

# IMPLEMENTATION GUIDE

TODD WHITAKER

## LEADING SCHOOL CHANGE

Includes a  
Quick Start  
Step-by-Step  
Action Plan

9 STRATEGIES TO BRING  
**EVERYBODY** ON BOARD

An **Eye On Education** Book

# **Implementation Guide**

## **Leading School Change:**

### **Nine Strategies to Bring *Everybody* on Board**

**Todd Whitaker**



**Includes  
a Quick Start  
Step-by-Step  
Action Plan**

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# Preface

There are two parts in this **Implementation Guide**. The purpose of **Part One** is to deepen your understanding and sharpen your ability to implement each of the strategies discussed in **Leading School Change: Nine Strategies to Bring Everybody on Board**. Part One offers discussion questions and activities that focus on each of the nine strategies. They can be completed by an educator working alone, but, they are designed to be addressed collaboratively and interactively by a group or leadership team from a school, district, or other organization. After completing this section, you will have a deeper comprehension of the strategies described in the book, and it will greatly enhance your group's ability to implement whatever changes you would like to see in your organization.

**Part Two** is the *Quick Start Step-by-Step Action Plan*. This section is intended to be used by individuals and leadership groups once they have a full understanding of the strategies and are ready to get started implementing the changes in their organizations. The Action Plan is designed to be a guide for *every* change your school or district makes, now and in the future. Each time you plan to implement a change, make sure you and your team refer to the *Step-by-Step Action Plan* to increase your chances for success!

I would like to acknowledge the contributions made by Donald Merkel in the preparation of the **Implementation Guide**. In addition, I'd like to thank the many leaders and teachers at schools and districts with whom I've worked over the course of many years.

*Other Titles by Todd Whitaker*

**What Great Teachers Do *Differently*:  
Fourteen Things that Matter Most**  
Todd Whitaker

**Study Guide: What Great Teachers Do *Differently***  
Beth Whitaker and Todd Whitaker

**What Great Principals Do *Differently*:  
Fifteen Things that Matter Most**  
Todd Whitaker

**Study Guide: What Great Principals Do *Differently***  
Beth Whitaker, Todd Whitaker, and Jeffrey Zoul

**50 Ways to Improve Student Behavior:  
Simple Solutions to Complex Challenges**  
Annette Breaux and Todd Whitaker

**Study Guide: 50 Ways to Improve Student Behavior**  
Annette Breaux and Todd Whitaker

**Dealing with Difficult Teachers, 2nd Ed.**  
Todd Whitaker

**Seven Simple Secrets:  
What the BEST Teachers Know and Do!**  
Annette Breaux and Todd Whitaker

**Study Guide: Seven Simple Secrets**  
Annette Breaux, Todd Whitaker, and Nancy Satterfield

**Motivating and Inspiring Teachers:  
The Educator's Guide for Building Staff Morale, 2nd Ed.**  
Todd Whitaker, Beth Whitaker, Dale Lumpa

**Teaching Matters:  
Motivating and Inspiring Yourself**  
Todd Whitaker and Beth Whitaker

# **PART ONE**



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# Introduction

Change is not always easy. As school leaders, there are some changes we would like to make and others that we are directed to implement. Getting people to agree with change is often difficult. Quite simply, change is an emotional process. We are all creatures of habit who usually resist change and welcome routine. We drive down the same streets to work every morning. We mow our lawn in the same pattern every summer. Uncharted waters are scary. When a change occurs, however, new worlds can emerge. The challenge for any leader, then, is to convince the team that the new world is better than the one they already have. It is not easy. It takes planning, commitment, patience, and courage. A leader must develop ideas that inspire, motivate, and encourage the team to move forward and to embrace change.

“Every area of trouble gives out a ray of hope, and the one unchangeable certainty is that nothing is certain or unchangeable.” It is doubtful that John F. Kennedy was actually referring to the educational system when he uttered this phrase during his 1962 State of the Union Address, but the sentiment behind the words is certainly applicable. “Change is the law of life,” Kennedy expounded; “and those who look only to the past or present are certain to miss the future.”

Anyone who has been involved in the educational system for any length of time, as a teacher, administrator, custodian, parking attendant, etc., has surely born witness to a multitude of subtle and dramatic changes that have distorted the intended practice of school craft. Solitary instruction has given way to team teaching; the 50-minute period was usurped by block scheduling; and teacher-directed consequences have been paved over by school-imposed punishments. Each change carried the best of intentions, but often fell short of the goal. Technological changes have made difficult tasks more simple; security changes have forced the simple to become more difficult; and curriculum changes have fallen somewhere in the middle. So many changes pass through the schoolhouse doors that tenured teachers often have difficulty remembering what enamored them about education in the first place.

School district directors, in a noble attempt to inspire change, will traditionally schedule mandatory convocations at which learned professionals recant the latest educational theories or best practices of school change and reform. Spokesmen will offer staggering amounts of data and research detailing the need for an immediate change in school culture and climate. Some might even establish a timetable or parameters around which a change must occur. Rarely, though, has any presenter boldly leapt to the next logical rung on the education ladder and explained precisely how a school leader can inspire a change among campus professionals and how to implement new strategies.

In *Leading School Change: Nine Strategies to Bring Everybody on Board*, Dr. Todd Whitaker presents methods of change that bridge the ever-widening gap between Awareness and Knowledge and between Knowledge and Action. Most educators know that changes need to be made for their schools to be successful. Fewer schools know the types of changes on which to place their focus. Even fewer know exactly how to go about implementing changes. After reading and implementing the ideas of *Leading School Change*, school leaders will have a better understanding of how cultural changes can lead to school reform, and how simple strategies can be developed that translate to success of all students.

I will amend my opening remark: Change is never easy. Those school leaders brave enough to strive for change are often presented with obstacles, both concrete and abstract, that can lead them astray of the goal. Despite the challenges, effective change can be made; change can be productive; change can be downright fun. It's time for everyone, all of us who interact with students or who serve as role models for young people, to join in the excitement of school.

So what are you waiting for? Change is just a page turn away.

***Strategy One:  
Identify the Change***

Anyone who is involved in the business of education has an opinion about schools; not just the people who walk the campus every day, not just the teachers and students, custodians and cooks, or the substitute teacher we see once a week. Everyone from the district superintendent to the factory worker who drives by the neighborhood school on his way home from work has an opinion. Sometimes in the most minute of ways, each of these people holds a share in the development of our schools. They will all look to the principal to make changes where and when changes are needed.

Before a principal can begin making positive changes in a school, though, he or she first has to know the school. It is important to be familiar with the history and the culture of the campus. You don't have to know the name of every teacher who ever assigned homework; just be aware of the basics. Who are the students? The alumni? The neighborhood influences? Now, I'm not suggesting you dig through the school district archives trying to find the original blueprints, but knowing the campus boundaries can be a benefit to any leader who is hoping to implement change.

You might be asking why this is so important. Logical question. Let's pretend for a moment that you are principal of a low-performing campus, and your goal is to help the school turn a corner. You can suggest dozens of changes to reach your goals, but if your faculty has already waded its way through those particular swamps you don't want them drowning and gasping for air all over again. Knowing what changes have already been implemented, and what level of success they did or did not achieve, can not only keep you from duplicating what already hasn't worked, but it can also help you to build a positive reputation in the eyes of your scrutiny-minded mediocre teachers.

In Strategy One: Identify the Change, Whitaker (2009) notes three types of changes: procedural, structural, and cultural. When leaders strive to make changes that will positively impact the students, they will always look to the cultural before the procedural. While it might be important that the method for recording tardies be adjusted (procedural), it is more important that teachers engage their students in a manner that encourages them to make it to class on time (cultural).

Everyone wants to be part of a great school; let's get started making one.

**What's Your Problem?**

The first step in attempting to implement change is to determine exactly why a change is needed. What is the problem that requires an alteration or adjustment?

1. Allow each member of the leadership team, including yourself, to compile a list of the changes most needed in your school.

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2. Using the individual lists from Step 1, find the common items and compile a master list. This list can be used throughout the *Implementation Guide*.

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3. Review and adjust the Master List with the team and decide if you are focusing on a problem or on a symptom of a problem. If any of the listed items is a symptom, rewrite that item so that the team can focus on the actual problem.

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4. School problems, and therefore the solutions to those problems, can come from just about any source. Work with the team to determine the source of the problems affecting your school, and add the source next to each problem.

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5. Individually, examine each problem to determine what, if any, changes have been attempted in the past to address it. List any changes, no matter how small, next to the problem and source.

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6. If your school is currently in the process of implementing a change with regard to one of these areas of concern, list the steps being taken to fully implement the change to all school stakeholders.

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7. Why is it important to the school, the students, and teachers that this particular change is being made at this time? Make a note next to each problem.

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### Three Levels of Change

For the purposes of this *Implementation Guide*, the levels of change are procedural, structural, and cultural.

### Procedural Change

A procedural change involves a very low-level or technical alteration.

1. Have each team member suggest, in the form of a list, procedural changes that might be implemented for the new school year. The list should include that team member's role.

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2. In your implementation team, agree on a minimum of three procedural changes from the individual lists. The group does not need to be specific in describing the changes, but be sure that everyone is in agreement.

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3. Changes that we attempt to implement might be refurbished ideas from previous years. If any of the procedural changes the team considers has been previously attempted, discuss why the change did or did not meet with success.

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4. Use this example to learn how to modify a typical procedural change: The office staff has expressed concern about a security issue and would like to adjust the method by which visitors sign in as they enter the building. As a team, modify your current visitor registering policy so that the concerns of the office staff are addressed.

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5. In what manner would you present this new process to visitors? Formulate the wording for a typical Visitor Sign that might appear outside the office informing visitors of the new policy.

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6. If your school's Welcome Sign needs word adjustment, have the team reword the sign so that it is more inviting, and less daunting, to campus visitors.

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**Structural Change**

Although more complex than a procedural change, a structural change is a matter of management or organization.

1. Within the leadership team, establish three structural changes that you envision needing to be implemented during this school year. Structural changes can be items that have been attempted previously, or they can be extensions of current policies.

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2. Within the group, agree on the most important structural change on the list. You might need the support of a contingent of faculty to implement this change. Also decide with whom this idea should be shared.

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3. After choosing a group of teachers on whom you want to “test run” these structural changes, create a basic plan for how to present it to them.  
Formal or casual?

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4. Because you want to avoid receiving negative response to your change, figure out how you can better ensure that responses will be constructive and not destructive.

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5. List the structural changes that were made during the previous school year. Make note of whether each change remained in effect, or if additional changes were necessary.

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6. Determine why the previous changes did or did not reach the expected level of implementation among the faculty. If they did not, how many reasons were there for failure?

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7. Now is the opportune time to begin making notes regarding the structural change that we want implemented this year. The change can be minimal or extreme depending on the needs of your school.

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**Cultural Change**

Cultural change involves the specific manner in which a school does things. In changing the culture, you will change the school's soul and spirit.

1. As a leader in your school, you have the ability to implement change. Assuming that you have the support of the district and of the leadership team, choose one minor and one major cultural change that you would like to implement.

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2. Determine why these particular cultural changes are important to the continued progress of your school.

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3. Make note of why these changes were not implemented in previous years. What were the barriers that prevented the changes?

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4. This level of change requires support from many players. Have the leadership team compile a list of the teachers whose support is imperative if these cultural changes are to succeed on your campus.

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5. It is important, though not vital, to have everyone's support for a cultural change to take effect. Not including classroom teachers, from who else on your campus should we focus on gathering support?

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6. Make note of the response from these staff members when other changes were implemented. Were they overtly reluctant? Were they only minimally included?

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7. List what the team might do to encourage the support of staff members.

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**Making Sense of the Levels of Change**

The first assumption of change is that a cultural change is the most difficult kind to implement. The second assumption is that if you take the right approach from the start, the effects begin to take hold rather quickly.

1. Compose a list of changes that have previously been attempted at your campus or within your school district.

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2. Label each of these changes as being procedural, structural, or cultural.

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3. Note whether these changes reached the level of success that was envisioned, and why or why not?

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4. One goal of leadership is to promote successful teaching skills. Imagine that for one grading cycle a program is implemented that encourages teachers to visit the classrooms of other teachers to observe different teaching styles. Explain below how this program could be viewed as a procedural change, a structural change, and a cultural change, all without altering the basic design of the program.

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5. Below, write a possible first step for introducing this change. Would the level of resistance to such a change be enough to cancel the program before it even got started?

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6. It is important to establish changes as quickly as possible; discuss with the team a viable timetable for the implementation of a cultural change. Could the program be “up and running” within the first semester? By the first grading cycle?

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7. Describe how this change might be communicated to teacher/leaders. Within the team, brainstorm possible questions or concerns teachers might have and what the team’s responses will be.

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***Strategy Two:  
Make Sure the  
First Exposure is Great***



“You never get a second chance to make a first impression.” This phrase has been used in conjunction with almost every eventuality ranging from first-date jitters to interviewing for a new job. (Actually, those two events could be very similar.)

For the purpose of this *Implementation Guide*, making a first impression deals with the manner in which a School Leadership Team can positively present a change concept to an open-minded faculty and staff in the hopes of building excitement and support for the change. A great first exposure can lay the groundwork for success just as easily as a poor first exposure can spell failure for the same idea. People will often make judgments based on the first bits of information and will hold fast to that opinion regardless of the remainder of the story.

This concept of first impression is ingrained in the human condition. We hear the first few notes of a song and we automatically know if we like it or not. We watch the first moments of a television show and decide if we’re going to switch the channel.

Newspapers will print teaser stories because people want the important information first and then make the determination to either read the article or move on to something else. We will often base our opinion of people more on their initial appearance than on their potential for long-term influence.

While attempting to instill a cultural change attitude with teachers, effective leaders must understand that there will be distractions from almost every corner of the school that can impede their progress. Veteran teachers may have seen similar changes fail to reach heightened goals; new teachers may lack the confidence to try something unfamiliar, and lackluster teachers will sometimes throw a wrench in the process just to derail the attempt.

Many of these distractions can be overcome thanks to prior planning that focuses on a high level of excitement and enthusiasm for the change. Inviting teachers to be a part of the change instead of demanding that they blindly follow instructions can be the impetus for long-term success.

Leaders need to be role models for change if they expect the change to meet with a positive outcome.

### The New Restaurant

When you introduce school change, it is vital that the first exposure be well planned and without obstacles that might impede the progress.

1. List adjectives that you feel describe the atmosphere of staff development meetings in your organization. If members are new to your school, they can use their previous school as a source. If they are new to teaching, have them list adjectives based on what they might expect from a staff development meeting.

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2. Compare everyone's experience of staff development meetings. In what ways would they like to change the atmosphere?

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3. Encourage the leadership team to break out of the traditional methods of staff development and be willing to try new things. Make a group list of presentation ideas that have worked elsewhere or that the team has heard about.

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4. Make a list of presentation ideas that involve the Four E's of staff development: Energy, Excitement, Enthusiasm, and Engagement. How can these concepts be developed?

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5. Plan exactly what should happen during the first 10 minutes of every teacher in-service. This first interaction with teachers can help to set a positive tone for the remainder of the session. Who will be speaking and in what order? What is the first visual context?

[illegible]

**No Child Left Behind**

The first-impression to change is all important. The initial tone, the manner, the personal connections can all make a difference in all staff group interaction.

1. There often are district-level materials that must be included at staff development, and they are often given to the presenter at the last possible second. How can you be sure that this information does not distract from the change process?

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2. Those experienced in staff development understand that not all pertinent material will be earth-shaking or astounding. Make a list of ways "Nuts and Bolts" type material can be presented to teachers while still maintaining their level of interest. Are there other ways besides faculty meetings to disseminate this information?

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## The Intentional Exposure

As mentioned, the first exposure to change is vitally important. Effective leaders of school change practice intentionality every step of the way.

1. As a team, compile a list of possible roadblocks that could arise at the first introduction of a change.

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2. Make a list of appropriate responses to the questions compiled above. They should not be dismissive and should direct everyone back to the important subject of the change.

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3. Set up a plan for how teachers should first be exposed to the change concept. It is helpful to be very specific in the words that you use so as not to lose your primary focus.

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4. Possible controversial changes should not be sprung on teachers with a "Ta-Da!" attitude. Compile ideas for how material be presented to teachers individually before they have a chance to meet together in groups. When is this appropriate?

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5. There is an excellent teaching philosophy known as "Random by Plandom" that describes how effective leaders have an intentional plan for everything but often make it look like it happens randomly. Using the material in the previous question, list ways that certain aspects of the change can be presented "randomly."

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6. By what methods can change be introduced to teachers other than in a formal staff development atmosphere? Make a list.

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## Guest Speakers

Every change can benefit from the use of an advocate. Employing the skills of a professional with expertise and flair can set the stage for success.

1. Within the leadership team, assign the various parts of the change presentation so that the most qualified person speaks about each issue.

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2. If none of the team is comfortable about adequately presenting the topic in question, make a list of possible alternative presenters.

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3. Parents are sometimes excellent sources of information. Are there any parents or community members who might be appropriate to use as presenters for change? If so, make a list and assign a team member to contact each.

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4. Teachers, like most professionals, appreciate evidence that backs up statements. Make a list of what evidence can be provided that this change will be both effective and productive.

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**Site Visits**

Practice intentionality about visits to other schools that have already effectively implemented a change you would like to see introduced.

1. Compile individual lists of teachers to invite to a site visit team. Bring everyone's list together to form a final list of teachers.

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2. Make a list of schools you would like to visit to observe specific effective programs that they have in place.

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3. Make a detailed list of the information you expect to gather while on site visits.

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## The Staff Meeting

If you intend to introduce an idea for change at a staff meeting, set the stage carefully for an upbeat and constructive tone.

1. Recall the atmosphere that has been typical during the staff development meetings that begin your school year. Do they change much as the year progresses?

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2. Brainstorm the areas of possible reluctance that might take attention away from the introduction of a change idea.

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3. Consider introducing “specialty chairs” to staff meetings to accommodate less-than-enthusiastic faculty members. Brainstorm some ideas to limit the visual influence of mediocre teachers.

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4. Changing the traditional arrangement of a staff meeting location can help to create a new atmosphere. What type of new seating arrangements might prove beneficial?

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5. Small classroom-located presentation arrangements can be useful in presenting more than one type of change at a time. Plan how large groups might be broken up into smaller workable audiences.

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6. As important as guest speakers can be to a staff meeting, invited visitors can also be beneficial. Make a list of community members who might provide support during the implementation of your change.

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7. It is important to invite district personnel to staff development meetings. To whom in your district would you consider extending an invitation?

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### Do Not Bring in the Negatives

Almost every new concept has some potential drawbacks. During the change introduction, it is important to minimize the negatives without ignoring their presence.

1. It is imperative that leadership teams “bring it” at the first opportunity; sometimes even before the school year starts. List ways in which the team can introduce the excitement immediately to teachers.

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2. One increasingly popular idea for introducing excitement is to create a video introduction for the concept. Within the group, share ideas about what type of “movie” could be easily produced for the introduction of an idea.

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3. What change ideas would be important to include in such a first exposure presentation? List them here.

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4. With any new change there will always be a downside. The goal of leadership is to limit the impact of the negative forces. Create a plan for dispersing these negative distractions at the first meeting.

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***Strategy Three:***  
***Determine Who Matters Most***

In an optimistic world, school leaders enjoy the belief that every teacher has entered the education profession with the same goal in mind: the inspiration and education of students. Regardless of the occasional appearance of disinterest or lack of motivation displayed by a handful of teachers, their initial impetus for choosing a career in teaching was founded around students.

There may be times throughout a school year; or even within the first month; when it appears more likely some lackluster teachers only entered the profession for the built-in summer vacation, but as school leaders it is imperative to remember that even those wayward teachers can serve a vital role in implementing school change. These teachers possess a powerful voice that can be used in a positive way toward the completion of change goals. In fact, all employees are essential to change.

Change is often a Catch-22 scenario. If a school leader could get every teacher, custodian, staff member, and student to positively embrace a change mentality, there would be no reason to actually implement a change. The need for change results when a procedure, structure, or cultural condition of a campus does not produce the results for which a leader strives. To attain the results you seek, it is your responsibility as the school leader to determine who matters most in the school.

In every school environment there will be three types of teachers, three types of students, and three types of parents. These same three groupings can be found in non-education businesses. All teachers can be categorized as a *superstar*, a *backbone*, or a *mediocre*. Superstar teachers are the role-model educators in whose class we want our own children. Backbone teachers are solid performers that usually comprise the largest portion of a teaching staff. In some rare cases, the term mediocre is being generous.

It is natural, in trying to implement a change, to focus on the largest group of teachers. However, by focusing on the middle-level teacher you can almost always insure a middle-level result. Effective leaders understand that by focusing on the efforts of superstar teachers the school and the students are more likely to head in the right direction.

### Three Types of Employees

Perhaps the most essential component of leading change is to understand the informal dynamics of a group.

1. Allow each member of the leadership team to make a list of the teachers they perceive as falling into each of the three categories of teachers: superstars, backbones and mediocres.

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2. Individually, create a list of adjectives that you think should be used to describe each type of teacher. (Don't be afraid to be honest.)

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3. Gather your team members and, using the individual lists, compile one master list of teachers and their categories.

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### Superstars / Irreplaceables

To reach the lofty level of irreplaceable superstar, a teacher must earn the esteem of four groups: students, parents, peers, and principals.

1. Working with the category descriptions from *Leading School Change*, list teachers with whom you have worked. Who falls into the category of being a superstar teacher?

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2. If one of these superstar teachers had to be replaced, what would be the first source for a possible replacement of the same caliber? How difficult would it be to replace on your campus? Make notes.

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3. Because superstars usually comprise such a small percentage of a faculty, make a new list of descriptive words that can describe the teachers on your superstar list.

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4. Make a list of the intangible aspects of education that these superstar teachers bring to your campus; things that they didn't learn in education classes.

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**Backbones / Solids**

Backbone teachers make up 80 to 90 percent of a school staff. Although it is tempting to focus our energy on the largest group, we cannot place emphasis on average.

1. Working with the category descriptions from *Leading School Change*, what teachers have you worked with, now or previously, who fall into the category of being a backbone teacher?

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2. If one of these backbone teachers had to be replaced, what would be the first source for a possible replacement of the same or higher caliber?

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3. Not taking subject matter into account as a hiring requirement, how quickly could this person be replaced on your campus?

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4. What types of skills do backbone teachers provide to your school outside the normal classroom expectations?

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**Mediocre / Replacement Level**

Mediocre employees hold down the other end of the bell-shaped curve from the superstars: typically 5 to 10 percent of the faculty and staff.

1. Working with the category descriptions from *Leading School Change*, which teachers more easily fall into the category of being a mediocre teacher?

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2. If one of these mediocre teachers had to be replaced, what would be the first source for a replacement of a higher caliber? How easily could this person be replaced on your campus?

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3. Using discipline office referrals as a comparison, make a determination as to how the mediocre teachers handle classroom distractions.

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4. How often are mediocre teachers seen in the school office and for what common reasons?

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**How Broad is Their Vision?**

Effective teachers make judgments of change based on how their students will be affected. Ineffective teachers focus on how easy the change will be for them.

1. As a school leader responsible for implementing change on your campus, describe what your range of vision is with regard to students.

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2. Compare your vision to the probable vision of each category of teacher: superstars, backbones, and mediocres.

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3. Develop at least one way by which you can help to share your vision with the superstar teachers. How much effort do you put forth to get your mediocre teachers to support your vision of change?

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## Impetus for Change

Superstar teachers have an internal impetus for change. Backbone teachers often require that someone else instigate the change before they are willing to become a part of it.

1. List any procedural changes that superstar teachers have implemented in their classrooms to help their students reach a higher level of success.

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2. Brainstorm ways in which these same plans can be put into effect to allow all teachers, regardless of their experience or “category,” to benefit from the procedural change.

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3. Now list how this same type of change can be implemented throughout the school to help improve the success of more students.

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4. Backbone teachers can help to implement and support changes at the school. Make a list of cultural changes that you might confidently allow the backbone teachers to implement.

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**Understanding the Superstars**

Superstar teachers generally work harder than anyone else in the organization. They have a higher level of drive and talent than most other people.

- 1. Instruct the leadership team to brainstorm a list of tangible changes superstar teachers might want to see implemented by their school leadership.

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- 2. Using this same method, make a list of the intangible changes those same superstar teachers might look for.

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- 3. Develop ways that superstar teachers can be recognized for their mentoring influence without taking the risk of them being seen through a negative lens.

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## Six Types of Teachers

*Six Types of Teachers* (Fiore and Whitaker, 2005) refines the three groups of teachers by developing six subgroups that might provide better descriptions for understanding. Refer to this text before you continue.

1. Break down your teacher list into subcategories. Re-categorize your Superstar teachers into WOW and Impacter teachers.

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2. Using the original list, re-categorize the Backbone teachers into the divisions of Stabilizer and Dow Jones teachers.

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3. Here's the easy one. Re-categorize the Mediocre teachers into Harmless and Negative Force teachers.

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4. Re-categorizing these teachers may change your perspective on their ability to implement and support change. How can that perspective be changed?

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5. Of the three groups represented, which is the most important for a school leader to place their focus with regard to school change? Why is this the most important group?

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6. Typically, it is the Negative Force teachers who hold sway over faculty meetings simply because of their willingness to vocally express their reluctance. Brainstorm methods to limit their influence during meetings.

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***Strategy Four:  
Find the Entry Points***

It is the unspoken goal of an effective school leader to serve as an inspiration to teachers and a role model to students, and leaders seek to implement positive and productive changes. Bringing an awareness of both the existing school culture and the need for change is a big challenge.

Once a leadership team has successfully identified the type of change they want to implement and the means to introduce that change, an effective leader will turn his/her efforts to gathering the support of teachers identified as the most influential and visionary on their campus. These superstar teachers are described as effective communicators, dynamic instructors and creative imparters of information, but after these risk takers are introduced to the change, it is vital for a leader to construct an expanding support system around which one can build the change process.

Backbone teachers, those hard-working and loyal educators who make up the largest section of a school faculty, can provide an almost unlimited supply of work and support once they have successfully been recruited into the change atmosphere. This section discusses methods by which this group of teachers can become part of Leadership Teams, thereby avoiding the potential overload or alienation of superstar teachers.

We cannot forget about the teachers who are new to our organization; those beginning educators who possess energy and a willingness to please that a school's mediocre teachers seem to have lost somewhere during their career. New teachers, who have not yet aligned themselves with any particular division within the school and have not yet fallen victim to the web of mediocrity, can be valuable support when the topic of school change is introduced.

For school leaders who are implementing change, the greatest challenge can be in finding ways to balance the recruitment of these established groups with the completion of desired outcomes. Everyone in a school can become a part of the change process, but it is more beneficial to engage teachers from the points where they might be least resistant to change.



### The Points of Least Resistance

Sometimes our first instinct is to focus on winning over the non-believers—those most resistant to the change we seek.

1. After establishing the type of change you want to implement, make a list of which teachers might be most receptive to this type of change.

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2. From your list, determine who among them are superstar teachers and which are new to your campus.

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3. Focusing on your list of superstar teachers, who might be the most influential in presenting this change to the rest of the faculty?

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4. Make a list of viable ways for new teachers to be included in the change process so that it appears like a normal function of the school.

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**Start With the Superstars**

To put it plainly, the superstars will do what it takes to support a change they believe in, and they will do it exceptionally well.

1. Describe the traditional role of a superstar teacher on your campus.

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2. Explain how your school environment might be different if even one superstar teacher left the campus.

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3. Describe a situation in which a superstar teacher might be reluctant to add his or her support to a change program. What are the main reasons for this reluctance?

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**Blocking the Burnout**

“People who say they’re burned out probably were never on fire in the first place.”

1. Among the superstar teachers at your school, determine who you can most rely on to implement changes, and who might be a borderline superstar whom you should avoid overloading.

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2. Make a list of procedural and structural changes that backbone teachers can handle instead of overloading the superstars.

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3. What types of cultural changes should only superstar teachers have an essential role in implementing into the school environment?

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4. What is it about superstar teachers that makes them skilled at almost any task?

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**Including the Newbies**

For new teachers, change is not really change. It is just another rope they need to learn.

1. List programs in use at your organization that were implemented successfully before the school year began.

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2. Why were these programs implemented in your organization? Did they reach the level of change that was expected of them?

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3. Which new teachers could most benefit professionally from being an early part of such a program?

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4. In planning a “peer teacher” format that will pair new teachers with superstars in a “chip & block” teaching scenario, which teachers might most benefit?

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### Induction Starts with the Interview

The best time to introduce expectations and start new teachers on the path you want them to take is during the initial interview.

1. Make a list of 5 traditional interview questions that are asked of teaching applicants.

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2. Make a list of 5 interview questions that might help an interviewer get a better understanding of a teaching applicant's potential.

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3. Of the teachers most recently hired to your campus, which of them have not met the expectations you had during their initial interview? Why did this happen?

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4. How could these new teachers have benefited from being teamed with a superstar teacher at the beginning of their first year?

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5. Most new teachers enter the profession with energy and a positive outlook. In what ways can the environment be changed to become more like these new teachers?

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***Strategy Five:  
Reduce the Resistance***

You know who they are. They have powerful representatives in every school at every grade level in every school district in the country. They gather in the back of our faculty meetings reading the newspaper or thumbing through mail-order catalogues. They will noisily leave the meeting at the most inopportune times to refill their coffee cup or check their e-mail for items that probably shouldn't be sent through school mail. And they often don't bother to return to the meeting.

This disruptive faction will rarely sponsor clubs or contact parents; they send more students to the office than most entire departments, often for the most frivolous of infractions; and they complain from the shadows about getting no administrative support and too many difficult students.

The traditional approach to these troublesome employees is to avoid them at all costs, to never include them in open discussions, and to hope against hope that they take early retirement. We may wonder why they stay in education if they are so unhappy, but the truth is they really have no place else to go. Do we really think they're qualified to do anything else?

To disrupt the negative influence of these forces, leadership teams must familiarize themselves with some of the more non-traditional skill sets. Leaders must understand that complainers don't limit their complaints to just the school environment. They complain away from school too.

The most productive course of action is to reduce the influence they have over the "bubble" teachers. Negative-minded teachers can never influence a superstar teacher, but backbones are fair game to the virus of mediocrity. Every disturbance needs an attentive crowd if it is going to cause a stir. By limiting the fan base of these mediocre teachers, we limit the influence they have in controlling the school environment.

Leaders need to work towards the dispersing of negative power if productive school change is to occur.



**Don't Let the Whiners Rule the Roost**

The first tactic is recognizing that the whiners in our midst are often just plain dissatisfied about everything.

1. Have each team member compose a list of those teachers they believe are complaint-driven.

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2. Using the list from every team member, complete one common complaining teacher list. Note which teachers had their name appear on almost everyone's list.

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3. Separate the list of teachers into Harmless teachers and Negative Force teachers.

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4. Make a list of the typical complaints these teachers bring to the office throughout the year.

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**Defuse the Drama**

By defusing the drama, and thus the dramatic-minded people, you can refuse to cater to them and keep moving toward your goals.

1. Recount with the group an experience you have had with a parent or teacher who used crying as a means to get his or her way.

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2. Have each member of the group brainstorm ways that this situation could have been handled differently so that the behavior of the “crier” was not reinforced.

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3. What is the traditional response from other teachers when a “crier” behaves that way in a public forum such as a staff meeting?

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4. Has there ever been a confrontational situation between a “crier” and a superstar?

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**Divide and Conquer**

Treating ineffective teachers as a group can create a bond between them. They may well become partners in crime from now on—and there is strength in numbers.

1. Identify possible clusters of negativity that may exist on your campus. (Within a grade level, team, department, areas of the building, lunch periods, etc.)

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2. Discuss methods of dispersing these clusters so they become less negatively powerful on the campus. Identify the teachers within the clusters who might be least resistant to change.

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3. Negative influences must have a crowd to whom they cater. Discuss situations in which a problem could be averted if the fan base was removed from the situation.

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**Teach and Model**

Effective teachers teach and model the behaviors they expect, follow up with individuals, and reinforce with the entire group.

1. Share with team members the student discipline problems that seem to occupy most of the operating time at school.

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2. Using modeling as a replacement for discipline, how might these behavioral matters be addressed differently?

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3. Discuss how this same method of model over discipline can be used to address teacher issues that arise during the year.

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### Control the Clusters

With some thought and energy, leaders can take steps that proactively discourage negative influences and encourage positive ones.

1. Redesign the staff meeting arrangement so that the mediocre teachers are not gathered in comfortable clusters.

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2. In addition to the group introduction, arrange times to meet individually with mediocre teachers to discuss plans for school change and to get their input.

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3. In designing a master schedule of teaching assignments, be sure to give attention to groups of teachers who should not be in adjacent classrooms or share curriculum.

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4. Look again at the schedule to determine which teachers in a grade level or department might most benefit from being paired with superstar teachers.

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**Count on the Disclosing (Alpha) Male**

Having a “coach” on the supporting side of change has the potential to bring a whole bunch of fence-sitters over to the side of the change you seek.

1. Make a list of common reasons teachers may gravitate toward each other.

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2. Focusing on the members of a coaching staff, identify the areas that present the most challenges to implementing change.

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3. Identify one or two coaches, usually who also teach in core areas, who might become positive role models for others in the athletic department.

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4. Formulate ways you can relate a change concept to a team sport mentality.

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***Strategy Six:***  
***Harness the Power of Emotion***

Traditionally, the most common method for encouraging education toward a change mentality has been through a series of tangible interactions. District development presenters and regional service centers provide the latest information about education to hopeful teachers. Companies introduce new textbooks and ancillary packages that are adopted into school districts every couple of years. Brightly pictured resources and quickly moving images are all designed to attract the attention of the adolescent mind.

For the more savvy educator who is not so easily fooled by such gimmicky parlor tricks, more heralded words such as “research-based” and “data-driven” are introduced into their change vocabulary. Pages of text written by noted scholars detailing results derived from tons of material make for an imposing argument for the research mentality. While each of these much-followed approaches to education has merit and produces results, they cannot replace the magnitude of the intangible concept of the emotional drive.

Everyone shares emotions. Sometimes they are openly expressed to anyone who will listen, and at other times they are contained to an untimely explosive result. Regardless of appearance, everyone elicits an emotional response to a new situation. An emotion of excitement can be the reason to attempt a school change. Sometimes fear is the emotional impetus for avoiding change. A lingering apprehension caused by a past experience can be what forces teachers to drag their heels whenever a new change is presented.

Skilled school leaders can tap into this emotional response and gain positive results. By diminishing the powerful emotions of fear and anxiety and by encouraging the emotions of courage and teamwork in their teachers, leaders can make long-term strides toward implementing a strong cultural change.



**Diminish the Power of Fear**

One of the biggest roadblocks to change is fear—fear of the unfamiliar, fear of failure, fear of embarrassment, and other fears we may not even be aware of.

1. Within the team, determine three reasons teachers might be fearful of implementing the planned change.

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2. Which of these fears stem from unpleasant experiences with past change, and how many of them originate from rumor and tales of failure?

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3. Establish ways to minimize these fears so the change may move forward.

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4. If fear of the unfamiliar is one reason teachers are cautious of implementing change, discuss ways for reluctant teachers to become more familiar with the change.

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5. How can a positive experience with a previous change translate into a less fearful implementation for a new change?

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**Make It Seem as if Everyone Is Doing It**

One way to get everyone on the bandwagon for change is to make it seem as if most of their colleagues are already on board.

1. After understanding the change you want to implement, develop a time frame around which everyone will be participating in the change.

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2. Determine how quickly superstars will be modeling the change.  
Backbones? Mediocres?

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3. Establish some methods of public display that will communicate the progress of the change to everyone.

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4. Formulate plans to encourage influential teachers to make presentations to peers about their successful experiences with the change.

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**Make the New Seem Normal**

Many people do not think of themselves as special, and they may shy away from the program if they think they're going to be singled out and put in the spotlight.

1. While publicly acknowledging the progress of the change, think of ways the leadership team can maintain the identity of the trial group of teachers implementing it.

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2. In addition to a display of progress, decide on other methods of communicating the continued progression of your change (faculty meetings, emails, memos, etc.)

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3. Without applying direct pressure, brainstorm ways to encourage the more reluctant or non-involved teachers to become more active in the change.

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### **Give Two Incentives for Change**

Demonstrating that something is good for the students is the emotional tug teachers sometimes need to buy in to change and extend their support.

1. Make a list of the factors that demonstrate why this change is best for students.

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2. Make a list of the factors that demonstrate that this change is best for teachers.

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3. Make a list of what is important to superstar teachers when their students are concerned.

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4. What incentives do mediocre teachers need if they are to offer support for change?

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**The Emotions of the First Exposure**

To maximize the odds of a positive initial response, leaders must channel the emotions triggered by the first exposure to an impending change.

1. Determine for each level of teacher the types of emotions you want the first exposure to change to inspire.

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2. What emotions do you want to avoid inspiring in these same teachers?

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3. Make a team-generated plan for how these emotions can help to create teacher involvement in the change process.

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***Strategy Seven:  
Look Past Buy-In to Action***

In talking with groups of teachers about their more pressing concerns regarding students and their behavior, several distractions keep rising to the surface: Student apathy, disinterest in learning, and poor attendance are bandied about in discussions. School leaders hoping to make a difference will strive to address all of these troublesome issues and offer solutions to desperate teachers. Effective school leaders implementing change understand the importance of focusing on what's important.

It would be wonderful if every teacher agreed with all of the policies and procedures of the school. It would be wonderful if every teacher placed the needs of the students before their own interests. It would be wonderful if schools were in a position to place more emphasis on achievement and less on attendance, but *wonderful* is sometimes a little too close to *miracle*.

Cultural change can be achieved in a school environment in which every teacher is involved. Such a change can only be achieved, though, when leaders can get that very first teacher involved. Often leaders will spend so much time trying to get everyone involved that they eventually give up on the change because they just can't seem to gather those reluctant few. Effective leaders will spend more energy and time recruiting their superstars, their new teachers, and their key backbones into the change and get the change moving. These leaders refuse to continue giving power to reluctant teachers and allowing them to halt the change process.

Having every teacher standing in the hallway between periods would be nice. Seeing every teacher contact parents on a regular basis would create productive communication. Having every teacher turn in attendance sheets on time would be expected. But what's most important for effective leaders is to create an atmosphere in which teachers want to participate because it's important to students.

100 percent participation would be great, but we will never get everybody on board until we get someone on board.



## The Tennessee Tornado

It's not always easy for teachers to admit a sense of insecurity in the classroom, especially when they're expected to be in charge of the students they fear.

1. During a staff meeting, invite teachers (in a public forum) to share some common fears or phobias that people outside education might have.

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2. Re-ask the questions, but apply those same fears to the teaching profession. What are some common teaching fears?

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3. Discuss the source of most of these fears. Are they real fears or mere tradition?

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4. Allow the teachers to break into smaller, more comfortable groups to brainstorm ways that those presented fears can be addressed.

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**Taking Stock of the Exchange**

Those teachers who have a good experience with a program the first time around will be more comfortable repeating the program later.

1. Ask teachers to share stories of negative experiences they may have had (or have heard about from another teacher) with a new education program.

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2. Getting the negative aspects out in the open removes the power of negative people. Ask teachers what they believe made those experiences so negative.

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3. Give teachers the opportunity to alter the parameters of the change to remove any perceived negative aspect. Record their suggestions for later discussion.

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4. Have teachers share positive experiences they have had with changes.

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**Time to Get Graphic**

Even in a school building with only 20 staff members, the thought of trying to get all of them to support your effort may make you reluctant to even try.

1. Within the leadership team, set up a schedule as to when you expect to start the change and when you expect to have it complete.

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2. Using a graphic organizer, map a representation of the faculty depicting who will be the first ones on board with the change, who will be in the second tier, etc.

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3. Using Figures 3 and 4 (pages 89 and 91) from *Leading School Change*, connect the superstar teachers to those teachers whom they might influence or guide toward the change.

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4. Don't forget to bring in the support staff members. Organize all non-teacher personnel into the change structure.

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The most challenging situation for implementing change occurs when we hope to move a relatively small group that does not have the benefit of a superstar.

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**Look Out the Windshield, Not the Rearview Mirror**

One other impediment to change is the past. Many people, especially those who tend to resist change, love to live in the past.

1. Have teachers compose a “comical” list of phrases that begin with “Back in my day...”

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2. Allow some of the veteran teachers in the school to take center stage and talk about their first years in education and what has changed since then.

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3. Leading the discussion, have teachers analyze the past changes that have been presented and determine which of them were implemented for the benefit of the students and which were for the ease of the teachers.

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***Strategy Eight:  
Reinforce Changed Behavior***

Now that the change has been presented to teachers, the superstars have been recruited, and the support of other key personnel has been secured, the first exposure to change was successful and you have followed all of the appropriate steps to ensure a productive cultural change in your school, it should be smooth sailing the rest of the way and you can sit back and take the credit. Well, don't be disappointed, it is not always that easy and quick.

What's important, though, is to be sure that as leaders, you recognize more than just the beginning and the end of the change. The middle portion bears incredible merit. When the change was in the planning stages, leaders made sure that every little detail along the way was given the right amount of emphasis. The results, no matter how small they may appear, need to be given the right amount of emphasis or they may quickly fade away.

Effective leaders understand that any school change, especially the all-important cultural change, may be a methodical process toward fruition. Leaders reinforce both the efforts and the behaviors of teachers at every step toward the goal.

When that first group of superstar teachers begins implementing a few change behaviors, leaders will recognize their efforts both publicly and privately. Public recognition can bring more supporters on board because the more people that are doing something, the easier it is for others to follow. Private praise will let the superstar teachers know how much you appreciate their efforts and how important the change is for student achievement.

As more teachers, whether they are backbone or mediocre, begin participating in the change, it is important to congratulate and reinforce their efforts too because they are more likely to fall off the bandwagon if they don't recognize a quick change. People will normally lean toward the stability of what they know even if these comfortable methods are no longer best. By reinforcing the efforts along the change path, effective leaders help to ensure a more productive result.

**Ongoing Staff Development**

One of the statements educators hear over and over is that for staff development to be effective, it must be “ongoing.”

1. Meet with the leadership team to decide which facets of the change process need to be reinforced throughout the year and to what degree.

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2. Design a schedule in which teachers within the school serve as guest speakers during school staff development meetings.

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3. Are there available presenters at the district level whose skills could be utilized at scheduled staff developments ... at no cost?

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4. Consider scheduling mini-workshops at the school throughout the year. Determine when and where teachers might meet monthly in small groups.

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5. Leaders should establish ways to maintain early contact with new teachers (both to the campus and to the profession) by meeting with them privately and publicly.

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6. In what ways can school leadership meet with new teachers? What are some topics of reinforcement that might be the center of conversation?

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7. Consider the possibility of using retired campus teachers as mentors for new teachers. What retirees might be available?

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8. How can a book study group be implemented at your school to be used as an ongoing staff development project?

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9. Have the leadership team create a library of titles supporting the change process that could be used in teacher discussion.

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10. In what ways can a “Friday Focus” type message be used to continue staff development on a weekly basis? Discuss some possible topics to distribute.

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11. To what degree can teachers be used in the “Friday Focus” process?

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12. Create a list of teachers to invite into the “Friday Focus” writing process.

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**Reinforce at Every Step**

In all organizations, the journey toward change arouses various levels of interest among those being encouraged to travel that road.

1. In what school-wide ways can leadership recognize the goal-oriented achievement of teachers?

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2. How can that same recognition be provided on an individual basis for teachers who are implementing change and serving as models for other teachers?

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3. Develop ways that the entire school (students, teachers, parents) can be recognized as they implement steps toward change.

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4. Create congratulatory ways for the school administration to reinforce the change process.

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5. Map the key contributors throughout the school and gauge their influence (students, community members, custodial staff, etc.).

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6. Make a list of school-related parent groups such as booster clubs. How can these group help to reinforce the change process?

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**Public versus Private Praise**

In deciding between public and private praise, it is important to remember that public praise can be useful in encouraging the spread of productive behavior.

1. Establish the difference between public praise and private praise.

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2. Determine in what situations private praise is more impactful than public praise.

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3. Under what conditions might these situations normally occur?

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4. What ways is public praise normally delivered to the entire school?  
(memos, emails, staff meetings, etc.)

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**Reinforce the Attempts Too**

The process of implementing change can be frustrating for school leaders and perhaps for the entire staff. Risks involve both success and failure.

1. Determine the number of viable achievement steps you want to recognize throughout the change implementation process.

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2. Determine the criterion you will use to determine a successful change and the areas in need of more focus.

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3. If you were to create a “change cheering team” during the change implementation, which teachers and staff members would you recruit to such a team?

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4. How will you “applaud the baby steps” that teachers achieve throughout the change process?

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**Set Up for Success**

Little by little, successful teachers draw students into a wider range of experiences that may involve more and more risk taking.

1. Determine which areas of change are building blocks to long-term success and which are immediate focuses to achievement.

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2. In examining the importance of the building block steps, which backbone teachers might be better suited to recruit for these long-term success goals?

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3. Which new teachers on the staff might be considered imperative for implementing immediate changes, and which might be reserved for long-term goals?

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4. During a staff development session, have teachers brainstorm some areas of immediate change that they deem important to student success.

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**Squint If Necessary**

Even the negative forces in a school can be caring and productive. Even they will occasionally focus on the interests of the students.

1. Plan how the leadership team might express the “squint” concept to teachers for application to student classroom processes.

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2. In what ways might teachers need to squint to see evidence of your leadership skills?

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3. What about the students? In what areas might they need to squint to see the efforts that teachers and school leaders are making on their behalf?

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4. Using the previously created list of mediocre teachers, squint to find at least one positive characteristic for each of them.

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***Strategy Nine:  
Fit It All Together***

Sometimes trying to implement a productive school change, regardless of whether the change is at the procedural, structural, or cultural level, is a little like putting together a jigsaw puzzle without having the benefit of the picture on the box cover. You have all of the pieces that you need, and you know that the straight pieces will build the outside border, you just aren't sure what it will look like when you're done. It's sometimes just not worth the hassle to figure it all out.

Bringing a change into a school environment can be disconcerting because leadership can never be exactly sure what the final outcome will be. They know about the importance of gathering the support of influential teachers and about putting energy into the points of least resistance to build a strong border, but the final picture can often elude them. It is sometimes easier just to put the pieces back in the box and stick with what they've been doing for years. It's easier and they don't have to worry about the negative influences distracting the process.

However, school leaders who understand the benefits of a cultural change will look beyond the perceived possible obstacles and focus on the more important results of student achievement and teacher motivation. These trailblazing leaders won't drop just any random change into the laps of their already overburdened faculty; they make sure that the proposed change is likely to achieve the desired goals and that it matters to students, teachers, and parents. Leaders understand that change is about improvement and not merely about establishing a new status quo.

Change is never quick and easy, and it's not the same system for every school. If change was easy, more people might be doing it. The process of change can bring frustration and anxiety, but the achievement of change can bring success and build a new perspective about education. When schools begin making every decision and every change based on what is best for the students, that's when education makes sense, and we don't need the box cover to see the picture.

**Make Sure the Change Matters**

One reason experienced educators regard changes with skepticism is that they have encountered numerous new ideas advertised as the savior of education.

1. Make a list of the changes that have been attempted by your school or your school district in the last five years.

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2. How many of these changes were second or third attempts for changes that were never implemented effectively?

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3. What characteristics did these changes have in common that may have prevented them from reaching a successful result?

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4. How did the teachers—those at your school or those across the district—first respond when the change was initially presented?

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5. Brainstorm with your team any potential barriers that might impede the progress of proposed change.

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6. Determine which teachers are resistant to change as opposed to those who are resistant to improvement.

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7. Make a list of the teachers you would most like to see make some basic improvement in current methods of teaching students.

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8. To make sure that teachers understand the importance of the proposed change, plan how you present the change as being beneficial to students.

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**Follow the 100-Hour Rule**

Taking action while still energized by that first positive exposure may help you remember to do something about it at the opportune time.

1. Make an estimate of the number of change philosophies you have heard about, have read about, or have been involved with in the last five years.

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2. Of these numerous possible changes, which of them have been attempted at either your current school or other previous schools?

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3. After they were initially presented to you, how quickly were you able to give your full attention to any of these changes?

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4. What methods can you use to keep a better schedule for implementing those changes that might interest you?

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**Choose the Time**

It is often easier and more effective in the long run to make several changes all at once, providing support as people become accustomed to the new routine.

1. Determine what part and how much of your school-opening staff development session will be dedicated to change.

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2. Make a list of the fresh ideas you want to present to teachers.

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3. What procedural and structural changes will you present at this time?

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**Frame It as Their Idea**

Teachers and leaders in any setting face the challenge of motivating people to do what they want or need them to do.

1. During a faculty meeting, have select teachers share stories about how they have encouraged their students to take on difficult challenges.

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2. Have teachers share the positive results of these challenges.

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3. Display the successes teachers had with these strategies to allow other teachers to see and model the strategies.

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4. Brainstorm phrases that might be used to convey the teachers' ownership of the change as opposed to its being under the direction of leadership.

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**Make Your Toolbox Part of Your Furniture**

Effective school leaders do not wait to use change strategies until the moment they are needed; they use them as part of a routine.

1. Make a list of the “tools” you might feel comfortable and confident utilizing during the change process.

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2. Assign some of these tools to the leadership team to conduct and oversee.

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3. Determine how teachers can benefit in the classroom from this concept of tools.

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4. Inquire from teacher confidants which tools have been productive in the past and which have failed to be effective.

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**Seek the Support of Support Staff**

Among the relationships that school leaders should build ahead of time and keep in good working order are those with the school's support staff.

1. Compose a list of the stations of support personnel at your school.

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2. How have each of these departments contributed in the past to implementing ideas?

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3. In what manner does each of the three categories of teachers tend to view the support personnel on your campus?

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4. Focusing on procedural changes that we might like to implement, determine how support staff can be a part of the change team.

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5. Using the information in Question 4, adjust your answers so they will apply to structural changes.

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6. How might you utilize the skills of school counselors to spread the change mentality to students and teachers?

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7. To what degree is the community seen as support for your school? How might it be useful in helping to implement change?

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## **Part Two**

### **Quick Start Step-by-Step Action Plan**

### Identify a Change Your Organization Has Made

In each space below, identify a change your organization **has made** during the previous 3 years. In the appropriate space, write the type of change (i.e., procedural, structural, cultural. Refer to page 9 of **Leading School Change: Nine Strategies to Bring *Everybody* on Board**). Then, on a scale of 1 to 5, please evaluate the success of that implementation (1 being fully implemented to 5 being almost no implementation).

| Change That Has Been Implemented | Type of Change | Success Level |
|----------------------------------|----------------|---------------|
| 1.<br><hr/>                      |                |               |
| 2.<br><hr/>                      |                |               |
| 3.<br><hr/>                      |                |               |
| 4.<br><hr/>                      |                |               |
| 5.<br><hr/>                      |                |               |
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| 9.<br><hr/>                      |                |               |
| 10.<br><hr/>                     |                |               |

### Identify a Change Your Organization is Currently Making

In each space below, identify a change your organization is **currently** making. In the appropriate space, write the type of change (i.e. procedural, structural, cultural. Refer to page 9 of **Leading School Change: Nine Strategies to Bring Everybody on Board**). Then, on a scale of 1 to 5, please evaluate the success of that implementation (1 being fully implemented to 5 being almost no implementation).

| Change You Are Currently Making | Type of Change | Success Level |
|---------------------------------|----------------|---------------|
| 1.<br>_____                     |                |               |
| 2.<br>_____                     |                |               |
| 3.<br>_____                     |                |               |
| 4.<br>_____                     |                |               |
| 5.<br>_____                     |                |               |
| 6.<br>_____                     |                |               |
| 7.<br>_____                     |                |               |
| 8.<br>_____                     |                |               |
| 9.<br>_____                     |                |               |
| 10.<br>_____                    |                |               |

### Identify a Change Your Organization Would Like to Make

In each space below, identify a change your organization would like to implement. In the appropriate space, write the type of change (i.e. procedural, structural, cultural. Refer to page 9 of **Leading School Change: Nine Strategies to Bring Everybody on Board**). Then, on a scale of 1 to 5, please evaluate how important the implementation would be to your group. (1 being essential to 5 being of minimal importance).

| Change To Implement | Type of Change | Importance Level |
|---------------------|----------------|------------------|
| 1.<br>_____         |                |                  |
| 2.<br>_____         |                |                  |
| 3.<br>_____         |                |                  |
| 4.<br>_____         |                |                  |
| 5.<br>_____         |                |                  |
| 6.<br>_____         |                |                  |
| 7.<br>_____         |                |                  |
| 8.<br>_____         |                |                  |
| 9.<br>_____         |                |                  |
| 10.<br>_____        |                |                  |

**First Exposures**

Examine the lists of changes that have already been made and those in the process of being implemented. Can you or your group recall the first exposures to these changes? Compare the first exposures of the successful changes to the first exposures of the changes that were not as well received.

Now, list 3 changes that you would like to implement. Describe how you want to provide the first exposure. Include names of people who should be in the initial group, where you will meet, how the room will be arranged, if it will involve site visits, professional development, consultants, etc. Be specific in describing the factors you want to be part of the first exposure.

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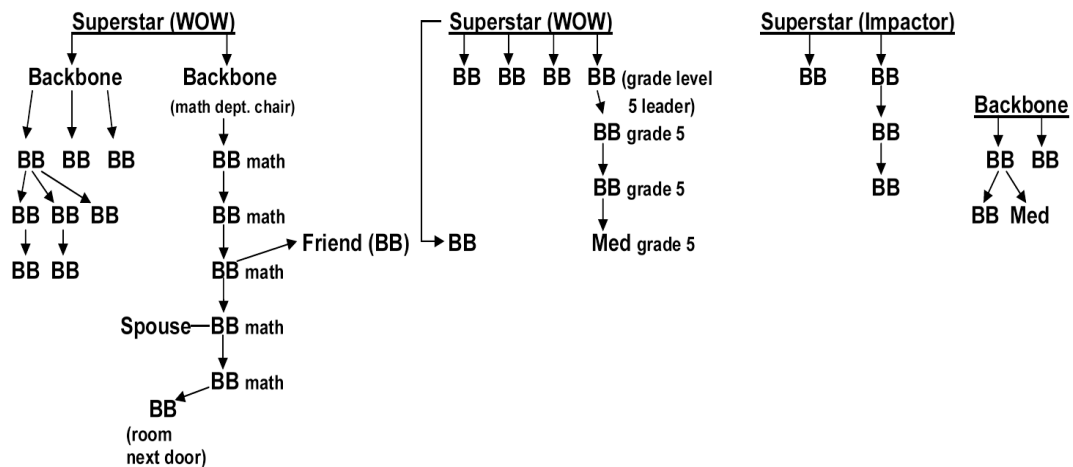
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Using a staff directory, list employees in your organization that fall into each category. (See pages 29–34 of **Leading School Change: Nine Strategies to Bring *Everybody* on Board** to revisit the definitions.)

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## Flow Chart Work Page

Remember to start with the superstars and positive backbones and draw from there. This can help you gain an understanding of the influence of key faculty members on others. It can also help determine additional essential staff members we need to get on board. Refer to chart on the previous page and those starting on page 83 of **Leading School Change: Nine Strategies to Bring *Everybody* on Board**.

List the entry points (i.e. individuals) who will most likely accept and implement the changes we want to make.

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How will the change be introduced to the entire group? How do you anticipate it will be received? What will be done to ensure that they perceive it as being “best for their students” and “best for them”? (See page 79 of **Leading School Change: Nine Strategies to Bring *Everybody* on Board.**)

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How will you support/nudge/work with individuals on the changes?

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How will you reinforce those who have changed?

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## **We also recommend...**

### **50 Ways to Improve Student Behavior: Simple Solutions to Complex Challenges**

**Annette Breaux and Todd Whitaker**

"This book is a great resource for teachers, not to be read once and put away, but to be used as a desk reference for a student-centered classroom."

*Eve Ford*

Director of Student Success Initiatives  
Hallsville Independent School District  
Hallsville, TX

*50 Ways to Improve Student Behavior* is a must-read reference for teachers, both new and experienced. In a lively and engaging style, Annette Breaux and Todd Whitaker share 50 simple, straightforward techniques for improving student behavior and increasing student cooperation, participation, and achievement. Each practical, well-defined strategy can be applied in classrooms of all grade-levels and subjects.

Strategies include:

- How to nip potential problems in the bud
- Learning what to overlook
- Establishing classroom rules and procedures
- Teaching in small bites (It makes students hungrier!)

As student behavior improves, so too will the quality of learning in your classroom. With this book, you can begin to introduce a host of new techniques into your teaching practice today!

Study Guide also available.

*2010, 144 pp. paperback 159667-125-6 \$29.95 plus shipping and handling*

**Seven Simple Secrets:  
What the BEST Teachers Know and Do!  
Annette Breaux and Todd Whitaker**

“There is no one I can recommend more highly than Annette Breaux.”  
*Harry K. Wong, author  
The First Days of School*

This book reveals—

- The Secret of Classroom Management
- The Secret of Instruction
- The Secret of Attitude
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Implementing these secrets will change your life, both in and out of the classroom. But most importantly, implementing these secrets will enhance the lives of every student you teach.

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*2006, 160 pp. paperback 1-59667-021-5 \$29.95 plus shipping and handling*

**Teaching Matters:  
Motivating & Inspiring Yourself  
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*Nancy Fahmstock*  
Godby High School  
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Celebrate the teaching life! This book helps teachers:

- rekindle the excitement of the first day of school all year long
- approach every day in a “Thank God it is Monday” frame of mind
- not let negative people ruin your day
- fall in love with teaching all over again

**Brief Contents**

- Why You’re Worth it
- Unexpected Happiness
- Could I Have a Refill Please? (Opportunities for Renewal)
- Celebrating Yourself
- Raise the Praise–Minimize the Criticize
- Making School Work for You

*2002, 150 pp. paperback 1-930556-35-7 \$24.95 plus shipping and handling*

**What Great Teachers Do *Differently*:  
14 Things That Matter Most**

**Todd Whitaker**

"This book is easy to read and provides essential information. I've ordered copies for every one of my teachers."

*Anne Ferrell, Principal  
Autrey Hill Middle School  
Alpharetta, Georgia*

This #1 best selling book has been widely adopted in study groups and professional development programs across the country. It describes the beliefs, behaviors, attitudes, and interactions that form the fabric of life in our best classrooms and schools. It focuses on the specific things that great teachers do...that others do not.

It answers these essential questions —

- Is it high expectations for students that matter?
- How do great teachers respond when students misbehave?
- Do great teachers filter differently than their peers?
- How do the best teachers approach standardized testing?
- How can your teachers gain the same advantages?

Study Guide also available.

*2004, 144 pp. paperback 1-930556-69-1 \$29.95 plus shipping and handling*



## **Great Quotes for Great Educators**

### **Todd Whitaker and Dale Lumpa**

Over 600 insightful, witty nuggets to motivate and inspire you...  
...and everyone else at your school.

Teachers—display these quotes in your classrooms!

Administrators—insert them into your faculty memos and share them at staff meetings!

Why is this book unique?

- includes over 100 original quotes from internationally acclaimed speaker and educator Todd Whitaker
- features real quotes from real students, which echo wit and wisdom for educators
- each quote has a direct connection to your life as an educator

Examples of quotes in this book...

“Great teachers have high expectations for their students, but higher expectations for themselves.”

*Todd Whitaker*

“We can never control a classroom until we control ourselves.”

*Todd Whitaker*

*2004, 208 pp. paperback 1-903556-82-9 \$29.95 plus shipping and handling*