Facilitating Instructional Change

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, 2010

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Objectives

• Discuss the leader’s role in the change process.
• Explore the research on change.
• Learn how to facilitate change.
• Practice differentiating strategies by need.
The Leader’s Role

• Leadership is critical to the change process.

  Fullan, 2001; Hargreaves, 2006

• A leader takes on multiple roles:
  – Manager
  – Instructional leader
  – Coach
  – Counselor
Think about a teacher with whom you currently work or worked in the past. Write a quick summary of how this teacher reacted to having to change his or her instruction.

– What strategies did you to support that teacher?

– What worked or did not work?
Research Background

People dislike change.

Darling-Hammond & McLaughlin, 1996

Teachers dislike change even more.

Borko & Putnam, 1996; Darling-Hammond & Bransford, 2005
You cannot force someone to change.

Darling-Hammond & Bransford, 2005;
Fullan, 2001; Hall & Hord, 2001; Hargreaves, 2006
Conditions for Change

Change is more likely to occur when it is:

• Relevant: Meet stakeholders at their needs.
  Fullan, 2001; Haymore Sandholtz, 2002

• Gradual: Take one small step at a time.
  Hall & Hord, 2001
Conditions for Change (cont.)

Change is more likely to occur when it is:

• Relevant: Meet stakeholders at their needs.  
  Fullan, 2001; Haymore Sandholtz, 2002

• Gradual: Take one small step at a time.  
  Hall & Hord, 2001

• Easy: Make it specific and simple.  
  Hall & Hord, 2001

• Supported: Provide strong leadership.  
  Fullan, 2001; Hargreaves, 2006
Continuum of Change

Change takes place in predictable stages on a flexible continuum.

Hall & Hord, 2001
Continuum of Change (cont.)

Expect an implementation dip.

The Implementation Dip

No Implementation  Full Implementation

Fullan, 2001
Stages of Change

- Stage 1: Prechange
- Stage 2: Beginning to change
- Stage 3: Actively changing
- Stage 4: Fluent with changes

Adapted from Hall & Hord, 2001
Stage 1: Prechange

Possible characteristics:

• Is not receptive
• Ignores suggestions
• Shows no interest
• Is skeptical or critical
• Feels grief
• Avoids contact
• Resists (overtly or covertly)
• Appears inactive (but actually may be gathering information)
**Stage 2: Beginning Change**

**Possible characteristics:**

- Begins to try
- Feels overwhelmed
- Picks and chooses by comfort level
- Monitors results and reacts accordingly
- Lacks self-confidence
- Needs emotional support
- Needs resources and tools
- Seeks help from peers and not leaders
Stage 3: Active Change

Possible characteristics:

• Puts forth effort consistently
• Builds confidence
• Learns from mistakes
• Develops independence
• Begins to modify procedures
• Asks for feedback
• Is more willing to take risks
• Begins to see the big picture
Stage 4: Fluent With Change

Possible characteristics:

• Is receptive
• Is comfortable
• Contributes ideas
• Modifies effectively
• Refines and enhances practice
• Deepens understanding
• Mentors others
• Analyzes data and curriculum
• Sees big picture for each student
Differentiation

Just as we ask teachers to differentiate for students with different needs, we as instructional leaders must be flexible in supporting the growth of teachers, based on their individual needs.

Fullan, 2001; Hasbrouck & Denton, 2005
Support Varies by Need

Support Level

1  2  3  4

No Implementation  Full Implementation
Tools for Practice: Facilitating Instructional Change Mat

- Organizer to help differentiate strategies
- Ongoing process:
  - Assess needs.
  - Differentiate strategies.
Assess Needs

• Ask the following questions:
  – How has this teacher reacted to change?
  – What behaviors has this teacher exhibited?
  – What is the attitude of this teacher?
  – How resistant is this teacher?

• Designate a stage (1–4) for this teacher.
Practice Scenario

Mr. Hernandez is a new eighth-grade math teacher. During the summer, he attended various training sessions on sheltered instruction and best practices for ELLs. He often seeks help from his fellow teachers and voluntarily attends additional training sessions and meetings to learn more about the math curriculum and differentiating instruction.
Differentiate Strategies

• Vary strategies by need.

• Overall message by stage:
  – Stage 1: “We are on the same team.”
  – Stage 2: “I am here for you.”
  – Stage 3: “You can do it.”
  – Stage 4: “You are a leader.”
General Strategies

• Create a personal connection; be positive.
• Be available.
• Model.
• Monitor progress.
• Encourage participation during meetings.
• Offer tools and resources.
• Bridge prior knowledge to change.
• Provide training.
• Have teachers observe each other.
• Arrange for collaboration.
Differentiated Strategies: Examples

• Example 1: Be available.

• Example 2: Model.
Differentiated Strategies: Stages

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<td>Be hands-off but available</td>
<td>Support, support, support</td>
<td>Support independence</td>
<td>Encourage independence</td>
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<td>Listen, value their perspective</td>
<td>Build knowledge foundation</td>
<td>Build on foundation</td>
<td>Congratulate</td>
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<td>Create common goal: students</td>
<td>Visit classroom strategically</td>
<td>Visit classroom often</td>
<td>Provide extensions</td>
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<td>Establish your credibility</td>
<td>Provide simple tasks and tools</td>
<td>Provide complex tasks and tools</td>
<td>Encourage innovation</td>
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<td>Connect change to data</td>
<td>Celebrate effort</td>
<td>Offer constructive feedback</td>
<td>Give a leadership role</td>
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<td>Give permission not to know</td>
<td>Partner with Stage 3 teachers</td>
<td>Partner with Stage 2 teachers</td>
<td>Use as a model</td>
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<td>Provide clear information</td>
<td>Address personal concerns</td>
<td>Generalize proficiencies</td>
<td>Be sensitive to alienation</td>
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<td>Provide useful tools</td>
<td>Focus on one concept or activity at a time</td>
<td>Support modifications</td>
<td>Use as a mentor</td>
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<td>Use other teachers to reach</td>
<td>Answer “how to” questions</td>
<td>Encourage problem solving</td>
<td>Collaborate on PD</td>
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<td>Relate new to old practices</td>
<td>Model and debrief</td>
<td>Observe and debrief</td>
<td>Don’t overuse</td>
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<td>Involve in decisions</td>
<td>Provide multiple opportunities to practice</td>
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<td>Use for cross-curricular support</td>
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<td>Choose one overall goal</td>
<td>Monitor implementation</td>
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<td>Send to conferences</td>
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<td>Don’t give up</td>
<td>“Try _____ and let’s meet next week to discuss”</td>
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<td>Use for sustainability</td>
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Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2007). Coaching in a climate of change (C3) differentiation mat. Austin, TX: Author.
Reflection and Discussion

- Examine all of the strategies that would apply to the individual you chose (general and by stage).
- Choose two general strategies and two stage-specific strategies.
- Discuss why these four strategies would be appropriate.
- What other strategies would benefit this individual?
Summary

- Leadership is critical to the change process.
- Change cannot be forced, but it can be facilitated if it is:
  - Relevant
  - Gradual
  - Easy
  - Supported
- We must differentiate our support by need.