needs/traits do you **WANT** to address in your local professional learning activities?



Understanding Change

How does Adult Learning Theory connect to the process of change?

- Technical vs Adaptive Change
- 1st Order vs 2nd Order Change
- Change Models



Change at Your School:

From This *to* *This!*



Technical vs. Adaptive

Technical change	Adaptive change
Problem/solution is clear	Problem/solution requires learning
Solution uses current skills, knowledge; agreeable	Solution requires new skills, knowledge; change of heart
1 correct solution; single authority	Possibilities; stakeholders involved
Finite; predictable; corrective	Progress; unpredictable; transforming

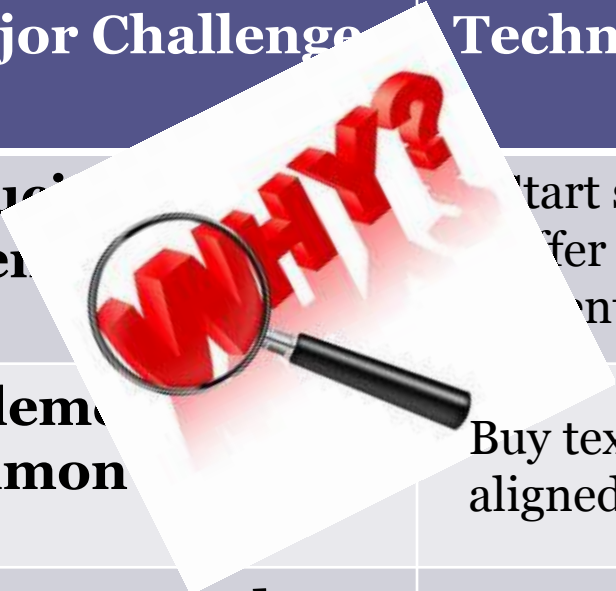
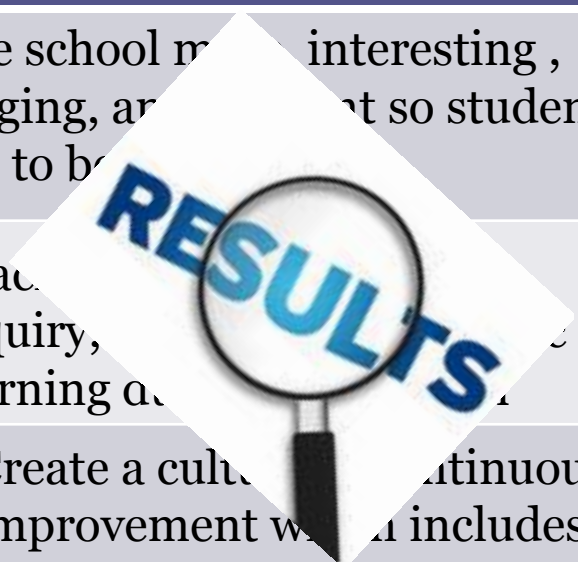
Putting solutions in place that utilize existing knowledge and skills

Requires new ideas, strategies, and a change in heart and mind.

Challenge or Issue	<i>Do you need a... Technical Solution</i>	<i>Or Do you need an... Adaptive Solution</i>
Student Misbehavior	<ul style="list-style-type: none"> • Tighter rule enforcement • New penalties for misbehavior • Incentives for positive behavior 	<ul style="list-style-type: none"> • Increase engagement in the classroom • Develop or refine clear expectations and consequences
Struggling Students	<ul style="list-style-type: none"> • Implement differentiated instruction • After School Programs • Add remedial courses (secondary) 	<ul style="list-style-type: none"> • Focus instruction for ELL students on content understanding; • MTSS (could it be both?)
Educator Evaluations	<ul style="list-style-type: none"> • New Evaluation Tool • Do more walk-throughs 	Re-tool evaluations to be collaborative efforts that lead to teacher/student success

Does it have to be one or the other? Can it be both?

Application: What Schools Do?

Major Challenge	Technical Fix??	Adaptive Response??
Reduce Absences 	Start school later Offer attendance incentives	Make school more interesting, engaging, and relevant so students want to be there
Implement Common Core	Buy text books aligned to KCCRS	Teach inquiry, learning as 
Increase Teacher Collaboration	Create PLC groups and schedule PLC meeting times	<ul style="list-style-type: none"> • Create a culture of continuous improvement which includes frequent collaboration. • Utilize Instructional Rounds to promote collaboration & improve instruction.

Additional Factors to Consider

First Order Change

1. Perceived as extension of the past
2. Consistent with current norms, beliefs, and skills.
3. Can be implemented with current skills or knowledge
4. More agreement or acceptance that change is necessary.
5. Simplification

Second Order Change

- Perceived as break with the past
- Requires examination of attitudes & beliefs
- Requires new knowledge, skills, or strategies
- Creates conflict (resistance) and/or discomfort
- Leads to TRANSFORMATION

First-order **vs.** Second-order change

**Focus: Improving
Student Results**

First-order change (strategies)	Second-order change (philosophies)
Change Class Schedules	Learning environments that challenge students and lead them to become successful adults.
Writing Lesson Objectives on the board	Teaching and assessing for understanding
Teachers asking higher order thinking questions	Higher Order Thinking and Inquiry based instruction and assessment

When change is consistent with current norms, beliefs, & skills.

When change is requires new skills, attitudes, approaches, or strategies.

Consider: 2nd Order Change followed by 1st Order Change

Second order changes in successful schools incorporate three factors:

- 1) *a fundamental change in ideas about and actions toward student achievement,*
- 2) *instructional enhancement focused on refining pedagogy, and*
- 3) *collaborative support that replaces a culture of isolation with one of extensive partnership.*

(Baker, 1998).



Strategies are then selected based on the 2nd Order Change Philosophy

First-order + Second-order change

**Focus: Improving
Student Results**

First-order change (strategies)	Second-order change (philosophies)
Smaller Class Size	Changing Relationships & Teaching
90 Minute Teaching Blocks	Collaborative Ownership
Teaching Teams with Common Plan Times	New Interactions/relationships; Coordinated, Focused Curriculum

When change is consistent with current norms, beliefs, & skills.

When change is requires new skills, attitudes, approaches, or strategies.

Evidence from Research Shows:

1. New initiatives may be second order in nature but educators often adopt first order strategies to implement those changes.
2. *Often go through the motions of change without changing the philosophy or the culture.*
3. Superficial changes are easy because they are quick and cosmetic.
4. *Sustainable changes require a philosophical change (from within)*
5. 1st Order + 2nd Order = work together; not mutually exclusive

Consider:

- *The allure of the Quick Fix*

- *Do we settle for*
- *Do we re*
- *Do we*

What are the 1st order and/or 2nd order changes occurring in your district?

- **First Order Changes are appealing** because they promise to solve deeply rooted problems with simple solutions.

Perception: *Recognizing Its Impact*

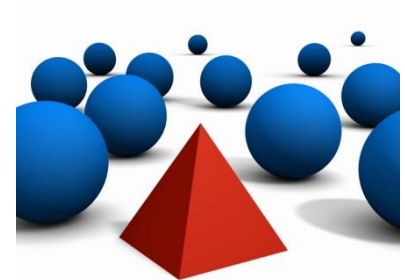
- Different perceptions about the implications of change mean that *a change that appears to be a **solution** to one person can appear to be a **problem** for another.*



To the degree that individuals and/or stakeholder groups in the school or school system

- *hold conflicting values,*
- *seek different norms,*
- *have different knowledge, or*
- *operate with varying mental models of schooling,*

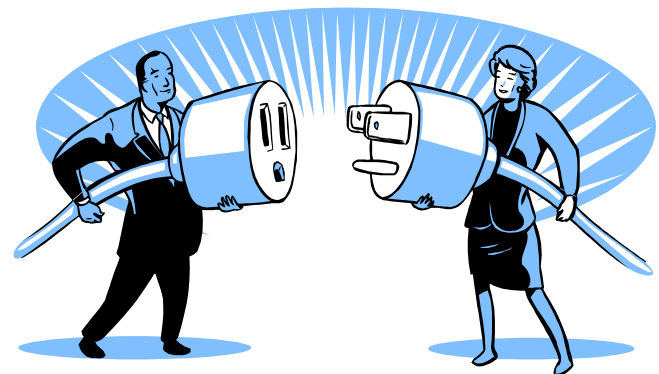
a proposed change might represent a first-order change for some and a second-order change for others.

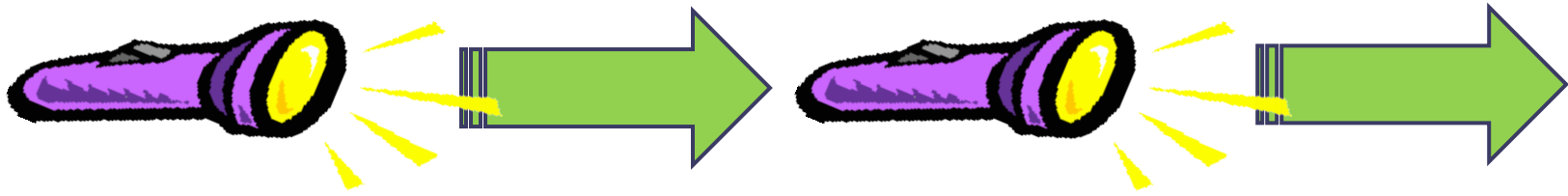


Making Connections



- **List changes** that are going on in your school or district right now.
- Note some of the **responses** (if occurring)
- **Label** the change(s) or the responses that have occurred as:
 - **Technical**
 - **Adaptive**
 - **1st Order**
 - **2nd Order**





Application: Going from Knowing to DOING

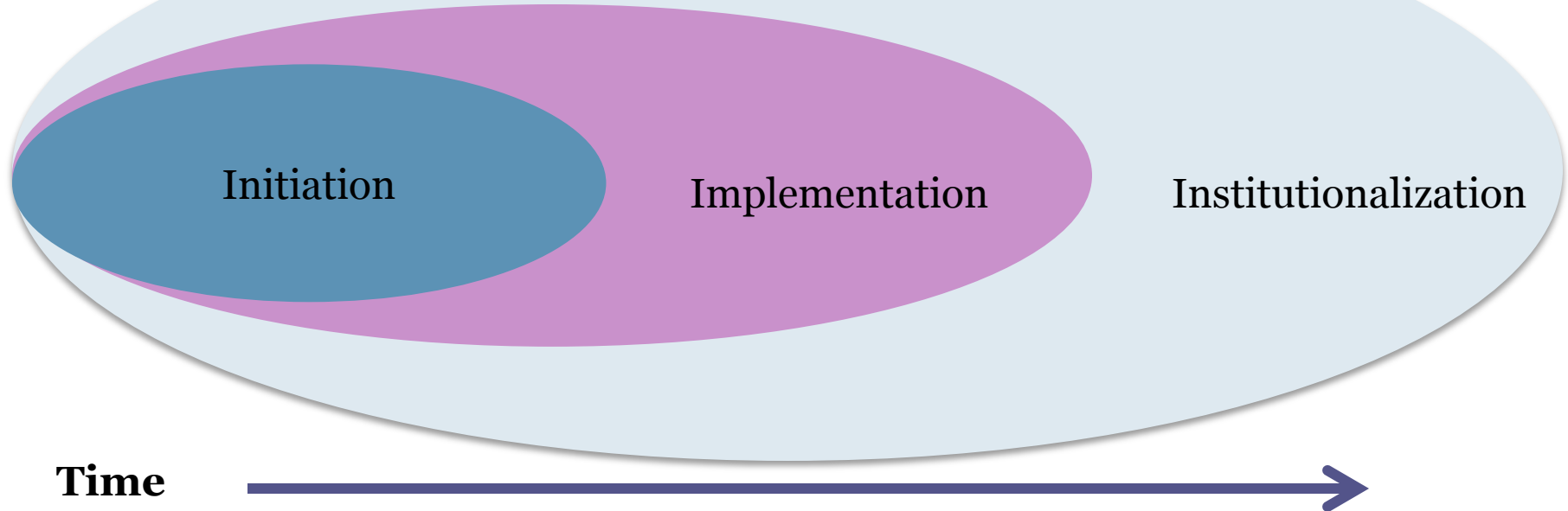
Putting *Change Theories* in action for leaders and learners



The Change Process: Michael Fullan

What does this look like for a **building/district**?

What does this look like for an **educator**?



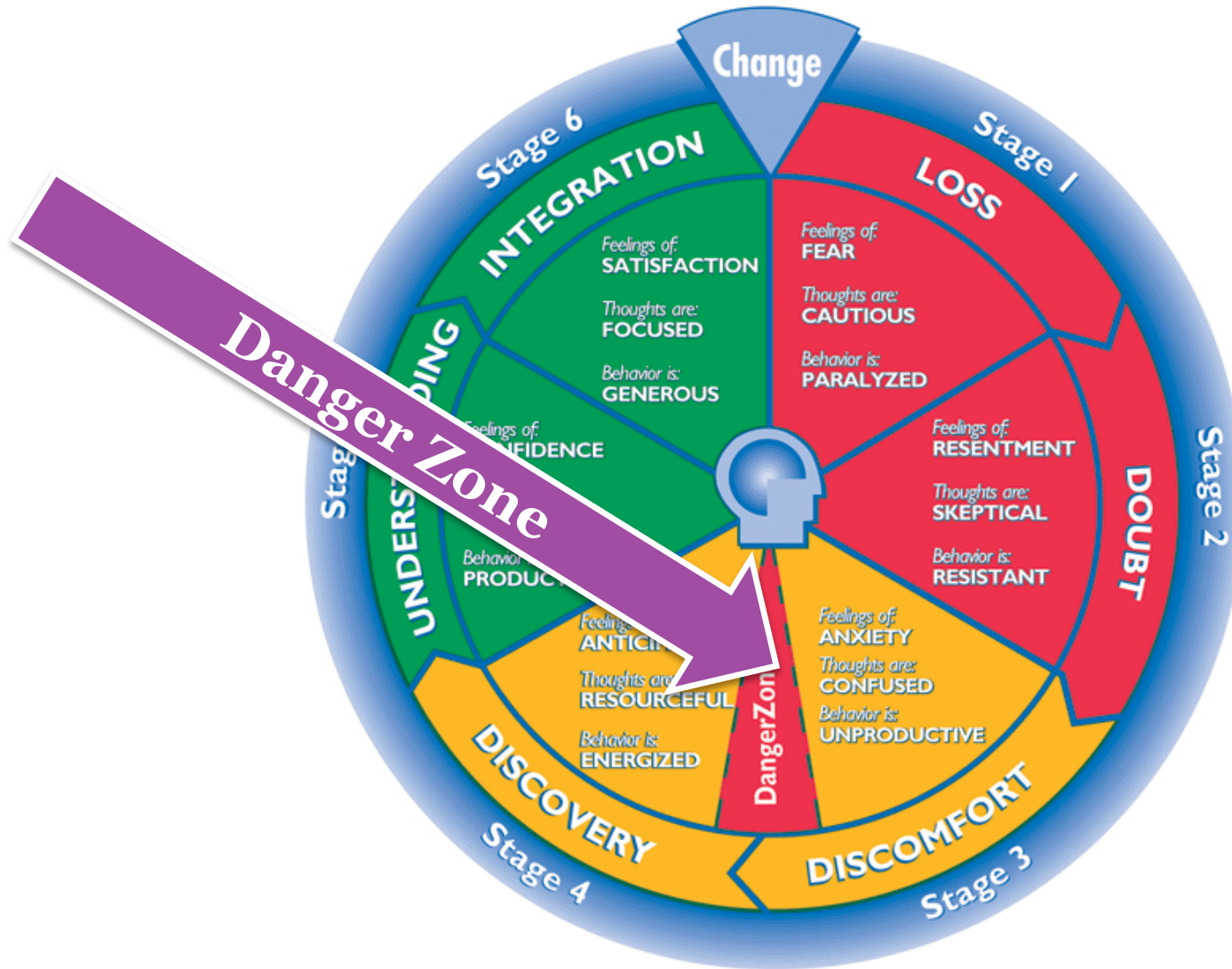
Source: Miles, 1987; Fullan, 1993

Managing change

Investigating Change Models

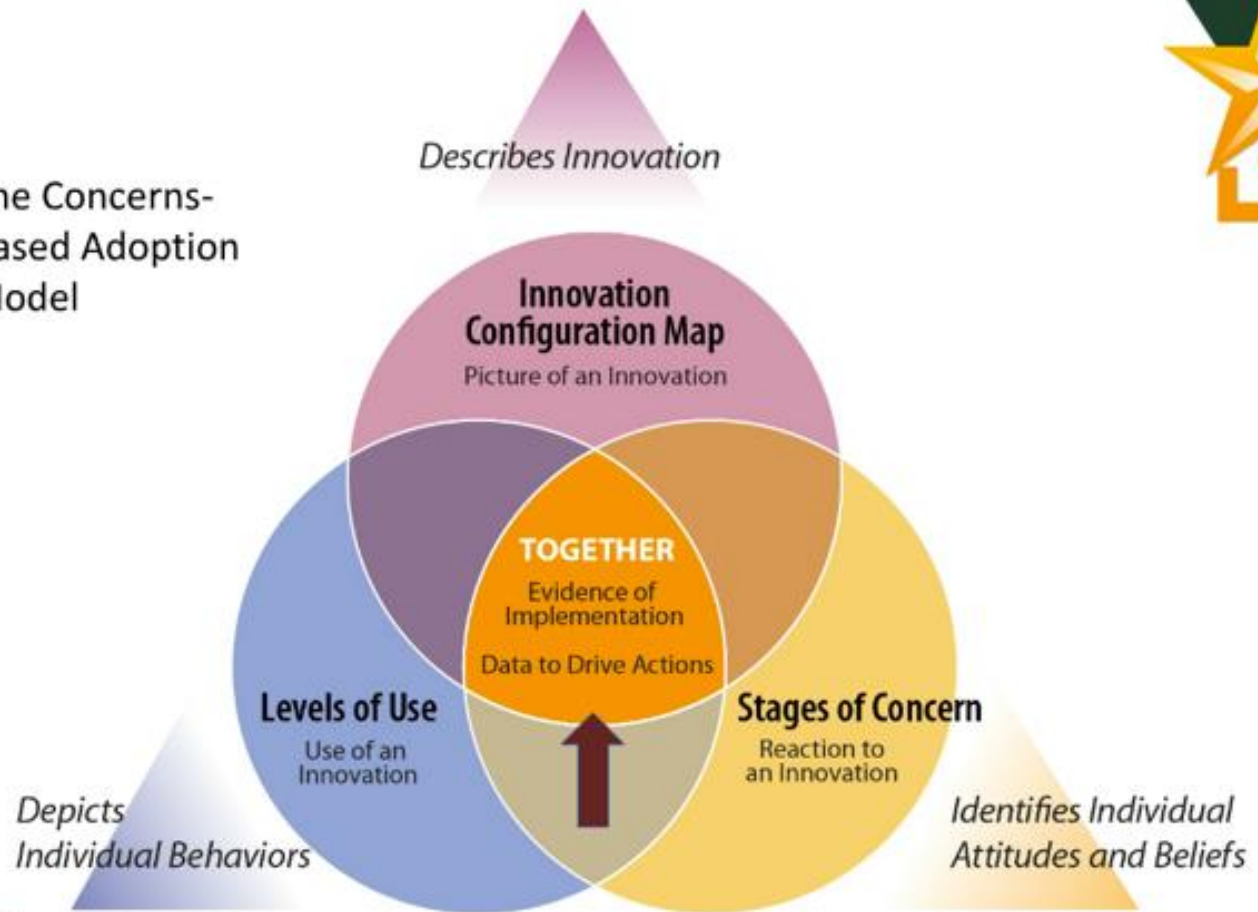


Change Model	Website Links
Michael Fullan – Three I Model	http://is.gd/10a triple http://is.gd/10b triple http://is.gd/10c triple
The Change Cycle	http://is.gd/1 change
McKinsey’s 7-S Framework <i>(click on each circle to hear explanation)</i>	http://is.gd/8 mckinsey
CBAM (<i>Concerns Based Adoption Model</i>)	http://is.gd/2 concerns
Everett Rogers Diffusion of Innovation	http://is.gd/4 rogers



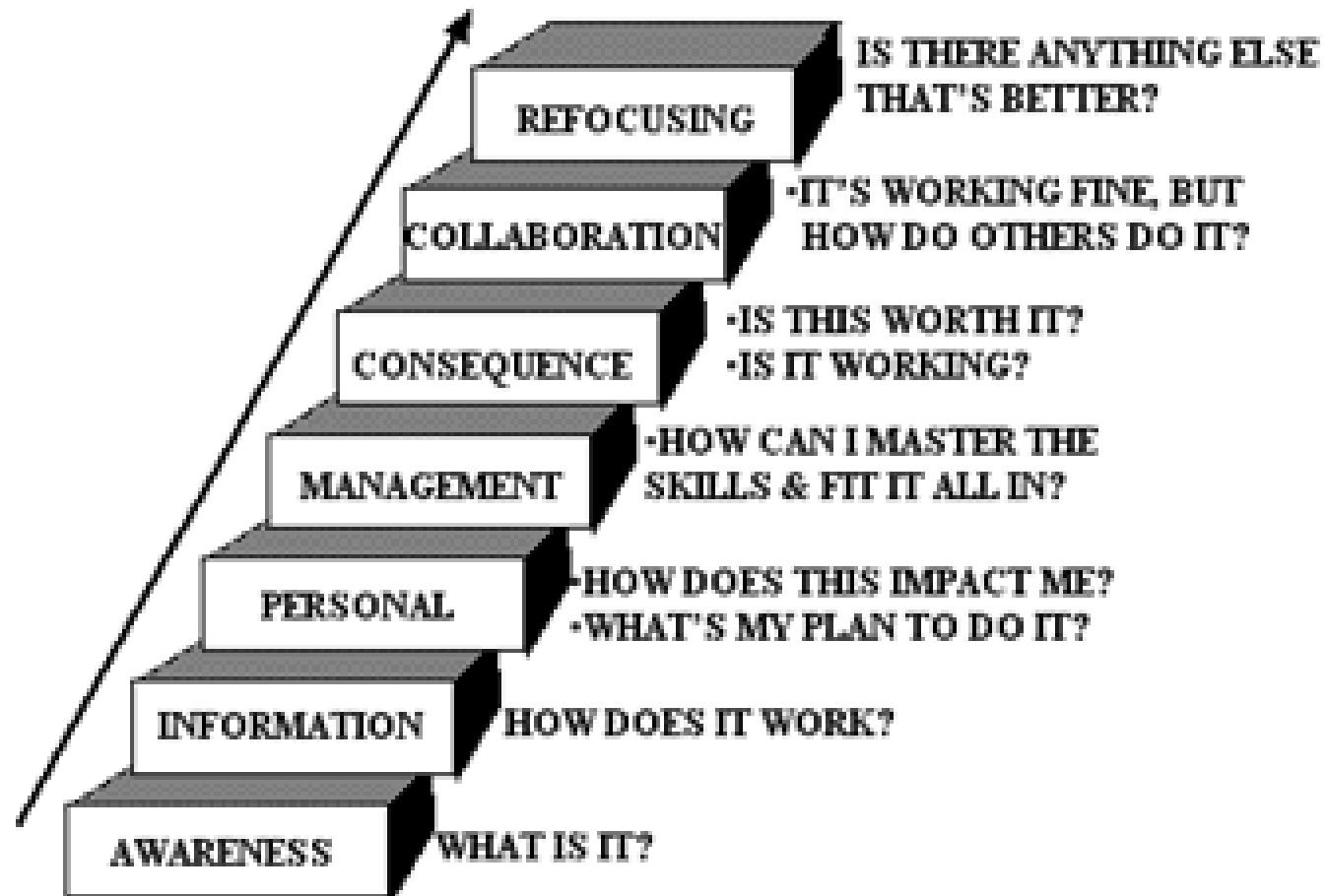
CBAM

The Concerns-Based Adoption Model

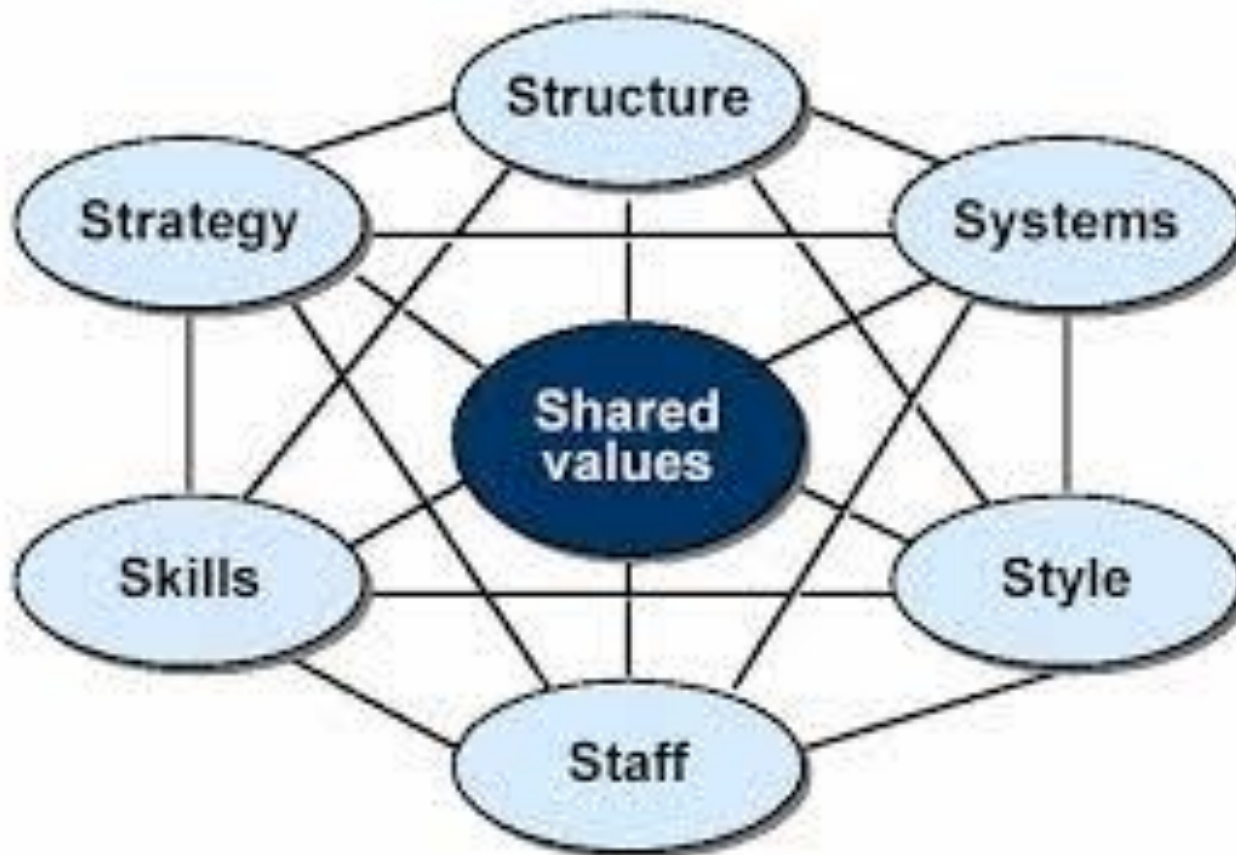


CBAM - Stages of Concern

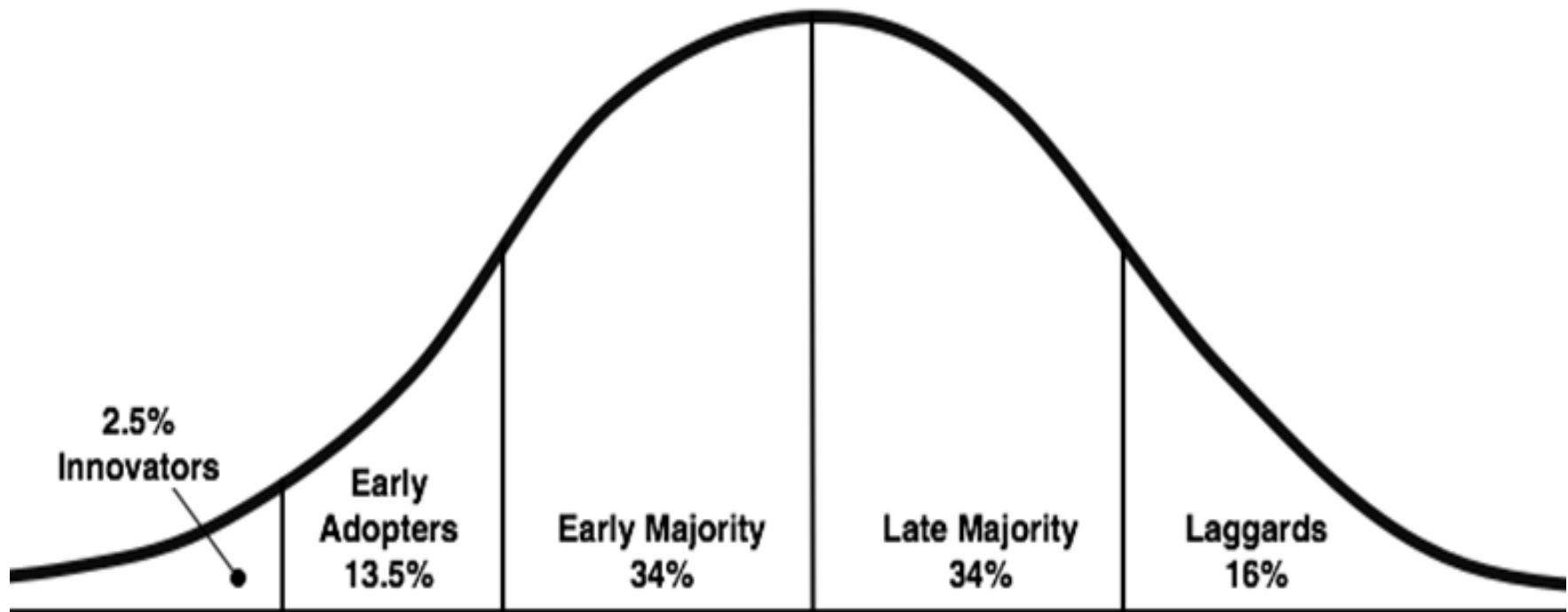
STAGES OF CONCERN (CBAM)



McKinsey's 7-S Framework

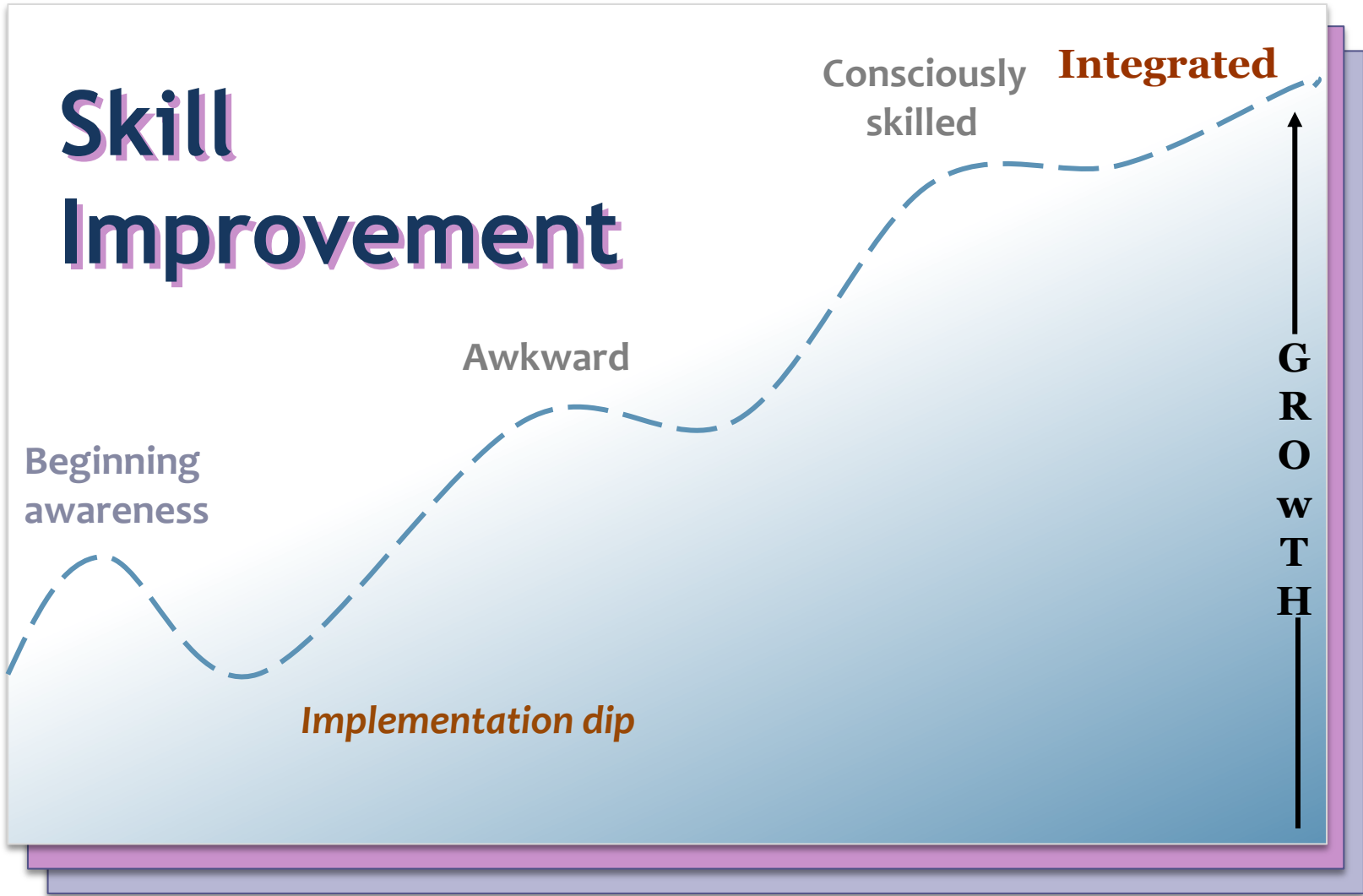


Everett Rogers: Diffusion of Ideas



Source: Everett Rogers, Diffusion of Innovations model

Skill Improvement



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Practice over time

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National Training Lab, n.d.

Managing change

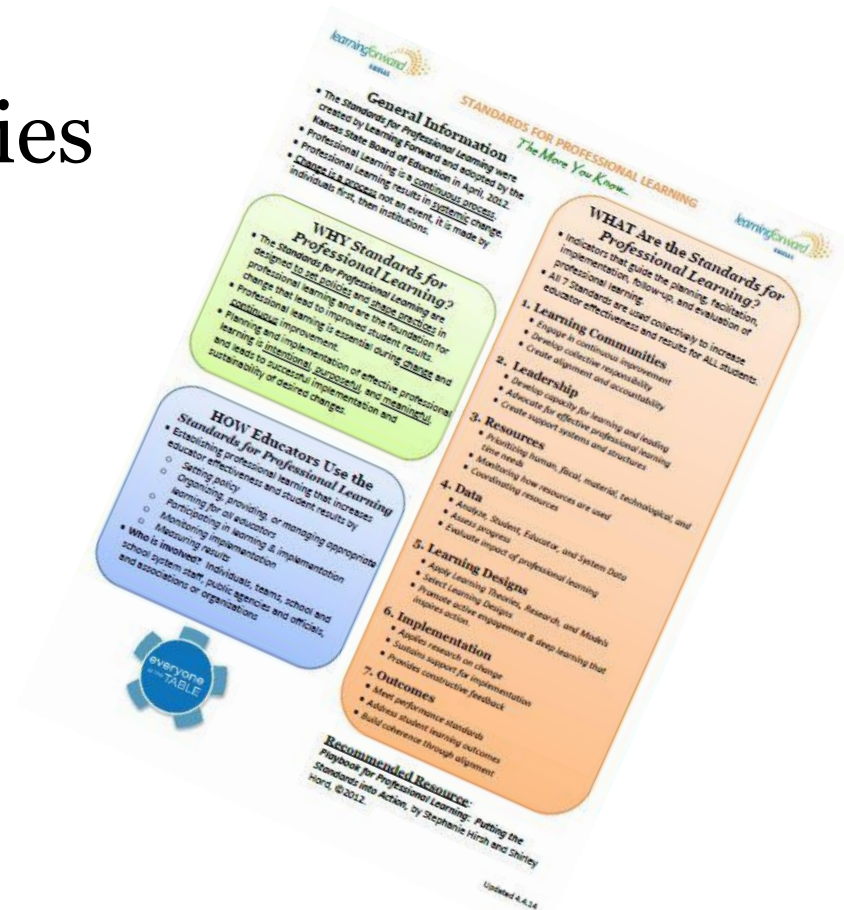
Standards for Professional Learning

How does Professional Learning impact and support change?



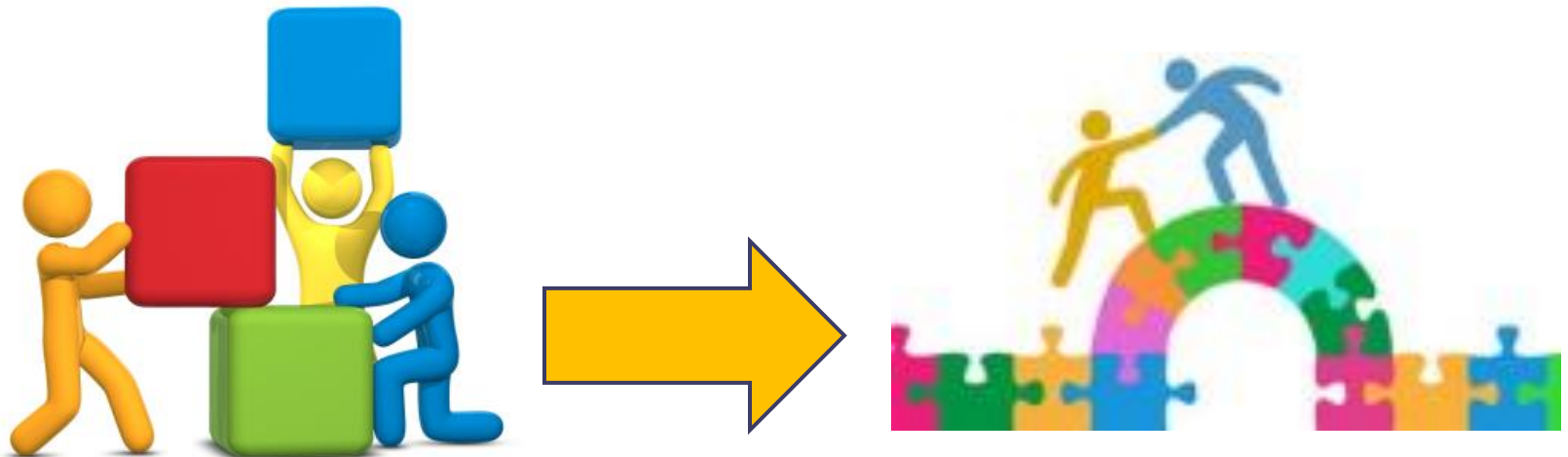
What Are the Standards for PL?

1. Learning Communities
2. Leadership
3. Resources
4. Data
5. Learning Designs
6. Implementation
7. Outcomes

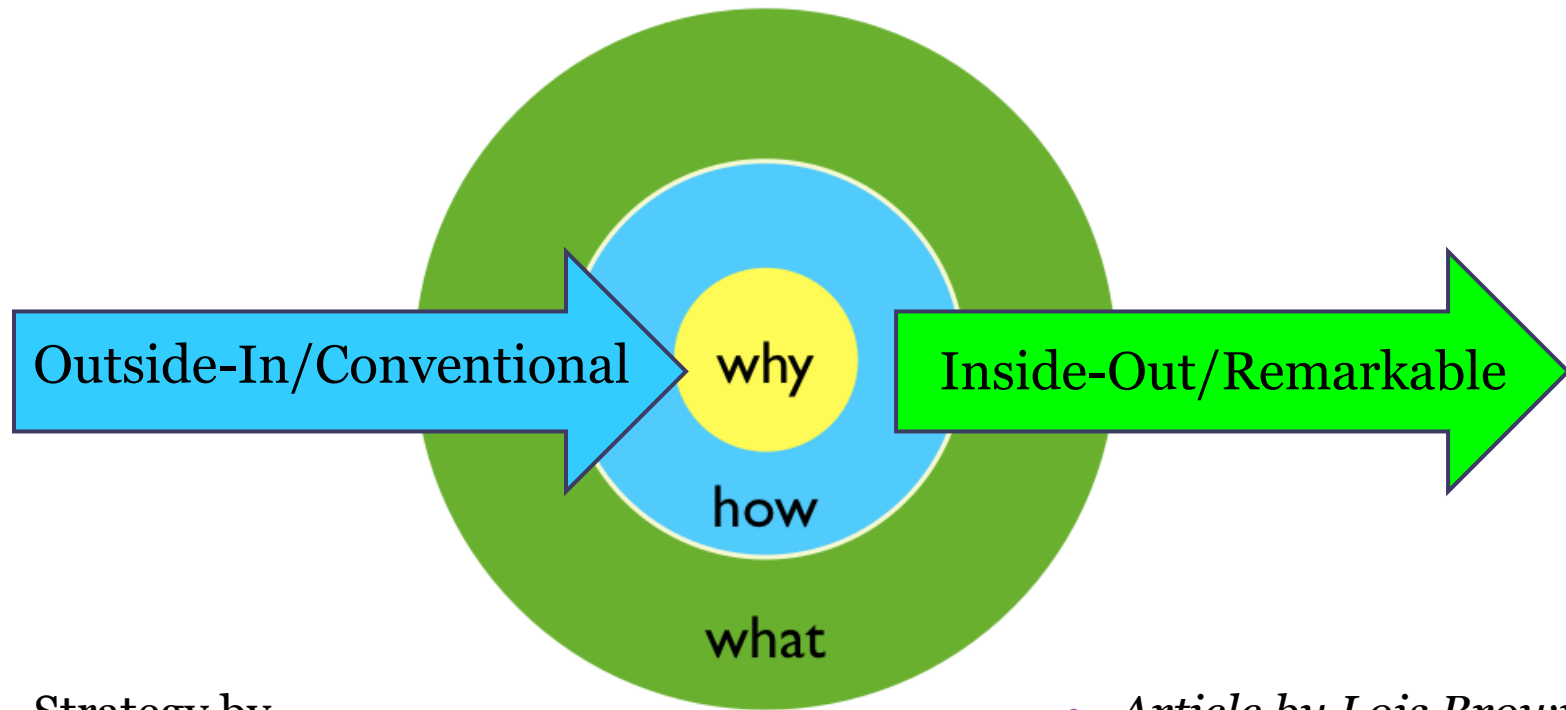


Building Bridges for Change

How do I use the information I have just learned?



Why, How, What Model for success



Strategy by
Simon Sinek

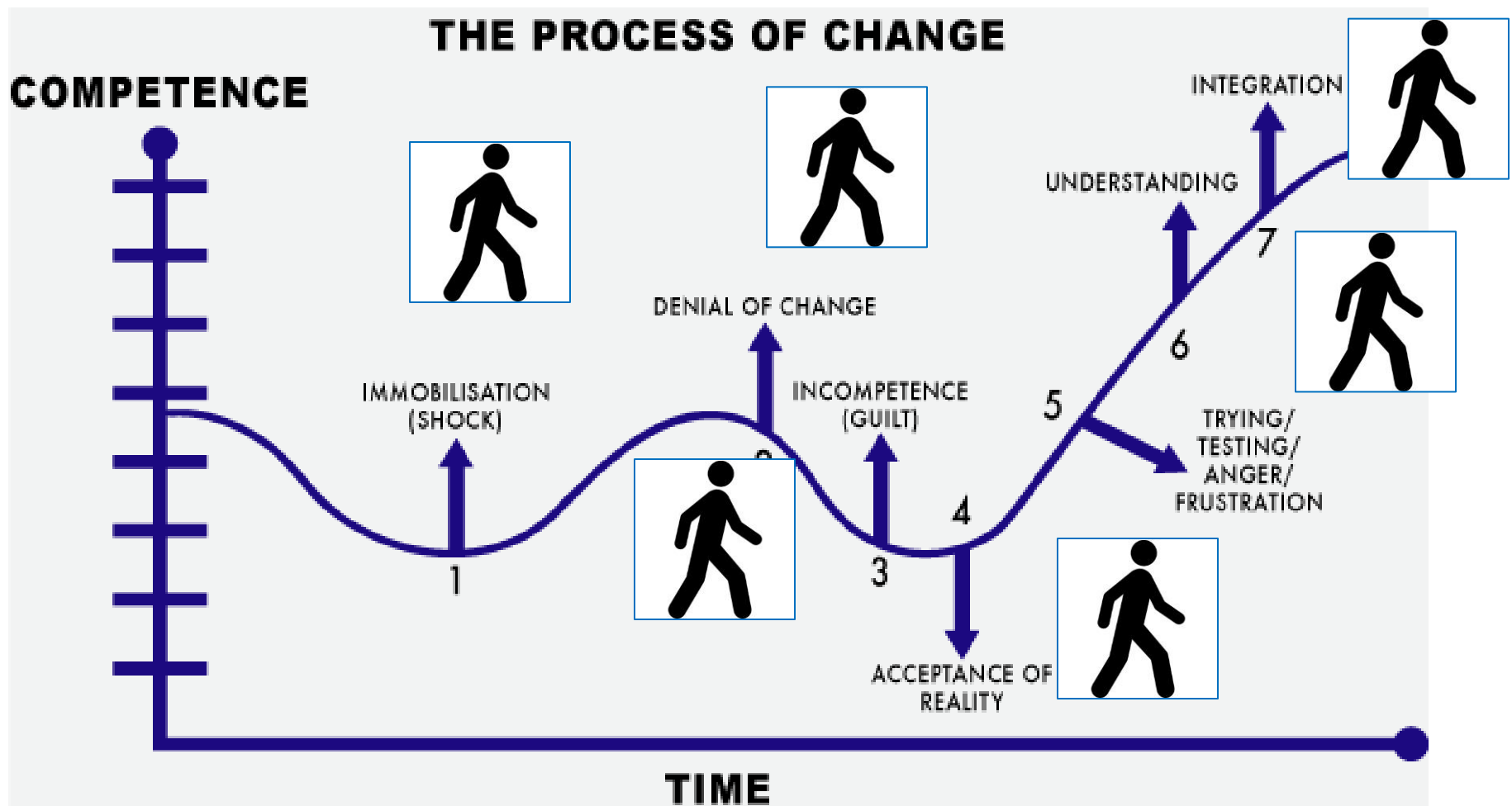
- *Article by Lois Brown Easton from Tools for Learning Schools, Spring 2012*

People & Perceptions



- Start with the **WHY** = purpose; motivation to change
- **HOW** = people and processes
 - Know the **WHO**: *knowledge, skills, strengths; weaknesses; perceptions; feelings; learning needs, roles, etc.*
 - **Empower others**
 - Support (with feedback, resources, and time)
 - **Ensure the process supports the implementation of the goals**

Thoughts & Behaviors when experiencing the Implementation Dip



Coaching Your Way to Change:

Asking the right questions

- What's next?
- What's holding you back?
- Who needs to be involved?
- What does success look like?
- What behaviors produce positive results?
- When are the best times to employ new behaviors?
Let's practice.
- What does progress look like?
- When can we discuss progress?
- What's not working and what new approaches might you try?
- How can you move the ball down the field today? *We don't need a touchdown, just a first down.*

From Leadership Freak blog, by Dan Rockwell, 1.28.15

When **Not** to Use Coaching Leadership

- The house is on fire.
- Talent needs training.
- Time is short.
- External factors impede success.
- Employees are know-it-alls.

From Leadership Freak blog, by Dan Rockwell, 1.28.15



You don't put water on a grease fire... *Knowing when and when not to use a strategy is important to successful implementation.*

Paradigm Shift:

How can we go from....



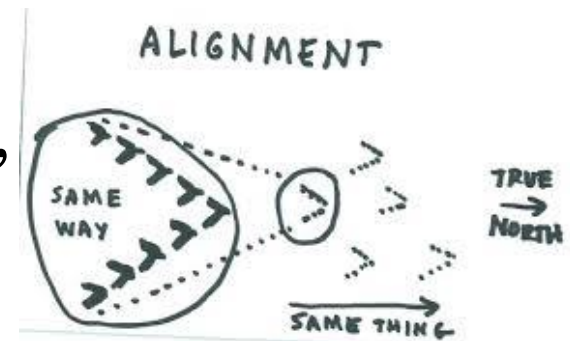
Silos of??



Integration

Focusing for Change

Alignment with organizational values, vision, and mission keeps coaching-cultures focused.



What if we said this:

Integration between organizational values, vision, and mission keeps coaching-cultures focused.

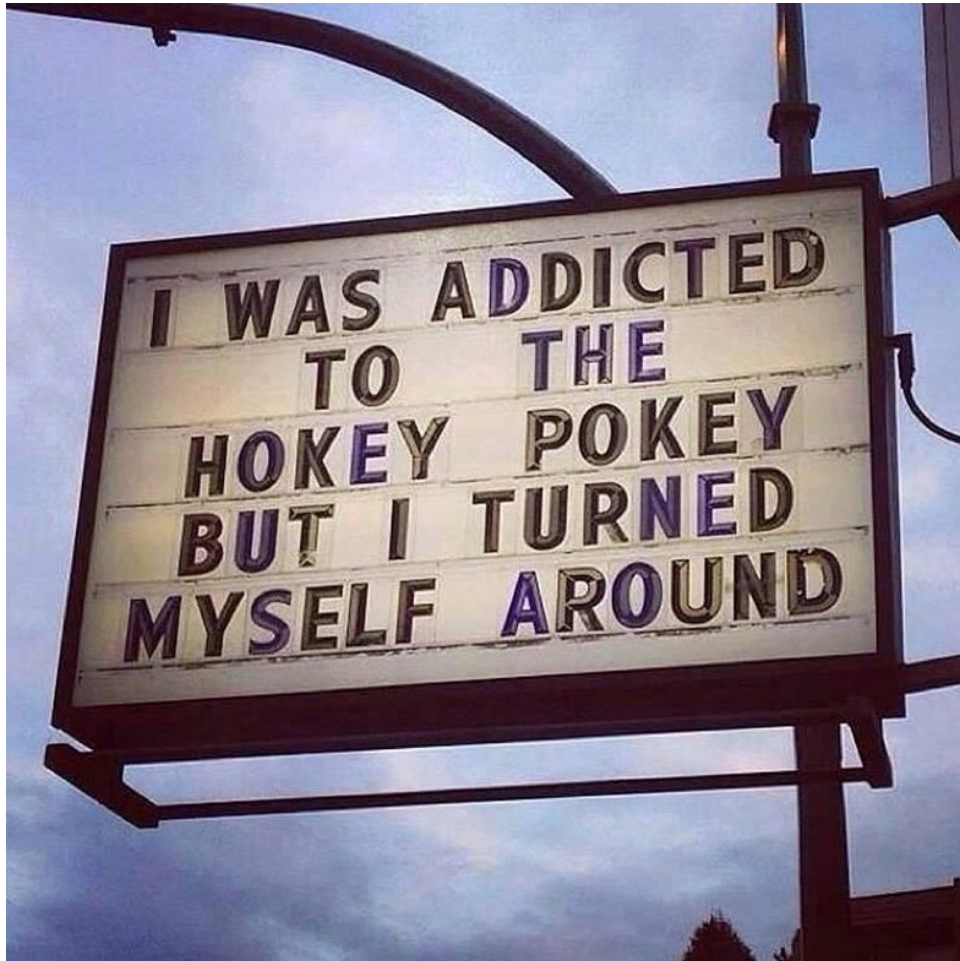
How does this change the journey?



From To

PAST = Ineffective:

- Practices
- Attitudes
- Beliefs
- Behaviors
- Policies



FUTURE = Effective:

- Practices
- Attitudes
- Beliefs
- Behaviors
- Policies

Next Steps? 30-60-90



Review:



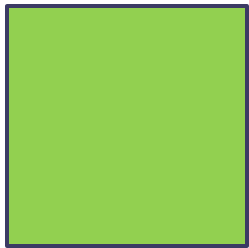
- Enduring Understandings
- Essential Questions

Dream, imagine, think, and plan all you want. Nothing happens until you take the first step.

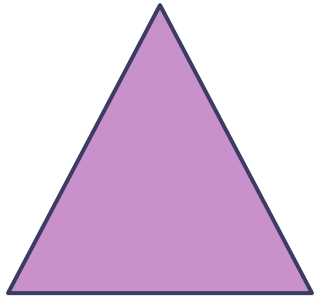
- Dan Rockwell



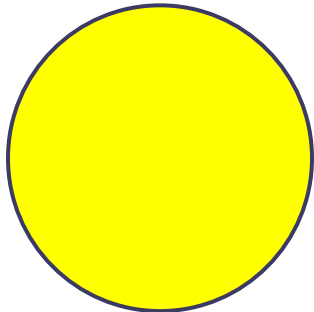
Reflection



- **What made the most sense to you today?**
(squared with your thinking)



- **What 3 new ideas or strategies will you share or try?**



- **What is still circling in your head?**
(questions or thoughts you may have)



Contact Info: *How Can I Help?*

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