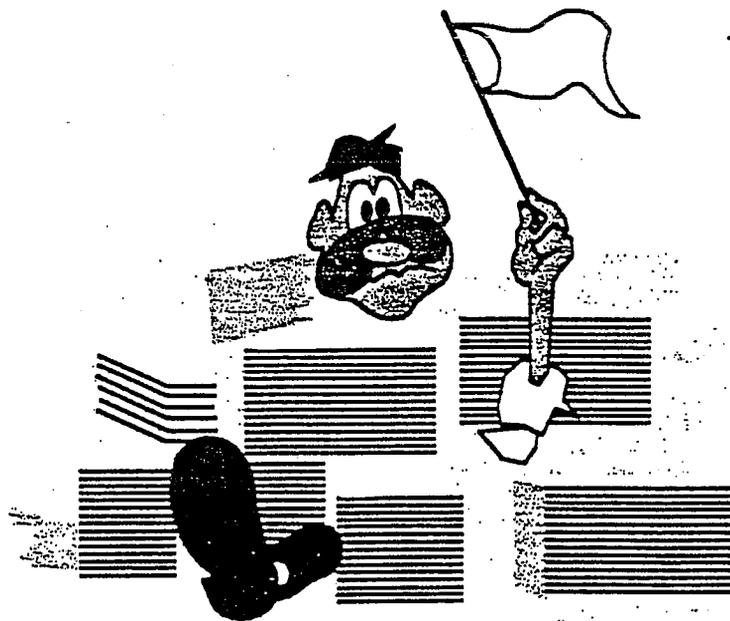


**"Change is
technically
simple and
socially
complex."**

- Bruce Joyce



Change Formula

"A vision of what might be

plus

a dissatisfaction with what is

must be greater than the

cost of change."

Garnston & Costa

To Change or Not to Change

- ∞ What values are involved?
- ∞ Who will benefit?
- ∞ How much of a priority is it?
- ∞ How achievable is it?
- ∞ What areas of potential change are being neglected?

Experiences

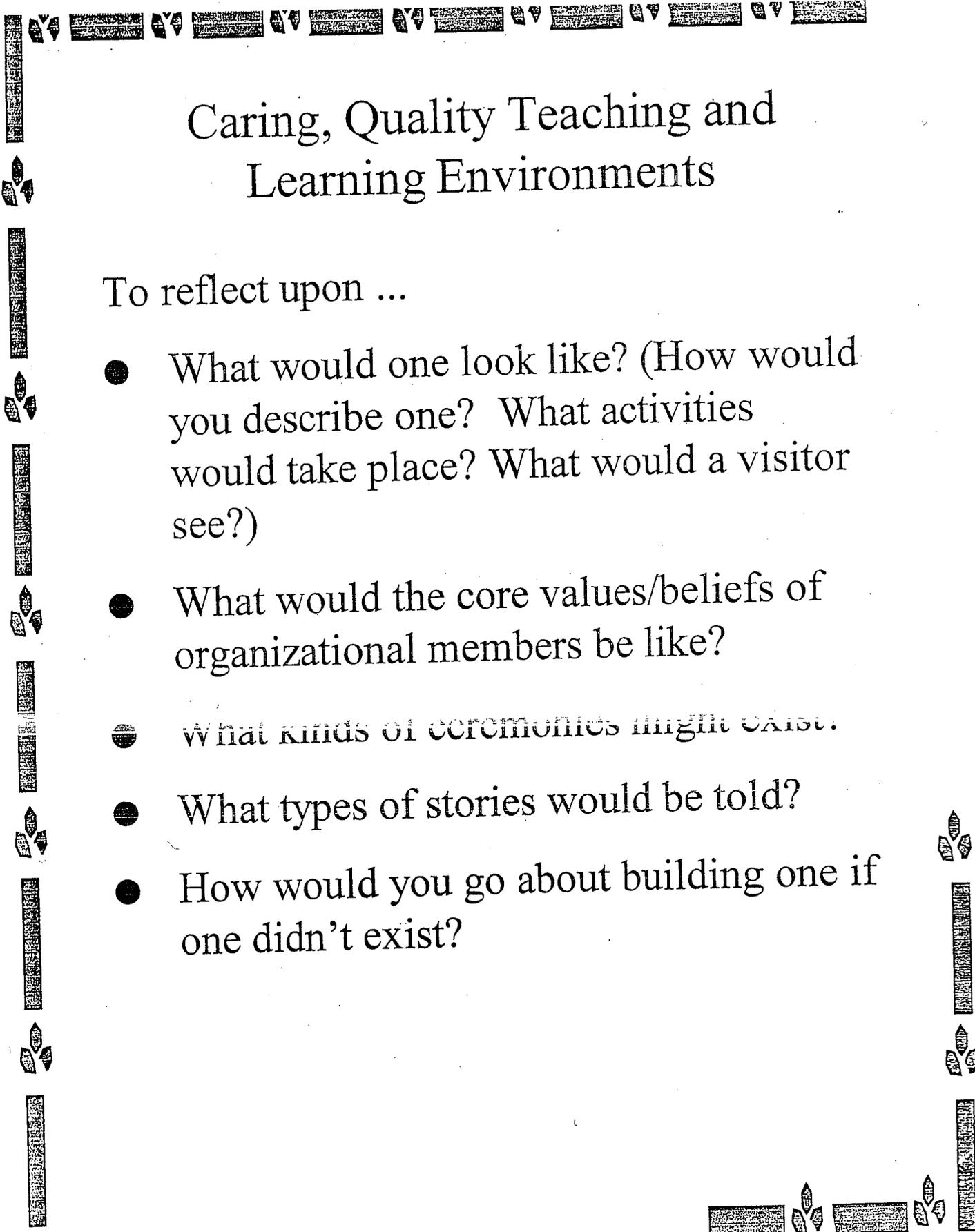
Beliefs/
Values

Behavior/
Actions

- ◆ school as organization
- ◆ workplace conditions
- ◆ classrooms
- ◆ school climate and culture

- ◆ staff
- ◆ students
- ◆ parents and the larger community

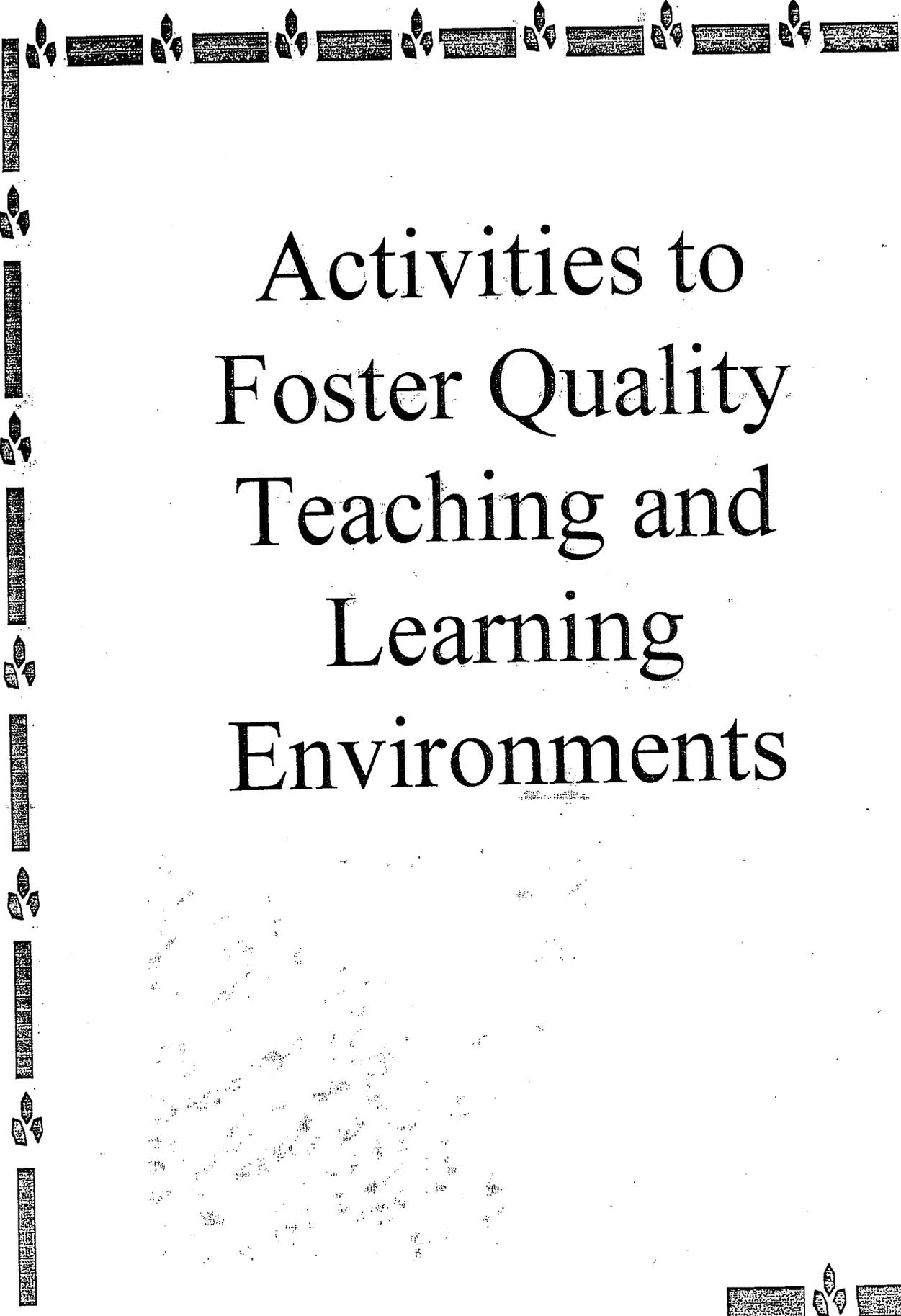
Pam Robbins



Caring, Quality Teaching and Learning Environments

To reflect upon ...

- What would one look like? (How would you describe one? What activities would take place? What would a visitor see?)
- What would the core values/beliefs of organizational members be like?
- What kinds of ceremonies might exist?
- What types of stories would be told?
- How would you go about building one if one didn't exist?



Activities to Foster Quality Teaching and Learning Environments

To Ponder ...

“It is not the height
of the mountains
that does me in, but
the pebbles in my
shoes.”

From: Roland Barth, quoting a
high school principal from
Michigan in *If I Only Knew ...
Success Strategies for
Navigating the Principalship* by
Harvey Alvy and Pam Robbins,
Corwin Press, June 1998.



**THINKING ABOUT
YOUR OWN CONTEXT...**

1. What are the salient features of your school?

2. Describe the change effort with which you are working

3. Are the change effort goals consistent with the school context?

4. How is the program perceived by staff members?

5. How am I perceived?

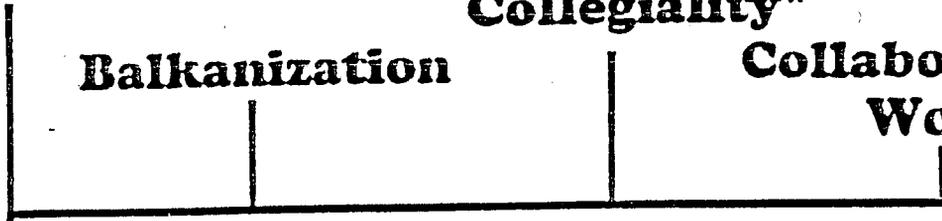
Relationships Among Colleagues

Individualism

"Contrived Collegiality"

Balkanization

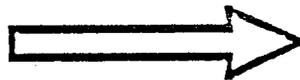
Collaborative Work



**Andy Hargreaves,
1989**

Ways Teachers Work

Independence



Interdependence

Story Telling

Sharing

Aid & Assistance

Joint Work



**Judith Warren
Little, 1989**

Pam Robbins

MANAGING ORGANIZATIONAL CHANGE:
DANGERS AND OPPORTUNITIES



In today's rapidly changing work environment, an organization needing to adjust something about its people, methods, or products usually develops a crisis situation. It appears the Chinese have had a sophisticated understanding of the crisis of change for over 4,000 years. By combining the images of "danger" and "hidden opportunity" in their written symbol for "crisis," they seem to express not only the possible outcomes of change but, more importantly, a philosophy of change.

Change is a journey that allows us

- to encounter new opportunities
- to see new possibilities
- to learn new behaviors
- to practice new ways of doing things
- to practice new ways of being
- to develop new habits of mind

Change Formula

"A vision of what might be

plus

a dissatisfaction with what is

must be greater than the

cost of change."



Responding to Change

- ∞ We try to hold on to what is comfortable and reliable, and what makes sense to us.
 - ∞ We attempt to consolidate our skills and what is familiar to us in order to assure ourselves that we can master something new.
 - ∞ We seek personal meaning in any change we are expected to assimilate.
- 

THE PROBLEM OF MEANING

"One of the most fundamental problems in education today is that people do not have a clear, coherent sense of meaning about what educational change is for, what it is, and how it proceeds. Thus, there is much faddism, superficiality, confusion, failure of change programs, unwarranted and misdirected resistance, and misunderstood reform. What we need is a more coherent picture that people who are involved in or affected by educational change can use to make sense of what they and others are doing.

The problem of meaning is central to making sense of educational change. In order to achieve greater meaning, we must come to understand both the small and the big pictures. The small picture concerns the subjective meaning or lack of meaning for individuals at all levels of the educational system.

Neglect of the phenomenology of change—that is, how people actually experience change as distinct from how it might have been intended—is at the heart of the spectacular lack of success of most social reforms. It is also necessary to build and understand the big picture because educational change, after all, is a sociopolitical process.

It is important that people make sense of their individual situations and understand the broader social forces influencing change.....so that they and others around them can take some action to improve their immediate situation."

Michael Fullan, 1991
The New Meaning of Educational Change

Reflections

After reading this excerpt, what thoughts come to mind, regarding the context in which you work and changes therein?

**Organizational change
occurs as the beliefs,
attitudes, and
behaviors of the
individuals within the
organization change.**

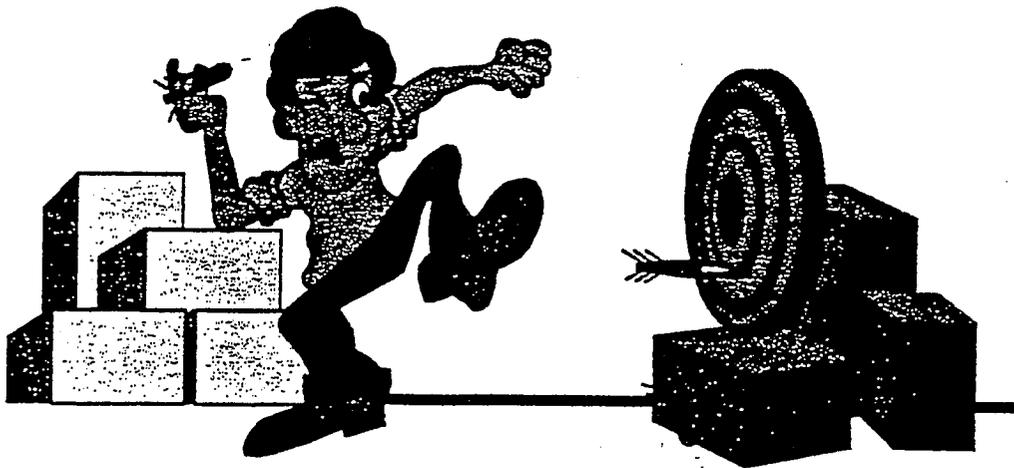
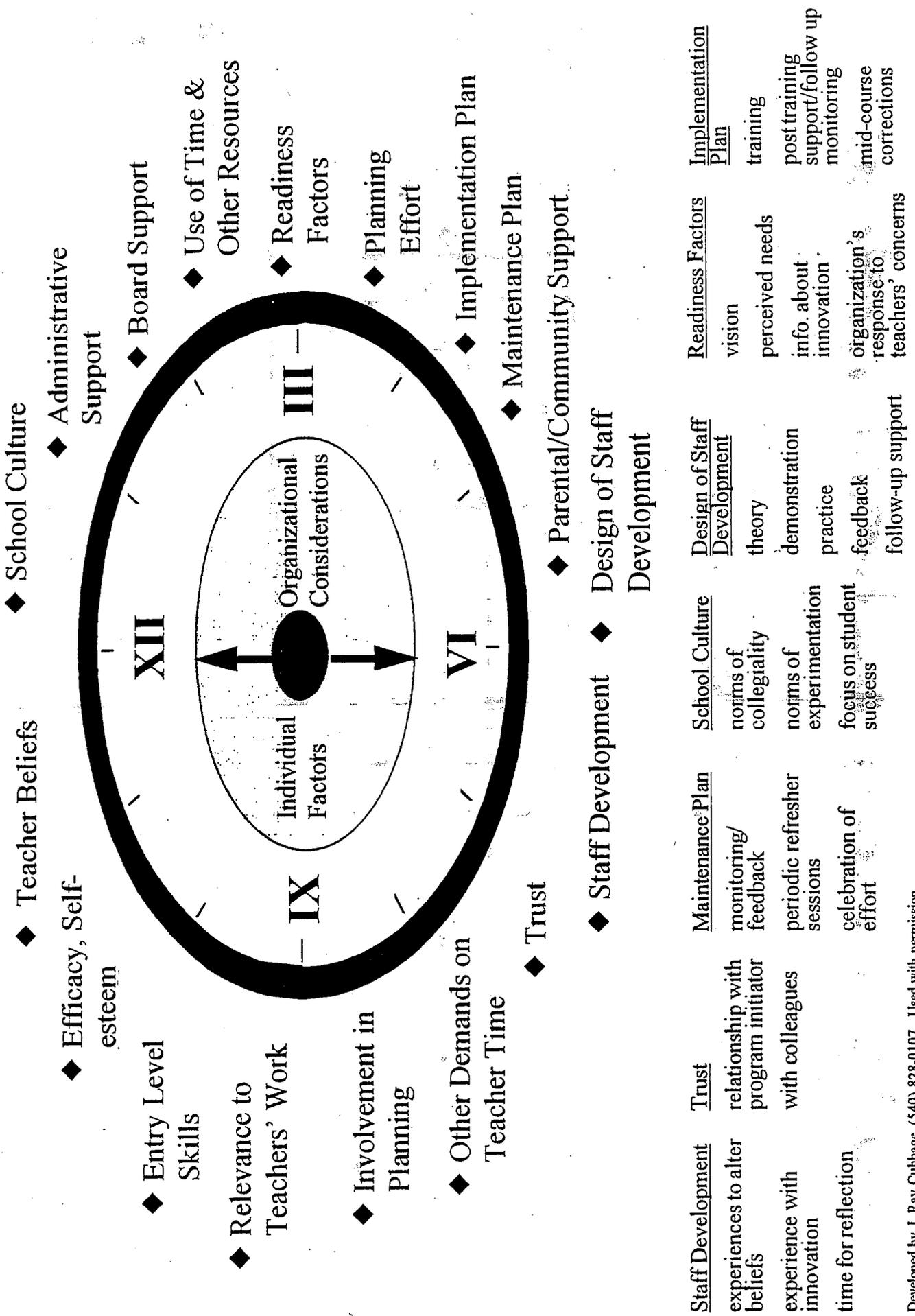
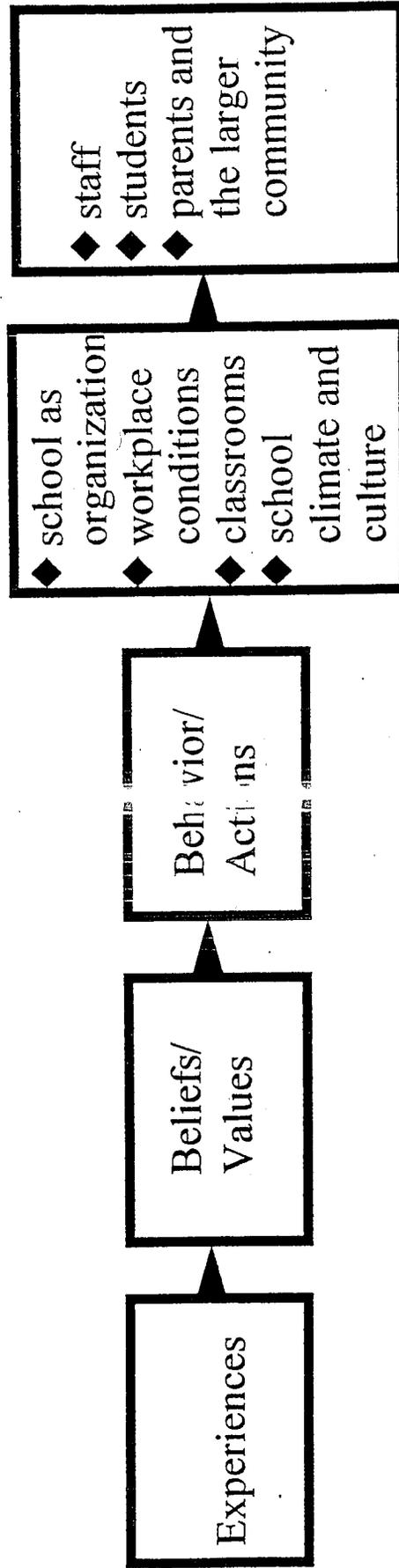


Figure 1. Factors Influencing the Implementation of an Innovation



Cultivating the Will to Collaborate



Pam Robbins
1251 Windsor Lane
Mt. Crawford, VA 22841
(540) 828-0107

Success Factors of Change Projects

■ Initiation

- linked to high profile need
- clear model of implementation
- one or more strong advocates
- active initiation

■ Implementation

- coordination
- shared control
- pressure and support
- ongoing technical assistance
- early rewards for teachers

■ Institutionalization

- embedding
- links to instruction
- widespread use
- removal of competing priorities
- continuing assistance

(Huberman and Miles, 1986)

The Change Process

Key Thematic Findings

1. It seems crucial to develop a clear, shared vision:
 - a) of the school as it might become;
 - b) of the nature of the change process that will get us there.
2. Successful change is most likely when the program is evolutionary rather than tightly pre-designed, with plenty of early action to create energy and support learning.
3. Turbulence is the norm, and school implementation efforts are most successful when the school and the district are actively engaged with each other but with few rules and much autonomy for the school.
4. Substantial, sustained, relevant, and varied assistance is essential; implementation is not a self-sustained process; building permanent internal resource structures is critical.
5. Serious change efforts are rife with problems; coping with them actively, promptly, and with depth is the single biggest determinant of success; careful problem sensing and deliberate coping efforts are the hallmark of success.

Matthew Miles and Karen Louis, 1990

Four capacities for
building greater change
capacity:

- * personal vision building
- * inquiry
- * mastery
- * collaboration

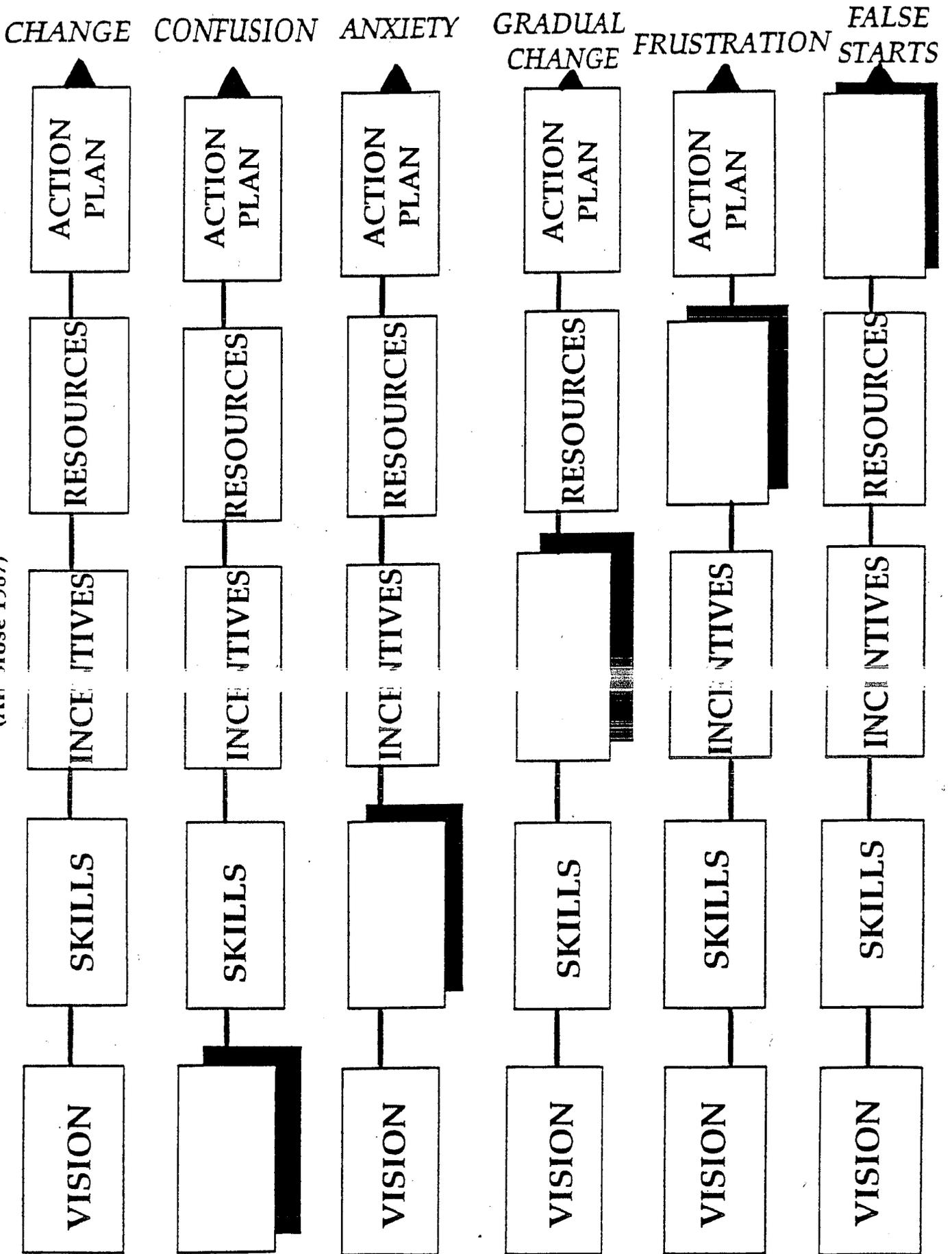
Each of these has its institutional
counterpart:

- * shared vision building
- * organizational structure
- * norms
- * practices of inquiry
- * development of increased repertoire
of skills
- * know how among organizational
members

Michael Fullan, "Why Teachers Must Become Change
Agents" Educational Leadership, March, 1993

Managing Complex Change

(Allprose 1987)



To Change or Not to Change

- ∞ What values are involved?
- ∞ Who will benefit?
- ∞ How much of a priority is it?
- ∞ How achievable is it?
- ∞ What areas of potential change are being neglected?

Assumptions About Change

**THERE IS SOMETHING I DON'T KNOW
THAT I AM SUPPOSED TO KNOW.
I DON'T KNOW WHAT IT IS I DON'T KNOW,
AND YET AM SUPPOSED TO KNOW,
AND I FEEL I LOOK STUPID
IF I SEEM BOTH NOT TO KNOW IT
AND NOT TO KNOW WHAT IT IS I DON'T
KNOW.**

**THEREFORE, I PRETEND I KNOW IT.
THIS IS NERVE-WRACKING SINCE I DON'T
KNOW WHAT I MUST PRETEND TO KNOW.
THEREFORE, I PRETEND I KNOW
EVERYTHING.**

R.D. LAING, 'KNOTS' (1970_

The following is taken from:

The Meaning of Educational Change, by Michael Fullan,
The Ontario Institute for Studies in Education
Teachers College Press, Columbia University, NY 1982.

1. Do not assume that your version of what the change should be is the one that should or could be implemented. (On the contrary, assume that one of the main purposes of implementation is to exchange your reality of what should be through interaction with implementation consisting of some transformation or continual development of initial ideas.)
2. Assume that any significant innovation, if it is to result in change, requires individual implementors to work out their own meaning. Significant change involves a certain amount of ambiguity, ambivalence, and uncertainty for the individual about the meaning of the change. Thus, effective implementation is a process of clarification.

3. Assume that conflict and disagreement are not only inevitable but fundamental to successful change. Since any group of people possess multiple realities, any collective change attempt will necessarily involve conflict.
4. Assume that people need pressure to change (even in directions which they desire), but it will only be effective under conditions which allow them to react, to form their own position, to interact with other implementors, to obtain technical assistance, etc. Unless people are going to be replaced with others who have different desired characteristics, resocialization is at the heart of change.
5. Assume that effective change takes time. It is a process of "development in use." Unrealistic or undefined timelines fail to recognize that implementation occurs developmentally. Expect significant change to take a minimum of two or three years.
6. Do not assume that the reason for lack of implementation is outright rejection of the values embodied in the change, or hard-core resistance to all change. Assume that there are a number of possible reasons: value rejection, inadequate resources to support implementation, insufficient time elapsed.
7. Do not expect all or even most people or groups to change. The complexity of change is such that it is totally impossible to bring about widespread reform in any large social system. Progress occurs when we take steps (e.g. by following assumptions listed here) which increase the number of people affected. Our reach should exceed our grasp, but not by such a margin that we fall flat on our face. Instead of being discouraged by all that remains to be done, be encouraged by what has been accomplished by way of improvement resulting from your actions.

8. Assume that you will need a *plan* which is based on the above assumptions and which addresses the factors known to affect implementation. Knowledge of the change process is essential. Careful planning can bring about significant change on a fairly wide scale over a period of two or three years.
9. Assume that no amount of knowledge will ever make it totally clear what action should be taken. Action decisions are a combination of valid knowledge, political considerations, on-the-spot decision, and intuition. Better knowledge of the change process will improve the mix of resources on which to draw, but it will never and should never represent the sole basis for decisions.
10. Assume that change is a frustrating, discouraging business. If all or some of the above assumptions cannot be made (a distinct possibility in some situations for some changes), do not expect significant change as far as implementation is concerned.

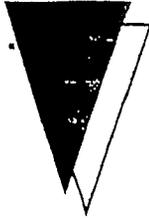
~~... ..~~ is quoted by permission of his publisher.

R.D.Laing's "Knots" is quoted by permission of his publisher.

ASCD: Implementing Instructional Innovations. January 30-February 1, 1990.
Sarasota, Florida

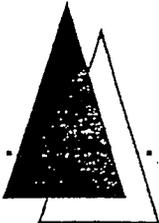
As the organization moves through its three phases of change, individuals simultaneously move through their own three phases of change:

- endings
- transitions
- new beginnings



Change is a Highly Personal Experience

What we mean here is that individuals are different; people do not behave collectively. Each individual reacts differently to a change, and sufficient account of these differences must be taken. Some people will assimilate a new practice much more rapidly than others. Change will be most successful when its support is geared to the diagnosed needs of the individual users. If change is highly personal, then clearly different responses and interventions will be required for different individuals. Paying attention to each individual's progress can enhance the improvement process.

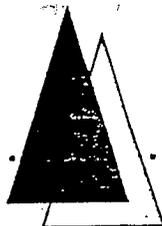


-- From Taking Charge of Change,
ASCD, 1987.



Key Points of C-BAM

1. Change is a process, not an event.
2. The single most important factor in any change process is the people who will be most affected by the change.
3. Concerns do not exist in a vacuum. Individuals who express concerns are influenced by:
 - ~ feelings about the innovation
 - ~ perceptions of their own ability
 - ~ the setting in which change occurs
 - ~ other changes occurring simultaneously
 - ~ the support they are provided
4. Movement through Stages of Concern can be facilitated but not forced.
5. Concerns change over time in a fairly predictable, developmental manner.
6. There is nothing inherently good or bad about a particular stage or pattern of concerns.



The Concerns-Based Adoption Model (C-BAM)

Stages of Concern: Typical Expressions of Concern About the Innovation		
	Stages of Concern	Expressions of Concern
IMPACT	6 Refocusing	I have some ideas about something that would work even better.
	5 Collaboration	I am concerned about relating what I am doing with what other instructors are doing.
	4 Consequence	How is my use affecting kids?
TASK	3 Management	I seem to be spending all my time getting material ready.
SELF	2 Personal	How will using it affect me?
	1 Informational	I would like to know more about it.
	0 Awareness	I am not concerned about it [the innovation].

Gene Hall et al.
University of Northern Colorado, 1979.

RESISTANCE



usually stems from
individual feelings of

VULNERABILITY

and

LOSS OF CONTROL

**You can reduce the
negative impact**



**of RESISTANCE by
minimizing individuals'
feelings of
VULNERABILITY and
LOSS OF CONTROL.**

Reasons for Resistance to Change

by Michael Fullan

- ✱ When the purpose is not made clear.
- ✱ When the participants are not involved in the planning.
- ✱ When the appeal is based on personal reasons.
- ✱ When the habit patterns of the work group are ignored.
- ✱ When there is poor communication regarding a change.
- ✱ When there is fear of failure
- ✱ When excessive work pressure is involved.
- ✱ When the cost is too high, or the reward for making the change is seen as inadequate.
- ✱ When the present situation seems satisfactory.
- ✱ When there is lack of respect and trust in the change initiator.

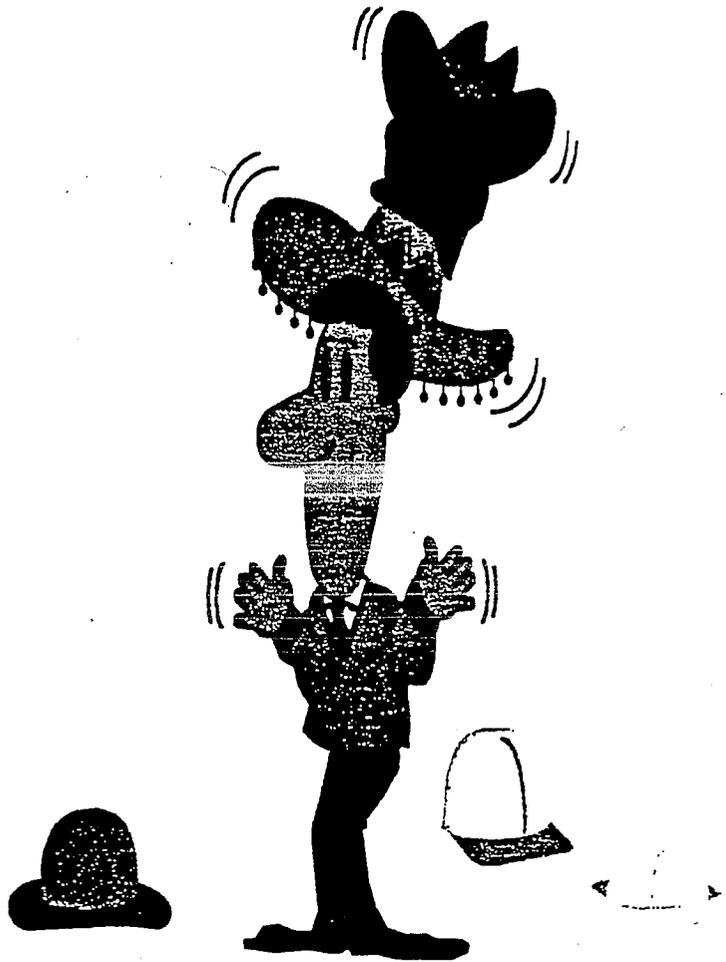
R - FIT

Relevance

Feasibility

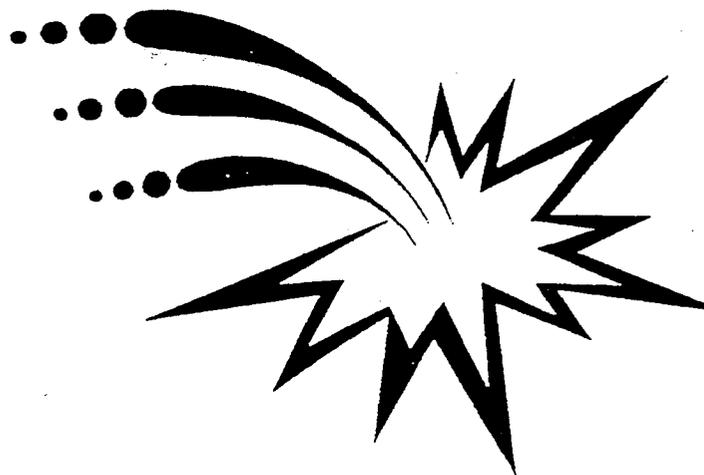
Involvement

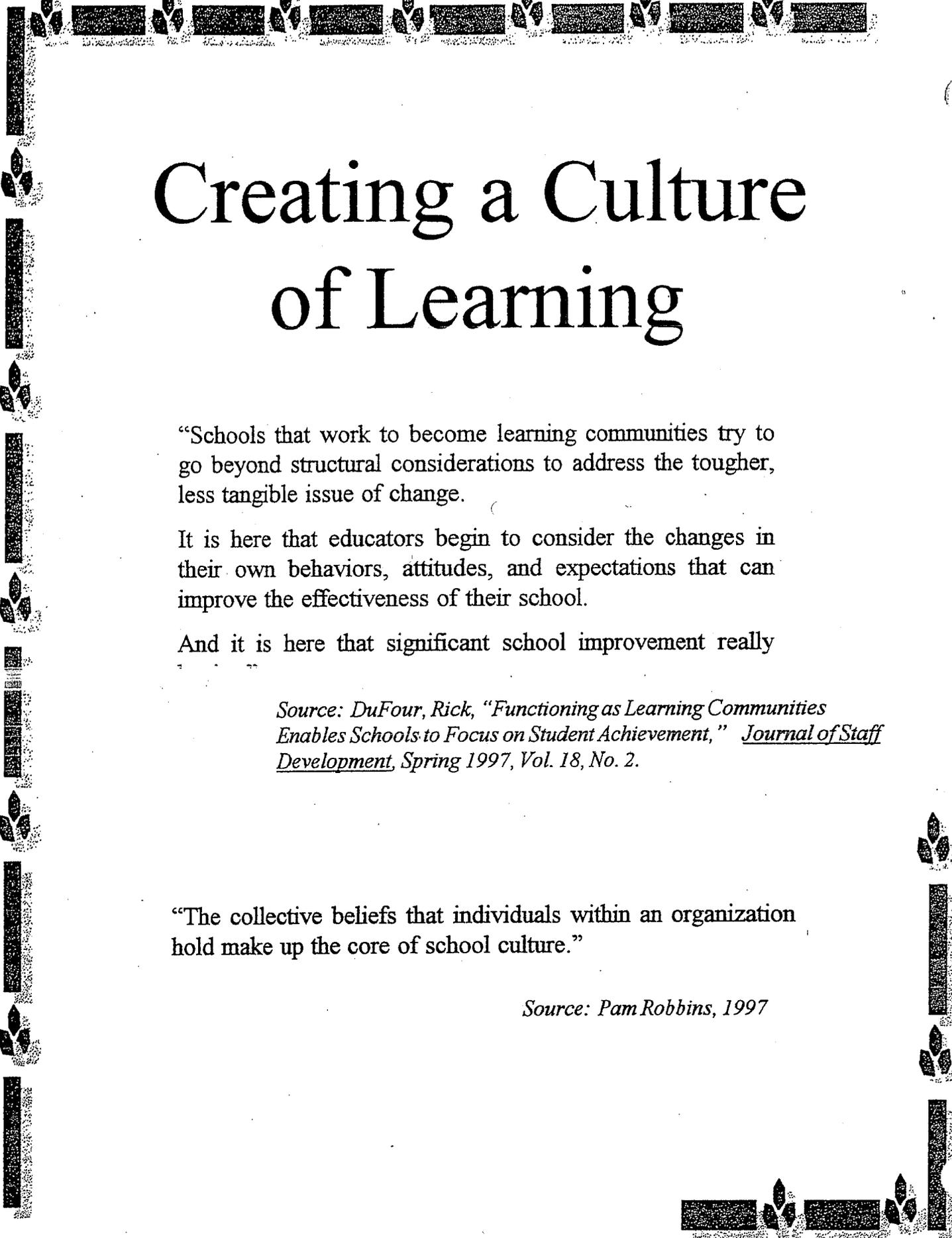
Trust



T-Factors and Change

- Time
- Training
- Trust
- Tangible Support
- Turf
- Temperaments
- Traditions
- Tempo





Creating a Culture of Learning

“Schools that work to become learning communities try to go beyond structural considerations to address the tougher, less tangible issue of change.

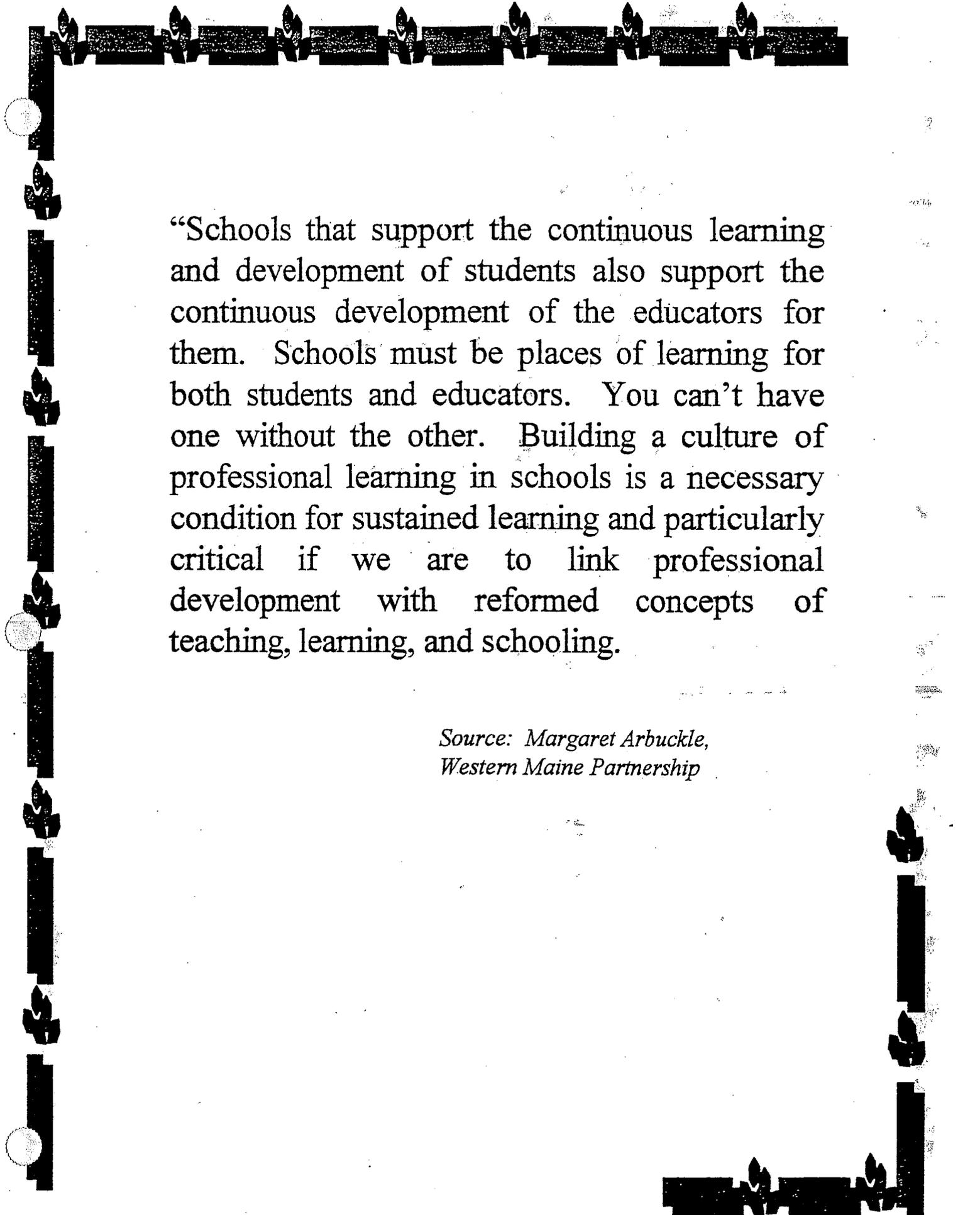
It is here that educators begin to consider the changes in their own behaviors, attitudes, and expectations that can improve the effectiveness of their school.

And it is here that significant school improvement really

Source: DuFour, Rick, “Functioning as Learning Communities Enables Schools to Focus on Student Achievement,” Journal of Staff Development, Spring 1997, Vol. 18, No. 2.

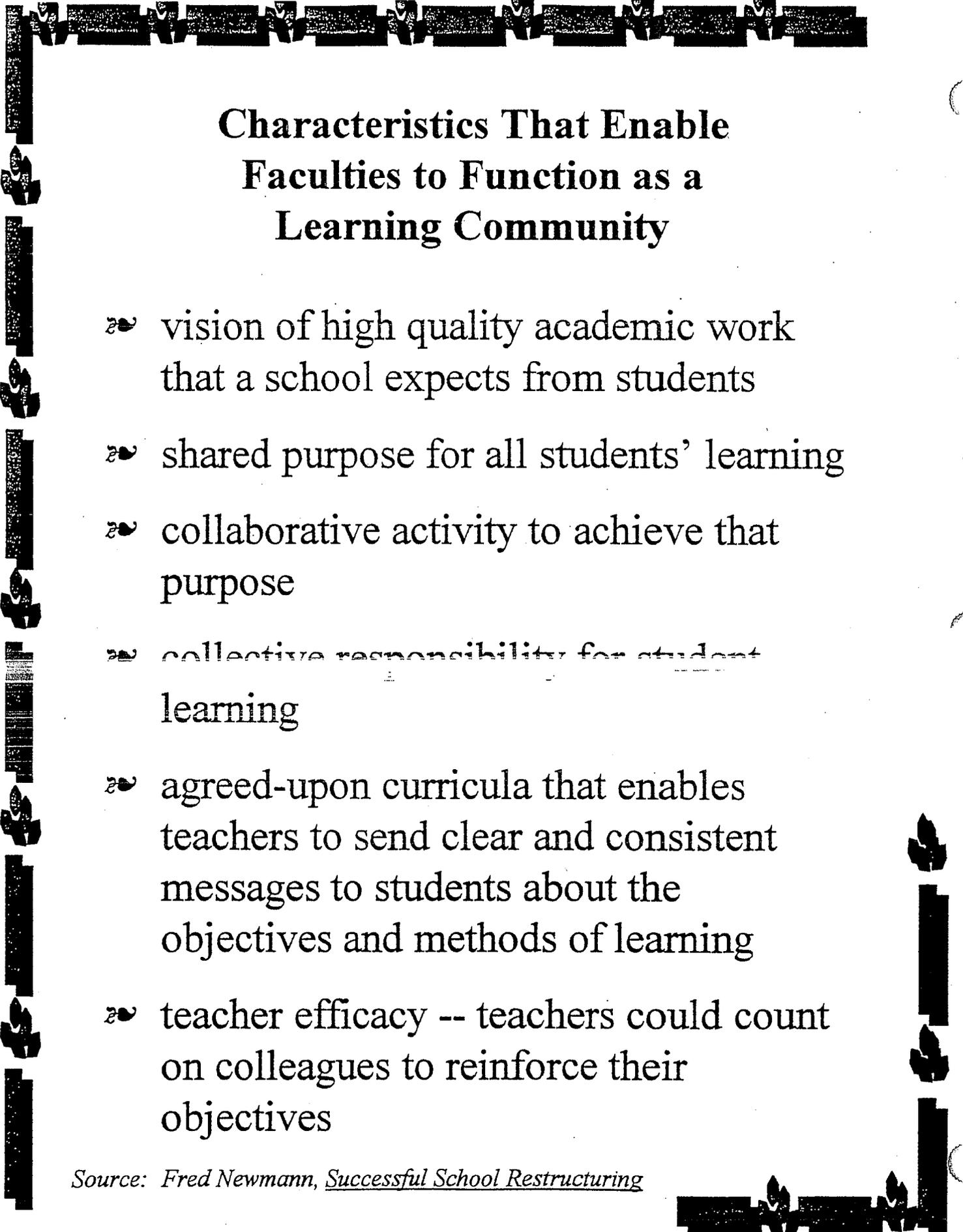
“The collective beliefs that individuals within an organization hold make up the core of school culture.”

Source: Pam Robbins, 1997



“Schools that support the continuous learning and development of students also support the continuous development of the educators for them. Schools must be places of learning for both students and educators. You can’t have one without the other. Building a culture of professional learning in schools is a necessary condition for sustained learning and particularly critical if we are to link professional development with reformed concepts of teaching, learning, and schooling.

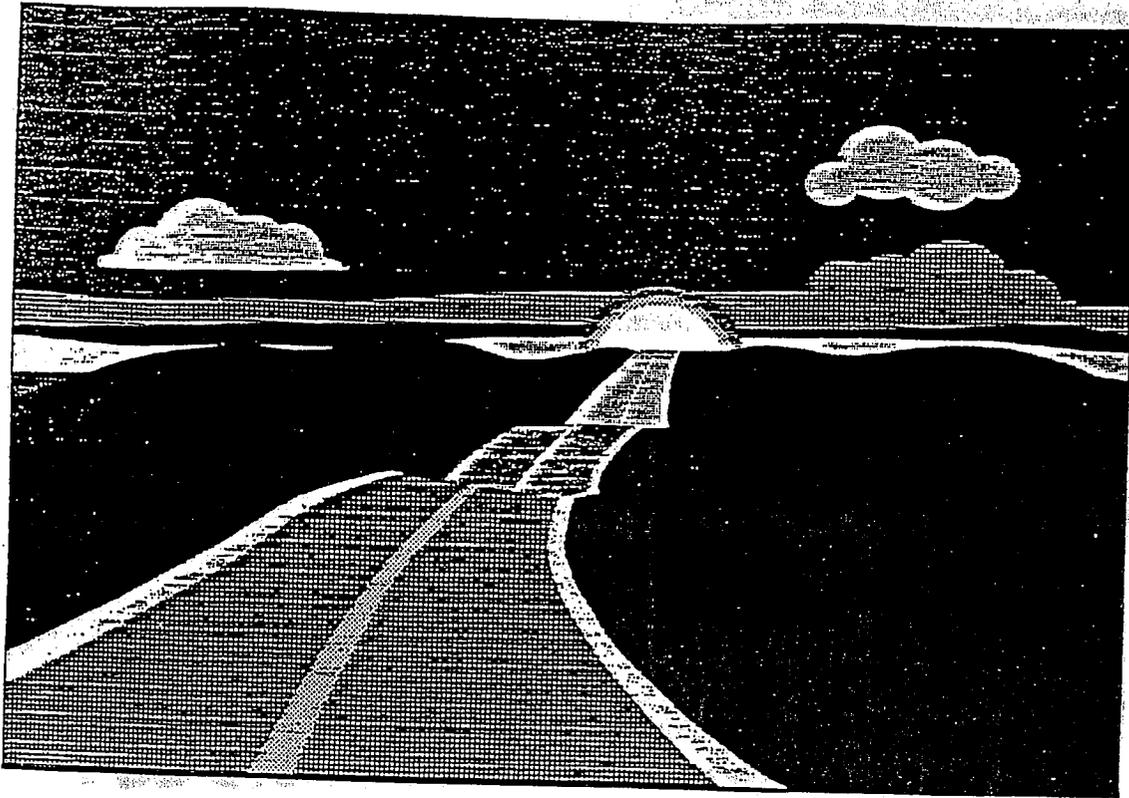
*Source: Margaret Arbuckle,
Western Maine Partnership*



Characteristics That Enable Faculties to Function as a Learning Community

- vision of high quality academic work that a school expects from students
- shared purpose for all students' learning
- collaborative activity to achieve that purpose
- collective responsibility for student learning
- agreed-upon curricula that enables teachers to send clear and consistent messages to students about the objectives and methods of learning
- teacher efficacy -- teachers could count on colleagues to reinforce their objectives

Source: Fred Newmann, *Successful School Restructuring*



“Knowing how to learn... is at least as important as possessing any body of knowledge at a given moment in a student’s progression through school...Mastery of the skills of learning, and early experience of the profound satisfaction of learning, lay the foundation for lifelong learning...”

Jean Dowdall
President
Simmons College

School

If this is not a place where tears are understood, where do I go to cry,

If this is not a place my spirit can take wing, where do I go to fly,

If this is not a place where my questions can be asked, where do I go to seek,

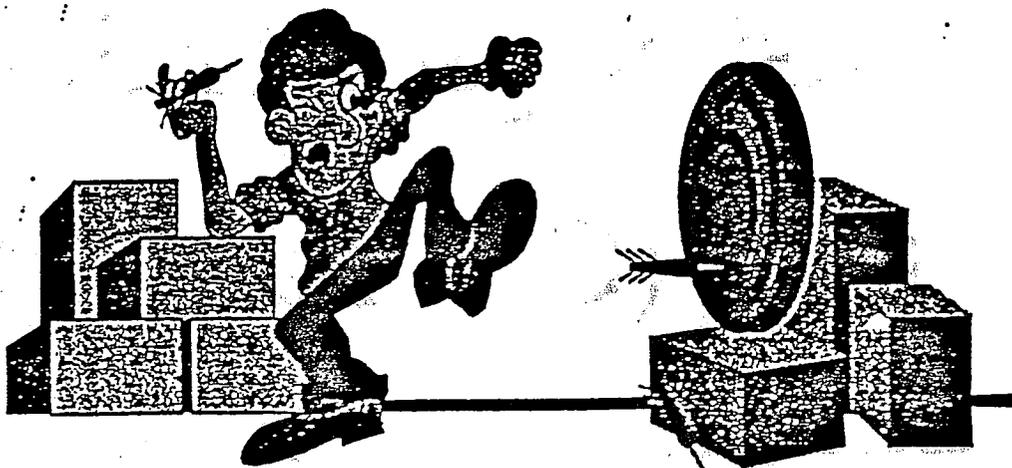
If this is not a place where my feelings can be heard, where do I go to speak,

If this is not a place you'll accept me as I am, where can I go to be,

If this is not a place where I can try, and learn, and grow, where can I just be me?



**Organizational change
occurs as the beliefs,
attitudes, and
behaviors of the
individuals within the
organization change.**



N - Need



V - Vision



A - Ability

Must be greater than

Cost (C) + Pain (P)

Change Formula

"A vision of what might be

plus

a dissatisfaction with what is

must be greater than the

cost of change."

Managing Complex Change

(Ambrose 1987)

Handwritten signature

VISION = SKILLS = INCENTIVES = RESOURCES = ACTION PLAN = CHANGE

VISION = SKILLS = INCENTIVES = RESOURCES = ACTION PLAN = CONFUSION

VISION = INCENTIVES = RESOURCES = ACTION PLAN = ANXIETY

VISION = SKILLS = INCENTIVES = RESOURCES = ACTION PLAN = GRADUAL CHANGE

VISION = SKILLS = INCENTIVES = ACTION PLAN = FRUSTRATION

VISION = SKILLS = INCENTIVES = RESOURCES = ACTION PLAN = FALSE STARTS

RESPONDING TO CONCERNS

Stage 0 (Awareness)

Share information; don't overwhelm

Stage 1 (Information Concerns)

Use a variety of methods to share information.

Stage 2 (Personal)

Make sure people know others share their concerns. Provide support/encouragement.

Stage 3 (Management)

Provide help with "how to" issues.

Stage 4 (Consequence)

Provide opportunities to visit places where the innovation is used.

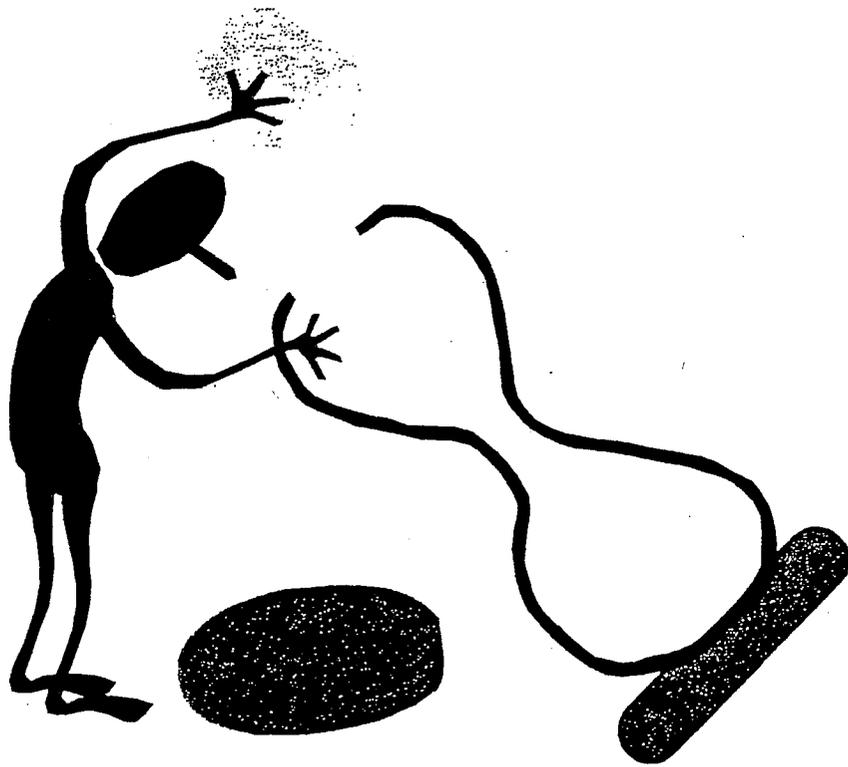
Stage 5 (Collaboration)

Develop opportunities for the individual to work collaboratively or discuss applications in collaborative settings

Stage 6 (Refocusing)

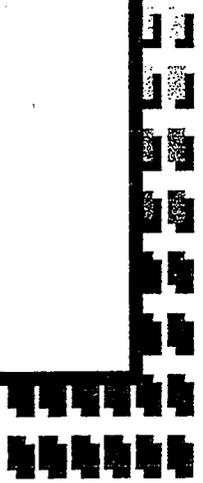
Help individuals refine their ideas and translate them into practice. Respect needs to "find a better way."

Finding the Time





School Improvement Approaches Affecting Schools as Organizations

- Restructuring Time
 - Building a Collaborative Culture
 - Data Driven Decision Making
 - Other
- 

Where Do You Find the Time?

Following are five strategies that educators across the country are using to find more time.

- 1. Freed-Up Time:** Using various arrangements to free teachers from direct student supervision. These include enlisting administrators to teach classes, authorizing teaching assistants and college interns to teach classes at regular intervals under the direction of a teacher, and teaming teachers in a way that allows one teacher to instruct for another.
- 2. Restructured Time:** Formally altering the time frame of the traditional calendar, school day, or teaching schedule
- 3. Common Time:** Using common planning time to support restructuring programs, interdisciplinary teams, subject-area collaboration, and grade-level planning
- 4. Better-Used Time:** Using currently scheduled meetings and professional development activities more effectively by focusing on planning and collaboration
- 5. Purchased Time:** Hiring additional teachers, clerks, parents, and support staff to allow for smaller class sizes and/or expanded or additional planning sessions.

Time Strategies, NEA
(800) 229-4200

Characteristics of a Learning-Centered Schedule

- 1** The schedule maximizes instructional time. The schedule reflects curricular priorities and gives first priority to students' learning. Administrators and teachers cooperate in defining instructional time.
- 2** The schedule facilitates the professional growth of teachers. Teachers have time to collaborate and to cooperate in fostering professional growth.
- 3** The schedule reflects grouping practices that do not stigmatize students. It gives all students access to a quality curriculum and fosters student achievement.
- 4** The schedule gives teachers a teachable situation. Teachers are assigned to their area of specialization. Wherever possible, teacher preferences about the number and type of preparations and room assignments are acknowledged. Classes are neither too large nor excessively heterogeneous.
- 5** The schedule is flexible and learning-oriented. Time is organized according to learning needs, instead of learning being constrained by rigid time frameworks.
- 6** The schedule is responsive to the needs of students and teachers. Sufficient time is provided for relaxing, eating, and taking care of personal needs.

Source: From *Teachers As Agents of Change*, by
1992. Based on research by Anderson 1984

an A. Glatthorn, Washington, D.C., National Education Association,
empsey and Traverso 1983, and Glatthorn 1986.

Glossary

Better-Used Time

Using currently scheduled meetings and professional development activities more effectively by focusing on planning and collaboration.

Block Scheduling

Restructuring the school day into fewer, longer instructional time blocks. For example, a typical daily high school divides its instructional time into seven 50-minute periods. If it were to use block scheduling, it might divide the instructional day into four 90-minute periods.

Common Time

Time designated for teacher collaboration and the development of "faculty-ness." During such time, colleagues with similar assignments work together on restructuring programs, interdisciplinary teams, subject-area collaboration, and/or grade-level planning.

Early Release Day

Day on which a school operates a shortened schedule and students go home a few hours early. After the students leave, the school staff meets to work in areas such as school improvement.

Freed-Up Time

Using various arrangements to free teachers from direct student supervision. These include enlisting administrators to teach classes, authorizing teaching assistants and college interns to teach classes at regular intervals under the direction of a teacher, and teaming teachers in a way that allows one teacher to instruct for another.

Professional Education (ProEd) Day

Workday set aside for districtwide workshops or traditional end-of-semester planning.

Purchased Time

Hiring additional teachers, clerks, parents, and support staff to allow for smaller class sizes and/or expanded or additional planning sessions.

Restructured Time

Formally altering the time frame of the traditional school calendar, school day, or teaching schedule.

Timeblock

The feeling that demands on our time become so overwhelming that we cannot wring one more second out of crowded schedules and hectic days.

Temporary Duty Elsewhere (TDE) Day

Day on which official permission is granted for a school staff member to be out of his or her regular work site and still on the district payroll. The staff member does not have to use sick leave or personal time, is covered by Workman's Compensation, and is provided with a substitute.

Finding Time for Collaboration

Mary Anne Raywid

Many schools throughout the country are experimenting with creative ways to make or find time for shared reflection. Their examples suggest direction for others.

Ask anybody directly involved in school reform about its most essential ingredient, and the answer is likely to be "time." Research concurs. Collaborative time for teachers to undertake and then sustain school improvement may be more important than equipment or facilities or even staff development (Fullan and Miles 1992, Louis 1992, Rosenholtz 1989).

change to succeed, teachers collectively must be involved in its implementation (Berman and McLaughlin 1978, McLaughlin 1991). But unless the "extra energy requirements" demanded are met by the provision of the time, the change is not likely to succeed (Fullan and Miles 1992).

The literature on teacher worklives also concludes that even when change efforts are not under way, collaborative time for teachers is necessary. Successful schools are distinguishable from unsuccessful ones by the frequency and extent to which teachers discuss practice, collaboratively design materials, and inform and critique one another (Little 1982). This sort of interaction appears necessary to continuing growth and improvement in the individual as well as to sustaining a good school (Wildman and Niles 1987).

Yet another body of research points to the importance of collaborative time for teachers by suggesting that even in good schools, change as well as stability must be evident. As Goodlad

put it (1983), schools must be "self-renewing systems" (Tye and Tye 1984). Or, in more recent terms, they must be "learning organizations" marked by deliberate effort to identify helpful knowledge and spread its use within the organization (Senge 1990, Louis and Simsek 1991). The reason, as Rosenholtz forthrightly put it, is that either schools are growing or they are stuck (1989).

then teachers must have time for sustained collaborative reflection on school practice, conditions, and events. None of this is to say that collaboration time alone can assure success. How the time is used is crucial, but making or finding it is necessary (Prager 1992). In fact, time has emerged as *the* key issue in every analysis of school change appearing in the last decade (Fullan and Miles 1992).

Making the Time

Some places have simply bitten the bullet and added meeting days to the school year and teachers to the school staff. At UCLA's University Elementary School, for instance, 20 pupil-free teacher workdays are now being built into the annual calendar. A staffing pattern assigning six teachers to four classes also frees teachers on a rotating basis (Watson et al. 1992). But not all schools can hope for such arrangements, and in today's economy most will probably have to find or create low-cost ways to make time for school improvement.

Are there ways to provide this collaboration time without substantially increasing school costs? A number of school people quite ready to tackle genuine restructuring report this to be the most stubborn barrier. Often teachers are willing to contribute *some* of their own time—but quite *reasonably* are unwilling to shoulder the full cost of what, after all, is a system responsibility—and what research confirms must be a continuing one. Even if teachers were willing to assume the full costs of the new requirements, their efforts would probably prove insufficient to the task. Ten minutes before the kids arrive,

day, are only enough for news flashes and crisis-meeting—not for analyzing and planning and creating.

I surveyed how schools are making the necessary collaborative time, supplementing what I had seen by asking regional and national innovative school groups about plans for freeing up teacher time. Here is how some schools throughout the country are meeting this challenge.

The need for a school's faculty members to reflect together on their practice does not end once teachers are trained and programs established.



Fifteen Good Examples

1. At the Mohegan Elementary School in the Bronx, teachers piloting a new curriculum are scheduled for the same daily lunch period and a common preparation period immediately thereafter—giving them a total of 90 minutes of shared time daily.

2. Central Park East Secondary School in Manhattan, a 450-student combined junior-senior high school, is composed of three divisions, each with two houses—or two sets of students and teachers who work together. On one morning of every week, the lower division students of one house engage in community service. Their teachers meet together until noon, when the students return to school.

3. The organizational structure of Central Park East also lends itself to a different sort of grouping of teachers for meetings. Community service time can be scheduled by houses (a house being a single group of students), or it can reflect curriculum and assemble the division teachers from two houses who deal with a common content area. In previous years, the high school has

scheduled meetings on a curricular (team) basis; now this is done on a house (student) basis.

4. In schools and districts of substantial size, increasing class size by just one or two students can yield a surplus sufficient to finance teams of substitutes. The substitutes cover classes on a regular basis, permitting teacher teams to meet frequently.

5. In Merritt Island, Florida, the Gardendale Elementary Magnet School has adopted a year-round calendar, with three-week inter-sessions between quarters. The inter-sessions permit concentrated, two- or three-day meetings for teacher planning, for which participants receive compensatory time.

6. On Long Island, New York, school districts commonly set aside three to five days per year for teachers to attend day-long staff development meetings. To encourage regular collaborative sessions for teachers, some districts are rescheduling this time. When divided up, five staff development days permit 13 two-hour sessions, or one every two weeks throughout the school year.

7. In Kentucky, the State Board of Education sought legislative permission to convert five of the required instructional days into staff development time ("States" 1992).

8. The Texas Commissioner of Education sought authority from the Legislature to waive up to 15 instructional days to make them available for staff development (Gursky 1991).

9. Also at Mohegan in the Bronx, where a Cultural Literacy curriculum is being developed, the principal offered to dismiss classes 45 minutes early each Monday, Wednesday, and Friday if the teachers would extend the time by contributing 45 minutes of their own.

10. Some years ago, a Rhode Island superintendent lengthened the school day by 20 minutes for four days in order to dismiss students at noon on the fifth. He made Wednesdays teacher meeting days and persuaded local churches to hold their religious education programs on Wednesday afternoons, and scouts and other youth activities to meet then. A small group of faculty remained with and supervised (on a rotating basis) the youngsters of working parents unable to make other arrangements.

11. Kapaa Elementary School, on Kauai, Hawaii, has opened six schools-within-schools to accommodate its 1,500 students. The school is large enough to have a "supplemental staff" of art, music, physical education, computer, speech-drama and gifted-talented specialists, who meet with

various classes (rather than offering scheduled classes of their own). The principal has asked the supplemental staff to collaborate regularly to plan a half-day program, which they will use—as a team—successively in each of the six schools-within-schools. After rotating one collectively designed program through all six schools-within-schools, they will design another program. Eventually, each school-within-a-school team will be freed for a half-day's collaboration each two-and-one-half weeks throughout the school year.

12. At the Urban Academy in Manhattan, students participate in volunteer community service activities each Wednesday afternoon. With the help of the program's community service coordinator, each student has a semester-long assignment of providing some service function in the community—for example, helping in a legislative office, a teenage treatment facility or an animal rescue group.

This arrangement gives Academy teachers the full afternoon on Wednesdays for meeting. Faculty meetings occur regularly during this time, and each features one or more issues for deliberation.

13. Brooklyn College Academy—an alternative high school—classes are scheduled daily from 7:30 to 3:30. Even though the early morning "0" period is limited to special classes, clubs, and tutoring, the Academy finds that state time minimum requirements can be met in four-and-one-half days. Thus, faculty meet every Monday from 12:45-2:30 one week and 12:45-3:10 the next.

14. According to the superintendent of New York City's alternative high schools, the secret to finding collaboration time during the school day lies in "creative interpretation" of state requirements for instruction. He discovered that the time requirements could be met in four, rather than five, classes per week, permitting the blocking of "specials" (physical education, art, music, industrial arts) on the fifth day. For example, on



Fridays a particular group of youngsters may take two periods of physical education, followed by

music and industrial arts. This configuration frees other teachers for regular, extended collaborative sessions.

15. In Ft. Myers, Florida, a new teacher contract set the workday for teachers at an hour longer than that for students—leaving time after school each day for teachers to meet.

Other Promising Arrangements

In addition to the approaches just described, several others have substantial potential.

Service learning is currently being used to create teacher collaboration time in some places (as at Manhattan's Urban Academy, item 12 above), but it has even broader potential for doing so. For instance, although service learning programs are usually confined to high schools, they can also be used at middle and even elementary school levels. (One such program, in Lakewood, Colorado, has thrived for years. See Jenner and Elliott 1987.)

In light of the increasing popularity of service learning and the demonstrated benefits to those who provide the services, it may be desirable to

explore the possibilities of having older students regularly tutor and

this sort can free teachers for collaborative time, while a skeleton force oversees the volunteers.

Another arrangement with potential is suggested by a program at Detroit's Washington Middle School. Several years ago, the principal made every Friday *Hobby Day*, when all the adults in the school (not just the teaching staff) taught classes on their various interests. Youngsters signed up for two-hour classes offered over a period of six Fridays, to learn such skills as photography, puppetry, barbershop-style singing, and gourmet cooking. In addition to responding to the demand for "exploratories" for the young adolescent age group, this program proved an effective way for youngsters to interact with adults in a somewhat different way. The arrangement in effect enlarged the teaching staff for one day a week. Through careful scheduling of the hobby groups, a program could also permit different groups of teachers to work together for a few hours every Friday.

Asian schools have found yet another approach for creating collabo-

ration time for teachers. In Asia, class sizes are much larger than ours—though within schools, the total ratio of teachers to students is quite similar. The *large-class framework* means that teachers teach fewer classes and have more time to confer with colleagues (and students) and to accomplish other things. American teachers resist the idea of increasing class size. On the other hand, Asian teachers are negative about the toll exacted by small classes: from 30 to 40 percent of their hours in school are spent otherwise than in classes. They ask how American teachers can ever be expected to do a

good job, given their circumstances (Stigler and Stevenson 1991).

Still another avenue with possibility is the popular *partnership concept*. A university partner, in particular, has such potential—least demandingly perhaps through providing films, TV lessons, and demonstrations, all with interactive teaching arrangements. Where university partners handle instruction and design follow-up activities, aides and paraprofessionals may well be able to handle monitoring, thus freeing teachers.

Well short of such extensive arrangements, it is not uncommon for *grants* providing start-up costs for new programs to cover collaboration time—often under the guise of staff training or development time. But as desirable as such programs and arrangements may be in serving a variety of purposes, they cannot yield the reliable, continuing time for teacher collaboration that research suggests is necessary to sustain good teacher and good school functioning. In addition, programs that yield collaboration for some but not all—or for a group assembling people from various schools, or only for a program initiation period—are not sufficient.

The need for a school's faculty members to reflect together on their practice—and for schools to remain collaborative, self-renewing entities—does not end once teachers are trained and programs established.

The Lessons Emerging

Other investigators have identified the following general approaches to finding collegial interaction time: freeing up existing time, restructuring or rescheduling it, using it better, or purchasing it (Watts and Castle 1992). The arrangements described here

reflect specific strategies. In the first place, they suggest different levels at which the search for time can be conducted: school, district, and state.

Schools with sufficient control over their own programs may be able to find collaboration time through individual teacher scheduling and staff redeployment (as suggested in items 1–4). Other answers to the time question may be solutions that *districts* must adopt or authorize (for example, items 4–6). Still others can be initiated at the *state* level (items 7 and 8).

These examples not only suggest permissions and authorizations that may need to be obtained; they also suggest that at each of these three levels the search can be initiated and needed time found. They also indicate some general strategies that are being employed in the search for time. Some add the hours needed by supplementing the school's existing time (5 and 9); others reallocate existing time (1, 2, 6). "Banking" is a frequent strategy used either to meet instructional minimum requirements (by saving time in some fashion, or adding it to free the hours needed for collaborative sessions—as in item 10), or to demonstrate teacher productivity

increases that offset the costs of substitutes to cover released time. Auxiliary or special subject teachers are sometimes used to free up time for teacher collaboration (as in 11 and 14), as are nonteaching staff (as at Washington Middle School).

Fundamentally, only a few broad approaches exist for tackling the challenge. The time can be found by:

- taking time from that now scheduled for other things (instruction or staff development, for instance);
- adding additional time to the school day and/or the school year; or
- altering staff utilization patterns—so that all administrators regularly do some teaching, for instance, or so that some teachers assume responsibility for more youngsters while other teachers meet.

Making Found Time Worthwhile

Once time for teachers to collaborate has been found, how should it be allocated and scheduled? Experience to date recommends some useful criteria.

First, teachers cannot be expected to undertake serious collective examination of their programs—and the design of new programs—at the end of the regular school day. The psychic exhaustion that most teachers face at this time simply precludes such demanding endeavor.

Second, not only must the collaborative time come from the "prime-time" school day, but it must be a sustained interval. A single period (a common prep period, for instance, for the members of a design or sustaining team) will not suffice. Such a period may be adequate, however, if placed immediately before or after a shared lunchtime—assuming the result is an uninterrupted block instead of two separate or divided segments.

While some of the time needed can be left for concentrated periods when students are away from schools (during inter-sessions or summers), there must also be opportunities to reflect on daily events, make corrective decisions, and respond in a timely fashion to new conditions.

If collaborative endeavor is necessary to school adequacy, then schools must provide it.

Finally, in finding the time for substantial, continuing teacher collaboration, two opposing concerns must be kept in mind: (1) it is neither fair nor wise to ask teachers to deduct all the time needed from their personal lives (like weekends and holidays), even with compensation; and (2) conscientious teachers are reluctant to be away from their classrooms for an extended time unless they can feel confident about what's happening in their absence. Thus, schools need ongoing, carefully planned programs for classroom coverage.

As these four guidelines suggest, it will be hard to avoid either pupil-free school days or extended pupil-free periods within school days. Ultimately, then, a change must occur in both public and professional conceptions about teacher productivity. It has long been assumed that teachers' productive time consists of contact

Castie 1992). Time spent otherwise has been seen as either a bureaucratic necessity (such as faculty meetings), an individual professional obligation (as in lesson planning), or a job amenity or benefit (such as a prep period). What must change is the idea that for a teacher, it is only in the classroom with students that "the rubber meets the road."

At a Wingspread Conference of more than a decade ago, Ted Sizer suggested that perhaps the single move that could most help schools would be to maintain the present school hours of teachers, reduce the number of student hours by one a day, and use the gained time for teacher discussion and joint planning. While such possibilities may still appear remote, they are not impossible. In many contract negotiations, the principle that a good school requires more of teachers than student contact and individual planning time has now been established.

If collaborative endeavor is necessary to school adequacy, then schools must provide it. The responsibility

Ultimately, a change must occur in both public and professional conceptions about teacher productivity—that it is only in the classroom with students that "the rubber meets the road."

rests with schools, not individual teachers. Further, administrators, policymakers, and public alike must

time. If we are to redefine teachers' responsibilities to include collaborative sessions with colleagues—and both organizational research and teacher effectiveness research now suggests they are essential to good schools—then it is necessary to recon-
strue teacher time. The time necessary to examine, reflect on, amend, and redesign programs is not *auxiliary* to teaching responsibilities—nor is it "released time" from them. It is absolutely central to such responsibilities, and essential to making schools succeed! ■

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FACILITATORS' OUTLINE:
MAKING MEANING OF THE CHANGE
JOURNEY...TOGETHER

Tuesday Morning, 25 June 1996
10:15 - 12:00 (105 minutes total)

This session will be done concurrently in four rooms with approximately 40 participants in related role groups. Facilitator(s) will lead the group through a dialogue exercise to highlight successes and some of the major bumps, potholes, and hurdles of last year's school improvement efforts.

The session is intended to acknowledge and celebrate what was accomplished, what was learned, and to highlight the shared knowledge of the change process. In addition, the session is intended to demonstrate a group process for "making meaning" about change which may be useful in district or school meetings next year.

Opening (20 minutes):

1. Participants seated in their table groups (6-8 at each table), welcome the group. Invite introductions around the tables.
2. Explain the session's four outcomes:
 - A) acknowledgement and celebration of what was accomplished in last year's school improvement efforts together
 - B) acknowledgement of the successes achieved together
 - C) acknowledgement of the challenges encountered together
 - D) acknowledgement of the difficulties encountered (potholes, hurdles, major bumps, etc.) together

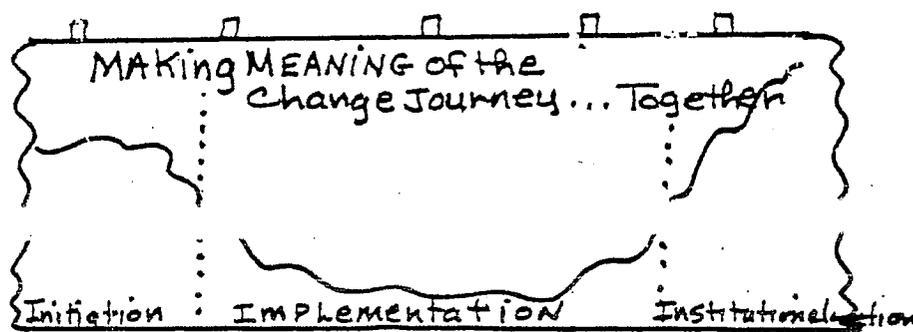
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C) highlighting the group's shared knowledge of the change process

D) demonstration of a group process for "making meaning" of change which may be useful next year as schools and district implement plans

3. Framework for the session:

A) Point to the butcher paper mural on the wall on which you have drawn the change journey with three vertical broken lines for the three phases of organizational change: Initiation, Implementation, and Institutionalization.



Keep in your own mind five (5) **Key Messages** about change which need to be brought out inductively. Other change axioms may surface as well.

- ✓ 1) Change is very messy, especially systemic change.
- ✓ 2) The "journey" metaphor for organization change can be a useful comparison device because of the momentum, vision, and tenacity needed to deal with the bumps and potholes, and the similar problems of getting everyone on board, etc. etc. etc.
- ✓ 3) Typically change initiatives proceed through three (3) overlapping (as opposed to discreet) phases and the challenges differ somewhat in each phase.

- ✓ 4) There is important value in pausing together before launching the next phase to "make meaning" together of the changes in motion. Good planning of change involves anticipating the challenges ahead as much as humanly possible (AMAHP) so that "potholes" do not cause it all to lose momentum.
- ✓ 5) Questions raised cannot be ignored or minimized. The pivotal questions need to be openly addressed and resolved to the satisfaction of those expected to implement. Without a critical mass of capable "believers" most changes become another wreckage littering the highway of educational reform (bad pun intended!) journey.
4. **Activator:** you may wish to read the short quote from Fullan and Miles article, "Getting Reform Right: What Works and What Doesn't" in Phi Delta Kappan, June 1992, to establish an emphasis on the critical importance of "making meaning" of a change effort, our focus here.
5. Suggest a few **norms** which you think will be useful and invite norm suggestions from the group. For example:
- "Focus on the change process"
 - "Let's be sure to hear from all perspectives (high school, elementary, headquarters, stateside and overseas, etc.)"
 - "No finger pointing"
 - "Be open and honest"
 - "There are no wrong answers!"
6. Explain the dialogue as a two-part process:

Part 1) Small groups discuss the difficulties of last year's experience, note them on memo sheets, then place them on the butcher paper mural of the change process. We examine them, and then discuss as a large group to "make meaning" of them as part of the first phase of a major change process.

Part 2) Next, small groups discuss the successes of last year's school improvement experience, note them on "balloons," place the balloons on the mural, and discuss as a large group to "make meaning" of them as part of the same change process.

Dialogue/Part 1: 30-40 minutes total

7. Direct participants to organize themselves at each table with a Facilitator and a Timekeeper. Everyone will assist with Recording and with Reporting Out.
8. Invite small groups to discuss major difficulties of last year and note them on the adhesive memo sheets provided. Remind them to WRITE BIG!
9. Ask a representative from each group to post the memo sheets on the mural in the "Initiation Phase."
10. Because the memo sheets are very small, you need to read all of the experiences posted aloud quickly or have a volunteer assist by reading aloud. Invite participants to listen for major themes.
11. Invite explanation about one difficult experience from each table (1-2 minutes each table!).

12. Invite the group to make meaning of the difficulties with an open question, such as:

A) What seems to be the most common themes in the difficulties noted?

Expect an array of themes, such as:

- lack of time
- poor communication
- lack of belief in value of the process
- confusion over expectations, roles, terminology
- lack of available, credible data on student performance
- feeling of being overwhelmed by the shift in school improvement schemas
- lack of involvement by those in the ranks on important decisions
- lack of adequate training in the process
- need for more or better materials
- ripple-effect of restructuring the whole organization

B) If it seems appropriate now, pose the following analysis structure to the group, display the transparency provided. Elicit dialogue about which of the six (6) pivotal questions seem to be rooted in the "difficulties" listed. WHY? WHAT is it? HOW do we do it? WHEN is it due? and HOW does all of this fit together and WHO does what??

C) Looking ahead to the Implementation Phase, what difficulties might we anticipate?

Expect ideas from the group such as:

- realization that not all of the strategies in the initial Action Plans have equal potential for increasing student achievement
- realization that more community commitment is needed
- difficulty in enlisting enthusiastic support of all faculty
- time to meet to do more detailed planning for implementing the professional development activities
- information on the best ways to monitor implementation

Dialogue/Part 2: 30-40 minutes

10. Invite small groups to discuss and acknowledge what happened last year that deserves celebration; note them on balloons to be provided.
14. Ask a representative from each group to hang the balloons on the mural in the "Initiation Phase." Remind them to WRITE BIG!
15. Because the balloons are hard to read, read all of the balloons aloud quickly or ask a volunteer to do this.
16. Invite explanation about one or two balloons from each group, depending on the time available.
17. Invite the group to "make meaning" of the accomplishments with an open question, such as:

A) What seem to be the most common themes in the accomplishments which we deemed worth celebrating?

Expect an array of themes, such as:

- Our SILTs took the challenge seriously in most schools
- We did get the Action Plans done!
- Many people began to see the value of attempting a system-wide approach to school improvement
- Some new leaders began to emerge
- District staff in curriculum became more involved in school improvement than in the past
- Eventually the lexicon of this approach seemed less uncomfortable

B) Elicit dialogue about Which of the six (6) pivotal questions during change seemed to be answered or dealt with which enabled the accomplishments noted? Display the transparency again.

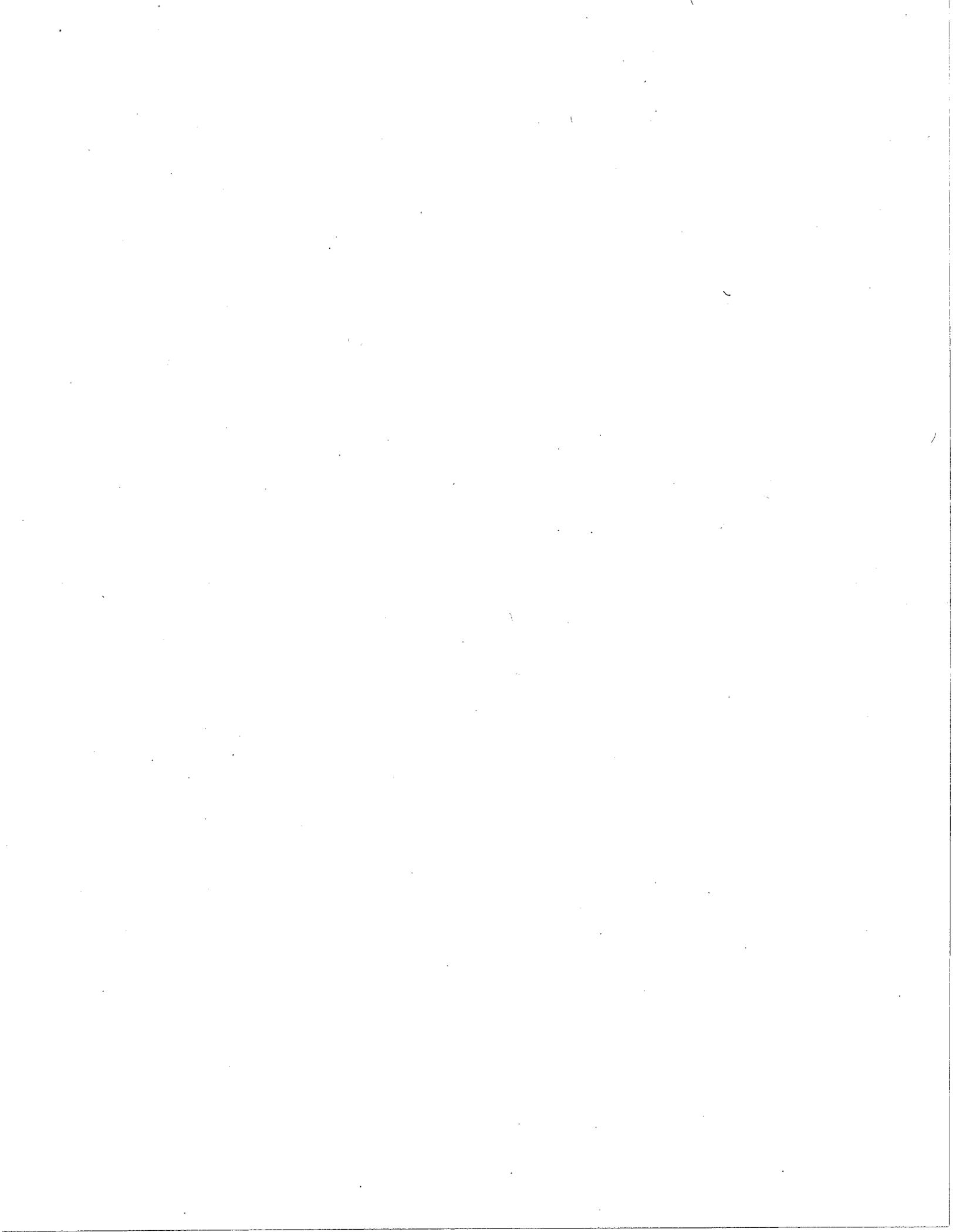
Closure: 15-20 minutes

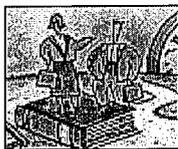
18. If time permits, you may wish to invite reactions to this dialogue process about change with the group. Ask an open question, such as:

A) "What do you see as the value of this kind of dialogue?"

B) "How might one use a similar dialogue process such as this "back home?" (Small groups might discuss this first.)

C) "In what other ways can we help everyone learn and talk about change more?"





Critical Issue: Leading and Managing Change and Improvement

[Pathways Home Page](#) | [Critical Issues for this area](#)



ISSUE: Managing school change and improvement is one of the most complex tasks of school leadership. As Fullan (1993), Sparks (1993), and others point out, school leaders need to understand the change process in order to lead and manage change and improvement efforts effectively. They must learn to overcome barriers and cope with the chaos that naturally exists during the complex process of change (Fullan & Miles, 1992).

Principals and other key school leaders should help teachers and other stakeholders build effective teams by developing new organizational structures and creating a shared vision that focuses on authentic student learning (Newmann, 1993; Maeroff, 1993). Such inspired and informed leadership is critical to the success of schools.



OVERVIEW: Successful school improvement requires establishing a clear educational vision and a shared institutional mission, knowing how well the school is accomplishing that mission, identifying areas for improvement, developing plans to change educational activities and programs, and implementing those plans or new programs effectively.

It is essential that leaders of school improvement link to others in the school and district and connect the school's goals to the broader and deeper mission of providing high-quality learning for all students. Leaders also must consider equity issues when developing and implementing change initiatives - asking themselves, for example, whether a proposed program will improve access to higher-order learning tasks for marginalized students.

For school improvement efforts to be successful, teachers, parents, community and business partners, administrators, and students must share leadership functions. Likewise, the principal's role must change from that of a top-down supervisor to a facilitator, architect, steward, instructional leader, coach, and strategic teacher (Senge, 1990).



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