

# Developing and Sustaining a School Wide Literacy Action Plan Through the Use of an Effective Change Model

## Presenters

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# Assumptions

- Need *has not been* identified.
- Need *has been* identified with *no further action* being taken at this time.
- Need *has been* identified with *some implementation* for change in place.
- Need *has been* identified *with implementation* in place with *questionable sustainability*.

# Objectives

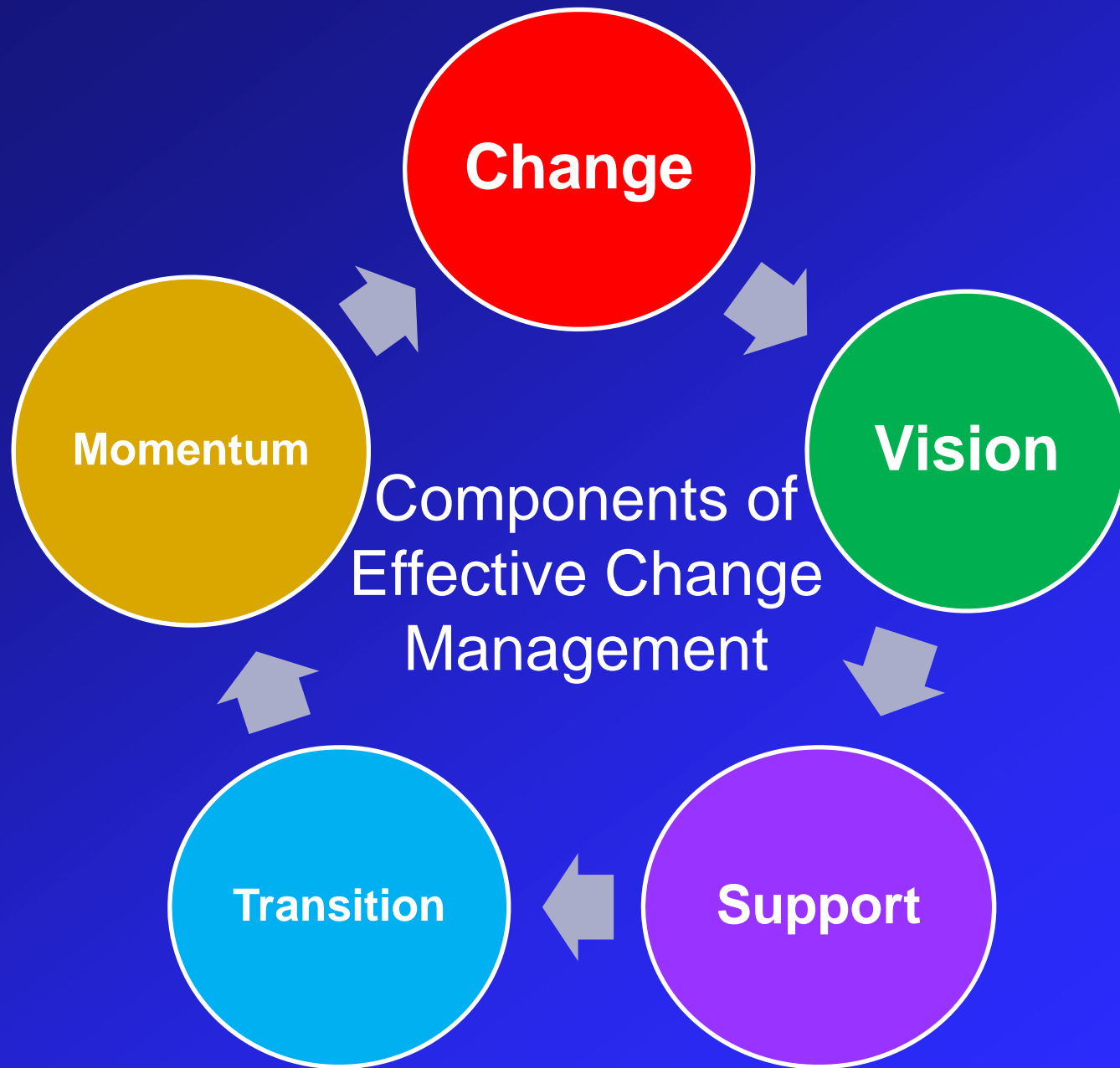
- ❖ Discuss the components of an organizational change model
- ❖ Locate entry point into the change process
- ❖ Identify next steps
- ❖ Plan for next step implementation
- ❖ Evaluate success

# First Step

Identify a NEED for change

# Components of Effective Change Management

- Motivating Change
- Creating a Vision
- Developing Support
- Managing the Transition
- Sustaining Momentum



# Motivating Change

Step  
One

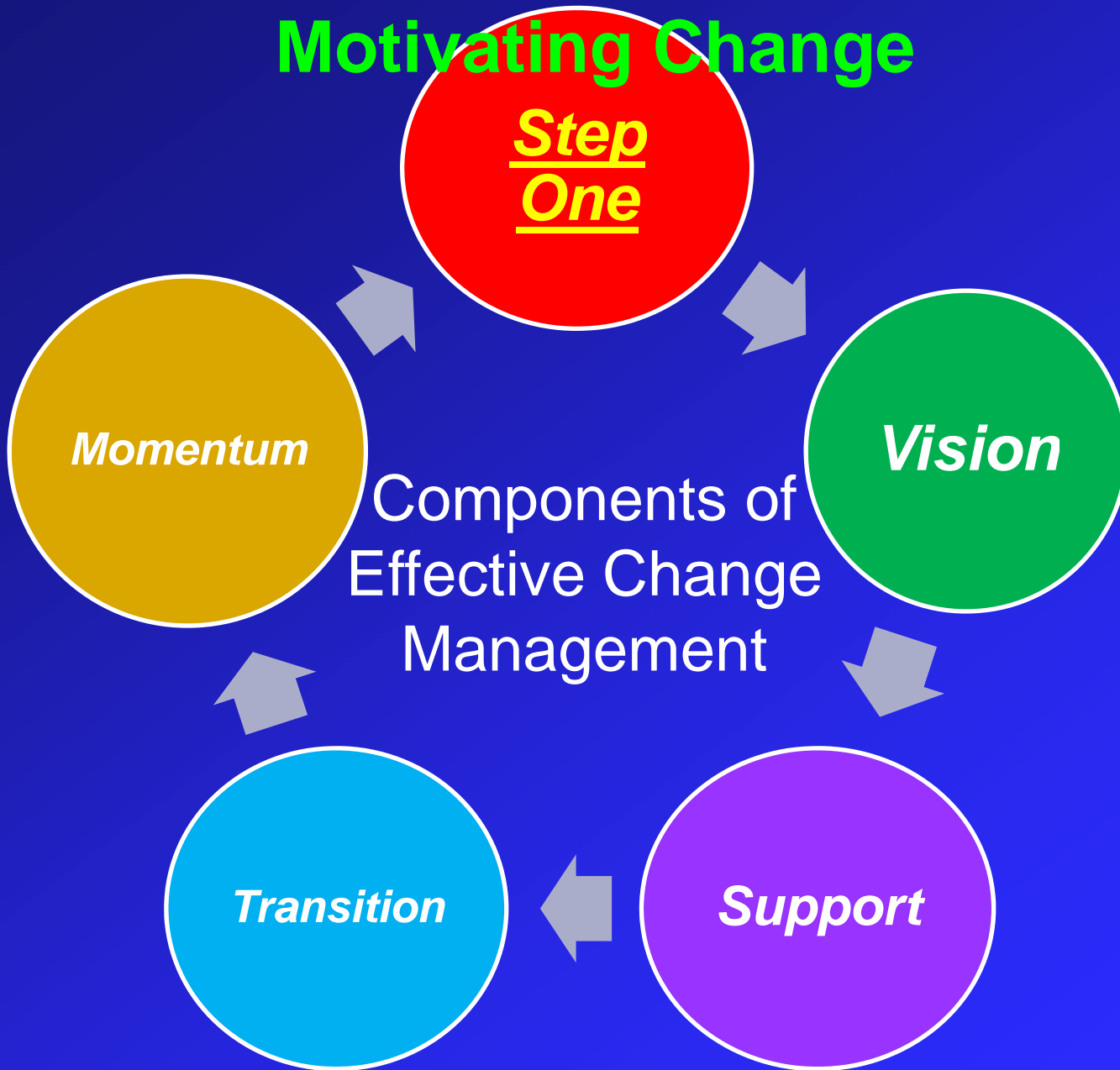
*Momentum*

*Vision*

Components of  
Effective Change  
Management

*Transition*

*Support*

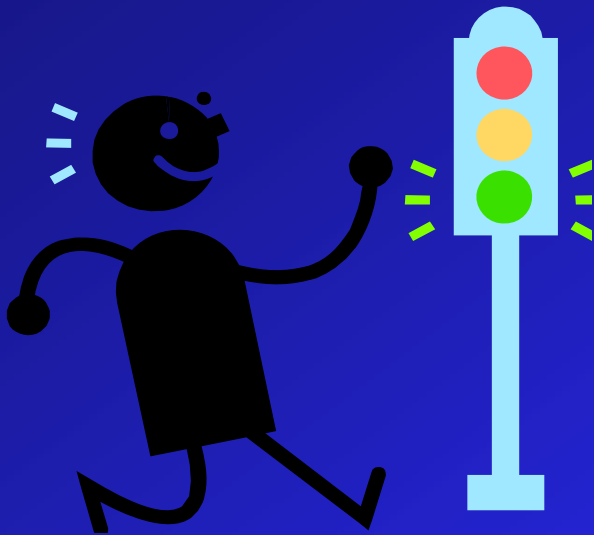


# Motivating Change

Moving from  
the  
**“known”**  
to the  
**“unknown”**

# Motivating Change...

## Two Parts



1. Creating Readiness

2. Overcoming  
Resistance

# Creating a Readiness

- 1) Gain knowledge of “what can be”
- 2) Identify discrepancies between current and desired states
- 3) Create positive expectations for the change

# Overcoming Resistance

# Two Levels of Resistance

Personal Level

Organizational Level

# Resistance at the Personal Level

**Change...**

**can generate resistance**

**can arouse anxiety from moving from  
the “known” to the “unknown**

# Resistance at the Organizational Level

- Consideration of cost associated with current conditions

Technical



- Loyalties
- Previous resources
- Training budgets

Political



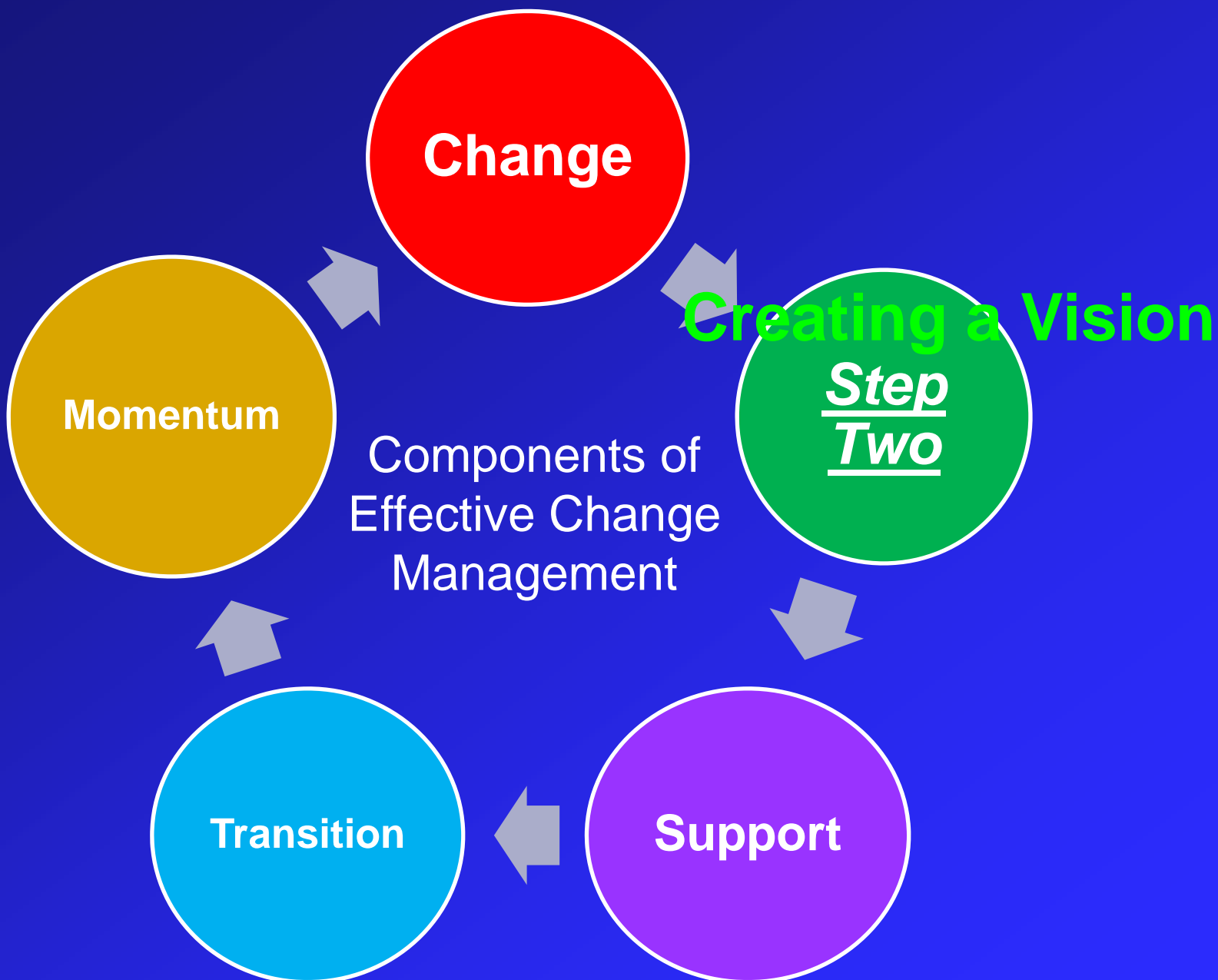
- Questions systems and procedures currently in place

Cultural



# *Strategies for Managing Resistance*

- Empathy and support
- Communication
- Participation and involvement



# Creating a Vision...

considered a key element in most leadership frameworks and is the least understood.

Leaders should encourage participation in developing the vision to gain wider input and support.

What is *your* school's vision?

*Who* created it?

# Purpose of a Vision is to...

- describe core values and set a purpose
- provide a direction towards designing, implementing and assessing change
- provide members with a rationale for why change is necessary
- establish obtainable goals

# Assess Your RLT's Vision/Goals

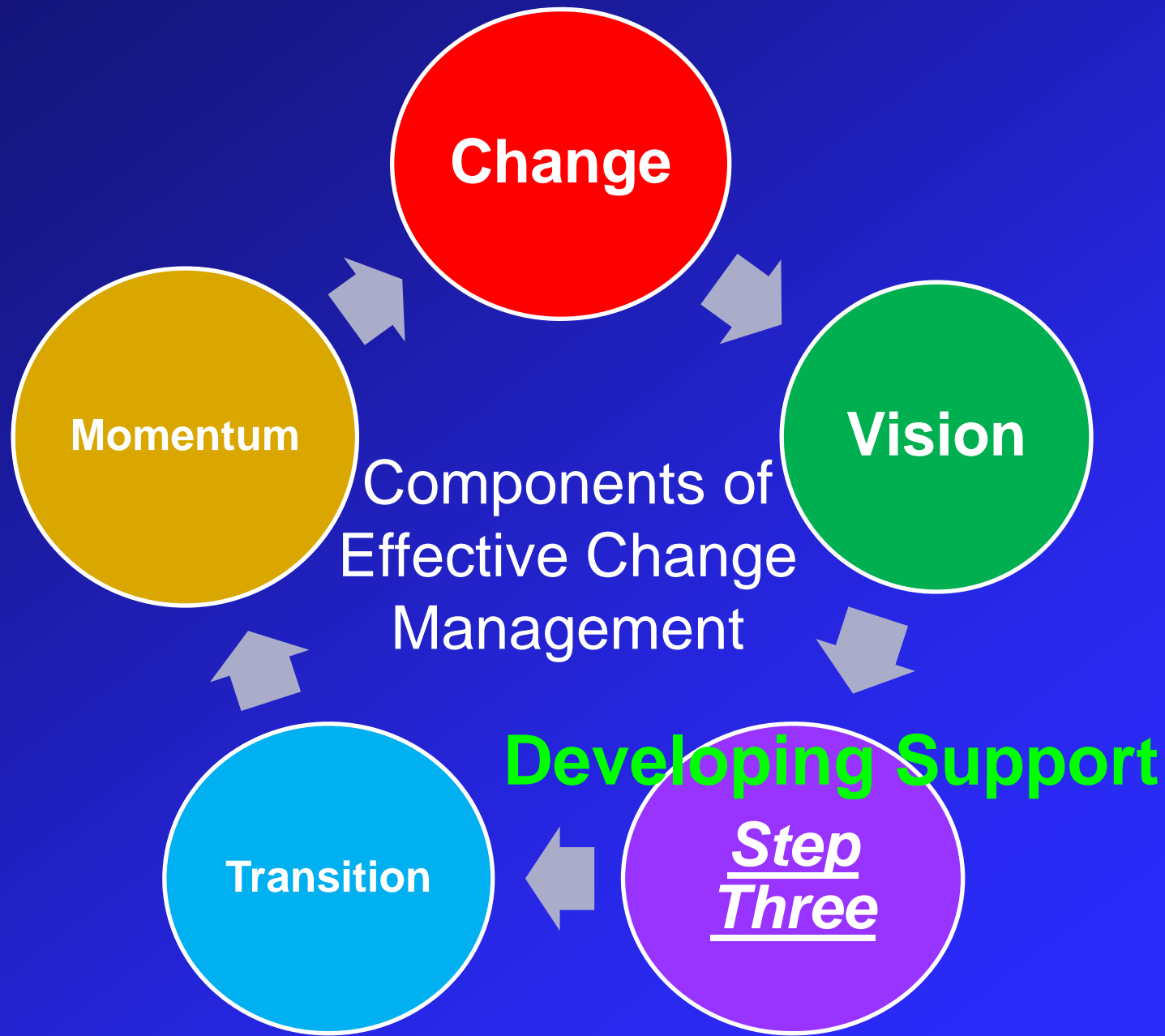
Can you communicate your RLT's vision?

Are the RLT's goals driven by a needs assessment?

Are your goals data driven?

If so, what data was used? If not, what data can you use?

Do all stakeholders support your vision/goals?



# How Can a RLT Develop Support?

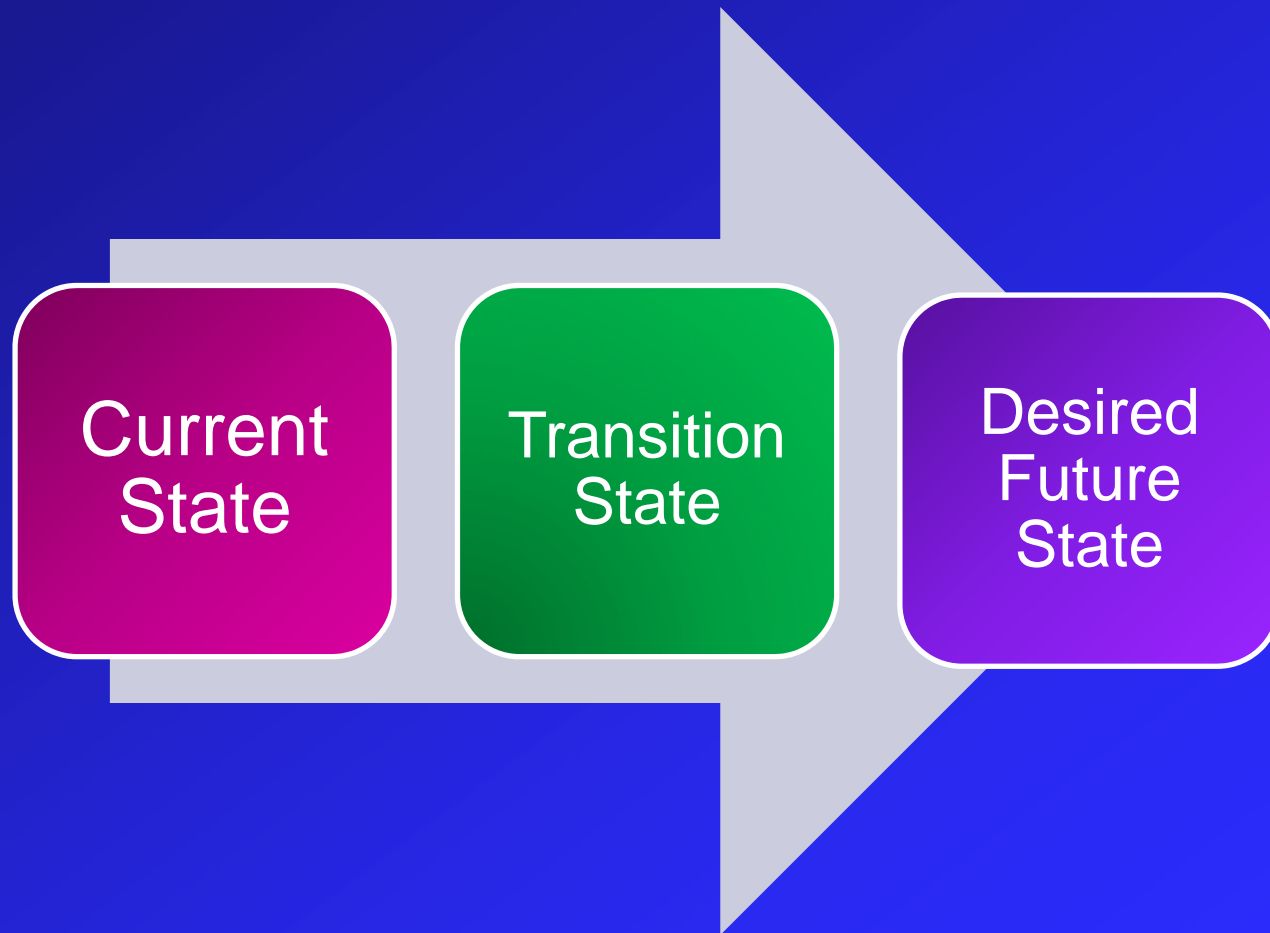
- Identify individuals or staff groups interested in the established goals.
- Engage the support of interested parties. This can be through membership in the RLT.
- Develop an action plan based on valid information and not speculations.
- Share the action plan to all staff members. Information and knowledge are very persuasive tools.

# Components of Effective Change Management

- Motivating Change
- Creating a Vision
- Developing Support
- Managing the Transition
- Sustaining Momentum



# Change as a Transitional State



# Transition is Developed Through Action Planning

- Identify Goal(s)
- Identify a Time Line
- Identify Action Needed
- Identify Responsibilities
- Identify Available Resources
- Establish a Method to Chart Success

# Need Examples??

**Vision...**

**Improve Reading Scores for  
Low Performing Students**

**Goal...**

**Implement an Effective Innovation Program  
Based on Instructional Needs of Students**

**Time Line...**

**School Year**

# Example Continued...

## Action to take

1. Identify struggling readers
2. Research and purchase an intervention program
3. Identify teachers to teach the course
4. If needed, provide training to teachers
5. Place students in course

# Example Continued...

## Responsibilities...

- Test Coordinator or Reading Coach can identify lowest quartile students
- RLT can review and purchase materials
- Administration can identify qualified teachers
- District personnel, Reading Coach, Reading Specialist, Trainers of programs purchased can provide professional development
- Guidance, Reading Teachers, Administration can place students in appropriate Reading Programs

# Example Continued...

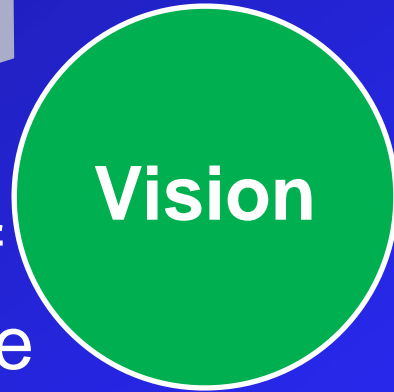
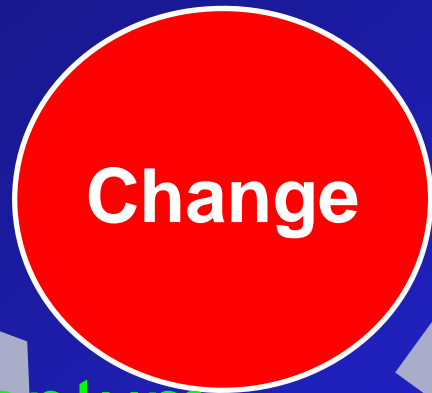
## Chart Successes

- ✓ Identified student list
- ✓ Purchased materials
- ✓ Class schedule
- ✓ List of qualified teachers
- ✓ PD Calendar
- ✓ Student grades, on-going progress monitoring checks achievement on standardized achievement test

# Evaluation Time

Answer “Yes” or “No” to these questions

- My RLT has developed an Action Plan
- My RLT has a checklist showing steps
- My RLT has identified the “who’s”
- My RLT has put into place our plan
- My RLT has started to chart our success



Sustaining Momentum

Components of  
Effective Change  
Management



# Sustaining Momentum is the Hardest Part

The initial excitement of change may dissipate in the face of practical problems.

Organizations tend to revert to previous or more “known” ways of operating IF support is not provided along the way.

# Success Depends on Sustainability

What are some approaches  
to sustaining momentum?

# Provide and Plan for Extra Resources

With change comes cost

Extra resources might include, but are not limited to, new core materials, classroom materials, software, hardware, training, special meetings, consultants, etc.

If extra resources are not a budget item, change is less likely to occur.

# Provide a Support System for RLT Members

RLT members are the support system  
for the school.

But what about a support system for the  
RLT members?

A support system provides an avenue of  
emotional and conceptual support.

# Implement a Plan for Developing New Competencies and Skills

Change frequently demands that participants acquire new knowledge, change or refocus skills, learn new behaviors, or implement new materials or resources.

What does this look like???

## Like This...

Multiple learning opportunities must be provided.

1. Take advantage of trainings provided by textbook companies.
2. See what trainings your district offers.
3. Provide on-the-job training by team leaders or department heads (small group), coaches, other teachers or school based curriculum staff (one-on-one).

# Feedback, Feedback, Feedback

After providing training opportunities, the next most important step and the one that is most likely to be overlooked or omitted altogether is....

You got it ..FEEDBACK

# Reward Change

Most effective way to sustain momentum for change is to reinforce behaviors needed to implement the change through a reward.

Rewards can be formal or informal.

# Stay on Course

Remember:

Change takes time. Results may not materialize for one to two years. Scores may go down before they go up as teachers learn new ways of instructing.

Do not abandon a well thought out Action Plan because results are not recognized at the end of the first year.

## Stay on Course Cont..

RLT should be monitoring the progress of the Action Plan along the way and should not be surprised at year end results.

If your school has completed one or more years of an Action Plan without seeing results, revisit the “Creating a Vision” entry point to analyze your goals.