



## 10 Assumptions about Change, Fullan

1. Do not assume that your version of what the change should be is the one that should be implemented.
2. Assume that any significant innovation, if it is to result in change, requires individual implementers to work out their own meaning.
3. Assume that conflict and disagreement are not only inevitable, but fundamental to successful change.
4. Assume that people need pressure to change (even in directions that they desire) But, it will only be effective under conditions that allow them to react, to form their own position, to interact with other implementers, and to obtain technical assistance, etc.
5. Assume that effective change takes time; 3-5 years for specific innovations, greater than 5 years for institutional reform.
6. We should 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. There are a number of possible reasons; value rejection, inadequate resources to support implementation and insufficient time elapsed.
7. We should not expect all or even most people or groups to change. Progress occurs when we take steps that increase the number of people. Our reach should exceed our grasps...but not by such a margin that we fall flat on our face.
8. Assume that you will need a plan that is based on the above assumptions.
9. Assume that no amount of knowledge will ever make it totally clear what action should be taken.
10. We should assume that changing the culture of institutions is the real agenda, not implementing single innovations.

## Two Kinds of Expertise Required:

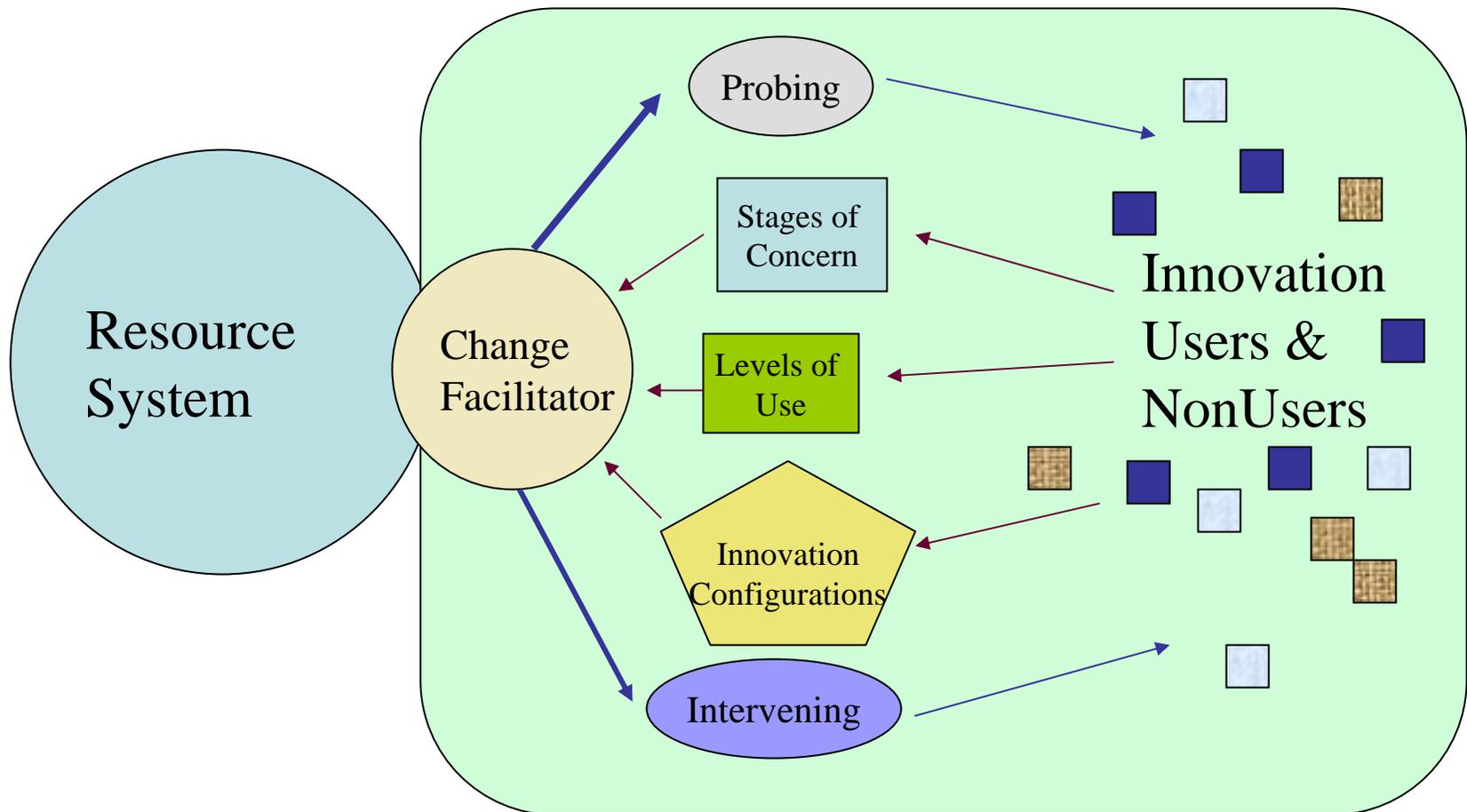
1. Knowledge and expertise regarding the **content** of change
2. Knowledge and expertise regarding the **process** of change.

Fullan and Zywine, 1995

## KASABs

<b>Knowledge</b>	Conceptual understanding of information, theories, principles, and research
<b>Attitude</b>	Beliefs about the value of particular information or strategies
<b>Skill</b>	Strategies and processes to apply knowledge
<b>Aspiration</b>	Desires, or internal motivation, to engage in a particular practice
<b>Behavior</b>	Consistent application of knowledge and skills

# Concerns Based Adoption Model (CBAM)



## STAGES OF CONCERN ABOUT AN INNOVATION

<b>6</b>	<b>Refocusing</b>	The focus is on exploration of more universal benefits from the innovation including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.
<b>5</b>	<b>Collaboration</b>	The focus is on coordination and cooperation with others regarding use of the innovation.
<b>4</b>	<b>Consequence</b>	Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.
<b>3</b>	<b>Management</b>	Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.
<b>2</b>	<b>Personal</b>	Individual is uncertain about the demands of the innovation and his/her adequacy to meet those demands or his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision-making and consideration of potential conflicts with existing structures of personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.
<b>1</b>	<b>Informational</b>	A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.
<b>0</b>	<b>Awareness</b>	Little concern about or involvement with the innovation is indicated.

## STAGES OF CONCERN—POSSIBLE INTERVENTIONS

<b>6</b>	<b>Refocusing</b>	<ul style="list-style-type: none"> <li>• Provide parameters</li> <li>• Help focus energy into a productive direction</li> <li>• Involve as a trainer</li> <li>• Encourage to take action about their concerns</li> <li>• Provide access to materials and resources that they may need to refine their ideas and put them into practice</li> <li>• Be aware of and willing to accept the fact that these persons may replace or significantly modify the existing innovation</li> <li>• Encourage pilot testing of new adaptations</li> </ul>
<b>5</b>	<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Rare</li> <li>• Arrange a meeting between interested individuals for idea exchange</li> <li>• Use as a school-based teacher educator for technical assistance to others in use of the innovation</li> <li>• Provide advocacy and promotion of collaborative concerns by providing verbal encouragement, materials, linkages toward the development of “collaborative” awareness</li> <li>• Provide opportunities to circulate outside present situation and work with others who may be less knowledgeable</li> </ul>
<b>4</b>	<b>Consequence</b>	<ul style="list-style-type: none"> <li>• Probably needs little direct assistance</li> <li>• Encourage and reinforce regularly—don’t overlook these individuals</li> <li>• Send written information about topics of interest</li> <li>• Advertise the teacher’s potential for sharing skills with others</li> <li>• Send the person to a conference to explain his/her skills to others or to refine use</li> <li>• Find opportunities for these persons to share their skills with others</li> </ul>
<b>3</b>	<b>Management</b>	<ul style="list-style-type: none"> <li>• Clarify steps and components of an innovation. Innovation Configuration is helpful.</li> <li>• Focus on “how to do it”</li> <li>• Demonstrate exact and practical solutions to the logistical problems that have caused the concern.</li> <li>• Not full group demonstration but more personalized</li> </ul>

		<p>classroom demonstration</p> <ul style="list-style-type: none"> <li>• Comfort and caring sessions</li> <li>• Experienced teachers share their use of the innovation</li> <li>• Acknowledge the appropriateness of management concerns; offer assurance that they can be resolved</li> <li>• Show how innovation can be used in coordination with other aspects of the day rather than as an add-on</li> <li>• Establish buddy system or peer coaching teams</li> </ul>
<b>2</b>	<b>Personal</b>	<ul style="list-style-type: none"> <li>• Legitimize the expression of personal concern</li> <li>• Establish rapport and show signs of encouragement and assurance of personal adequacy through personal conversation and notes</li> <li>• Encourage use of innovation gingerly, do not push unnecessarily</li> <li>• Show how innovation can be used via gradual introduction rather than major, all-encompassing leap (set reasonable, easy to meet expectations)</li> <li>• Provide personal support through easy access to a facilitator or resource person and assistance in use of the innovation</li> <li>• Connection with teachers who personal concerns have diminished and who will be supportive.</li> </ul>
<b>1</b>	<b>Informational</b>	<ul style="list-style-type: none"> <li>• Longer presentations</li> <li>• Articles</li> <li>• School Visits</li> <li>• Demonstrations</li> <li>• “Typical” Inservice Training</li> <li>• Use a variety of ways to share information—verbally, in writing, and through media.</li> <li>• Help teachers see how the innovation relates to their current practices—similarities and differences</li> </ul>
<b>0</b>	<b>Awareness</b>	<ul style="list-style-type: none"> <li>• Awareness information sessions—both large and small group</li> <li>• Involve teachers in discussion and decisions about the innovation and its implementation</li> <li>• Share enough information to arouse interest but not so much that it overwhelms</li> <li>• General descriptive information</li> <li>• Encourage unaware persons to talk with colleagues who know about the innovation</li> <li>• Describe how innovation will impact them personally, downplay consequences to students</li> <li>• As a supervisor, show it is important to use the innovation</li> </ul>

## Organizational Support

*It makes clear that unless individual learning and organizational change are addressed simultaneously and support one another, the gains made in one area may be canceled by continuing problems in the other.*

*Sparks & Hirsh, 1997)*

**Has the organization made changes in structures, policies, procedures, and use of resources in light of the innovation?**

- Materials, software, computers, reading level books
- Access to colleagues who are also using the innovation
- Classroom evaluation that support the innovation
- Administrator or supervisor who is knowledgeable and supports the innovation
- Resources available to support the use of the innovation
- Protection from intrusions from outside that might divert energy, time, attention from implementation
- Openness to experimentation—trusting environment
- Recognition of success; recognition of progress
- Support at all levels of administration
- Support from colleagues

Guskey, 2000

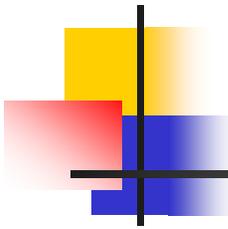
Broad & Newstrom, 1992

**Organizational Support Survey—Level 3**  
**Sample: Mathematics Curriculum**

Check [✓] whether the following statements were **true** or **not true** in assisting you with the implementation of new math and/or writing strategies.

*I had...*

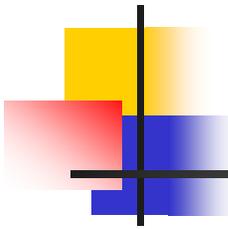
<u>TRUE</u>		<u>NOT TRUE</u>
_____	Access to manipulatives in my classroom	_____
_____	Appropriate curriculum materials	_____
_____	A building administrator who supported the implementation of new math and/or writing strategies	_____
_____	Colleague support for implementation of new math and/or writing strategies	_____
_____	Classroom evaluations that supported the use of new math strategies	_____
_____	Other colleagues at my grade level using new strategies	_____
_____	Clear examples of lessons and activities that were appropriate to students at my grade level	_____
_____	A belief that these strategies are appropriate for my students	_____



## People, in relationship to change...

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- 8% will be innovators
- 17% will be leaders
- 29% will be early adopters
- 29% will be late adopters
- 17% will be resisters



# Overcoming Resistance

People don't know what to do (lack of knowledge)	People don't know how to do it (lack of skills/abilities)	People don't know why they are doing it (the purpose)
The workload and work pressure are increasing.	People can't see the benefits of changing.	People are not involved in decision making.
People don't experience support.	The innovation conflicts with the school culture.	People are worried about failure.
People are satisfied with the way things are.	People don't see the change agent or advocate as credible.	People have a negative past experience with change.



# Steps for Dealing with Resistance

1. Identify in your own mind what form the individual's resistance is taking.

*Think of some words that describe what you see or hear happening. Consider the 9 reasons why people resist change.*

2. State, in a neutral, non-punishing way, the form the resistance is taking.

*Try to find neutral, everyday language to describe the behavior that is surfacing.*

3. Be quiet and wait for the other person to respond.

*Wait for the resistor to make a more direct statement regarding what is really troubling him or her.*

4. If the response does not move you into a more direct discussion of the other person's concerns, then try expressing how you are feeling in simple, everyday language.

*Then, be quiet and wait for a response.*

# What is an Innovation Configuration?

Innovation Configuration (IC) emerged from the research on the change process conducted by Shirley Hord and Gene Hall. As they attempted to answer the question, “How well are teachers using X program?” it soon became obvious that they needed to address a prior question, “What exactly is X program?”

Hall and Hord discovered that most educational programs are defined in terms of their goals or the training required to achieve that goal (i.e., we need to help kids achieve more in science so let’s get training in a new science program). They found that to be truly helpful to teachers, you had to be able to describe how a program would **look in actual practice in the classroom.**

According to the book, *Taking Charge of Change*, Innovation Configuration maps represent the patterns of innovation use that result when different teachers put innovations into operation in their classrooms. In the course of their early work, Hall and Hord noted that individual teachers used different parts of an innovation in different ways. When these parts were put together, a number of patterns emerged, each characterizing a different use of the innovation. These patterns were called Innovation Configurations. A tool was developed, called the IC, for use in identifying the components or parts of an innovation and variations in the use of each part (Heck, Stiegelbauer, Hall, and Loucks, 1981). The configuration maps have helped to answer the question, “What is it?”

Early work also “drew the line” to identify ideal, acceptable, and unacceptable implementation. This procedure has helped to answer the question, “How well has the program been implemented?”

# Cooperative Learning IC Map

## The teacher...

<b>Component 1: Structures the Cooperative Groups</b>				
<b>1</b> Assigns students to groups based on task and skill level of students	<b>2</b> Assigns students to work only with a partner	<b>3</b> Assigns students to groups larger than four	<b>4</b> Assigns students to work with a partner without a specific task	<b>5</b> Assigns students to groups larger than six
<b>Component 2: Structures the Learning Task and Criteria for Success</b>				
<b>1</b> Explicitly defines task and criteria for success as all group members accomplishing the task	<b>2</b> Explicitly defines tasks and criteria for success as most group members accomplishing the task	<b>3</b> Explicitly defines tasks and criteria for success as some group members accomplishing the task	<b>4</b> Specifies no criteria for success	<b>5</b> Specifies no task
<b>Component 3: Ensures Individual Accountability</b>				
<b>1</b> Selects any or all group members to answer for the group and/or gives individual tests to each student	<b>2</b> Repeatedly selects those who typically answer correctly	<b>3</b> Fails to solicit answers from ethnic/minority students or girls	<b>4</b> Permits one student to complete tasks and answer for the group	
<b>Component 4: Develops Group Skills</b>				
<b>1</b> Explicitly states, monitors, rewards group for social skills expected during the task	<b>2</b> States and monitors for group skills expected to be exhibited	<b>3</b> States but does not monitor or reward expected group skills	<b>4</b> Does not state, monitor, or reward group or social skills	
<b>Component 5: Promotes Positive Interdependence</b>				
<b>1</b> Consistently arranges (organizes) tasks so that group members must depend on one another to complete the task	<b>2</b> Frequently arranges (organizes) tasks so that group members must depend on one another to complete the task	<b>3</b> Occasionally arranges (organizes) tasks so that group members must depend on one another to complete the task	<b>4</b> Arranges tasks that permit group members to complete the task alone	
<b>Component 6: Structures Group Processing</b>				
<b>1</b> Provides students the time and procedures to analyze how well their groups are functioning and how well they are using the necessary social skills	<b>2</b> Continues to enhance student analysis and assessment of group skills	<b>3</b> Monitors the students' development of group process analysis and assessment	<b>4</b> Allows students to analyze and assess how their groups function	<b>5</b> Does not give attention to analysis and assessment of group processing

----- Variations to the right are unacceptable; variations to the left are acceptable.  
 \_\_\_\_\_ Variations to the left are ideal

## (TSP) Science Program Configuration

### *The Teacher...*

<b>Component 1: Utilizes Instructional Units</b>				
<b>1</b> Uses all units and most activities	<b>2</b> Teaches most units and curricular activities	<b>3</b> Teaches some units	<b>4</b> Teaches a few selected activities	<b>5</b> Does not use any units or activities
<b>Component 2: Uses Hands-On Materials</b>				
<b>1</b> Facilitates students constant and continuous manipulation of science materials	<b>2</b> Selects a few students to handle the materials while other students watch	<b>3</b> Does demonstrations with the materials while students watch		
<b>Component 3: Arranges for Student Grouping</b>				
<b>1</b> Differentiates instruction by working with students individually and in small groups	<b>2</b> Arranges students into three to five permanent working groups	<b>3</b> Instructs the whole class as a group		
<b>Component 4: Emphasizes Both Science Process and Content</b>				
<b>1</b> Emphasizes science content and science processes equally	<b>2</b> Emphasizes science content as a major outcome	<b>3</b> Emphasizes science processes as a major outcome	<b>4</b> Emphasizes the memorization of facts and reading about science	
<b>Component 5: Uses Assessment for Learning</b>				
<b>1</b> Uses all TSP assessment activities	<b>2</b> Uses some TSP assessment activities	<b>3</b> Uses teacher-made tests exclusively		