

Preface: What You Will Find in This Book

The purpose of this book is to guide educational change leaders through a concise, step-by-step process of change implementation over time in order to ensure success and, as a result, build professional capacity through that effort. The bottom line is that implementation is a necessity—an imperative—for any successful change, and it has more often than not been overlooked in most school change efforts.

There is a great deal we already know about change. So this book is not about new theories or recent research. It identifies what we believe are the available, tested, research-based *best practices* in bringing forth any endeavor of change toward an end that is results oriented and guided by human interaction and vision. While there is a lot we already know, much of that knowledge is not applied in many, if not most, change initiatives.

Today, more than ever, we are urgently in need of success in our change projects. As we enter the 21st century, we are on the cusp of significant educational reform opportunities that will radically change how we do business in education. What does this mean for educators? While change has been a continuous topic of conversation for most professional educators for many decades, this century is going to require teachers and administrators to totally rethink how education is delivered to children. This is going to require significant changes across all sectors of public education.

Our current education system has been built around learning conducted mostly in classrooms, from textbooks, and from individual teachers. The future will look much different, as noted at the U.S. Department of Education website.

The challenge for our education system is to leverage technology to create relevant learning experiences that mirror students' daily lives and the reality of their futures. We live in a highly mobile, globally connected society in which young Americans will have more jobs and more careers in their lifetimes than their parents did. Learning can no longer be confined to the years we spend in school or the hours we spend in the classroom: It must be life-long, life-wide, and available on demand (Bransford et al., 2006; U.S. Department of Education, 2010).

All of this change is going to require that educational leaders at every level become highly proficient and savvy as change leaders!

What should you, the reader, expect to find in this book?

Chapter 1: Introduction

Chapter 1 shares the philosophies and approaches that we have used throughout decades of work in improving schools through change and learning efforts. We share our beliefs about change so that openness, candor, and transparency are employed. And, importantly, Chapter 1 contains an expression of the value of the continuous exploration of and learning about change process that we have engaged in for our professional lives. How we view the importance of adult learning in these efforts is no secret and will become abundantly clear.

CBAM Components

Four chapters follow, and these are devoted to teaching about the components of the CBAM. Chapter 2 highlights strategies that change leaders use to reach success. Chapter 3 provides the vision of the change. Chapter 4 enables us to understand individuals. And Chapter 5 describes the behaviors of implementers.

This volume of well-developed, user-friendly, and clearly articulated Learning Maps has been created to provide guidance to change leaders in their learning about how to achieve successful change. Each Learning Map requires 1- to 2-hour time slots, with all materials supplied. This book has been created so pages can be reproduced by the individual who is leading or assisting in the change journey. Each Learning Map has a clearly articulated result or outcome of the event, in addition to clearly numbered steps to guide the learning group in the activity. These learning paths could be used by individuals for independent self-directed learning, but we know that learning done in a social context results in richer, deeper understanding and meaning. Thus, we recommend that at least several change leaders and their participants come to learn, together.

The focus of each learning map is to provide clear instructions as well as application to the strategies (Chapter 2) and the concepts and their tools (Chapters 3–5) in guiding implementation. These tools are especially helpful in addressing the needs of implementers who are experiencing widely divergent progress in their change efforts.

In an effort to make a highly complex topic a trifle easier to understand, and as an organizing framework, we use the story of a fictitious school district and its staff as we employ the six strategies in the district's change projects. The change story provides the district context (size, socioeconomic status, student demographics, significant factors of staff, central office organization, school board posture, etc.) of EveryWhere District. The change story captures the challenges any change leader has to face in bringing about successful change. The story also foreshadows the rationale for successful change by using the appropriate strategies, concepts, and tools of CBAM to assist in the desired change in EveryWhere District.

Chapter 2: Six Strategies

Moving From Adoption to Full Implementation

Chapter 2 focuses on the following six strategies that are part of the CBAM suite of concepts, tools, and measures for ensuring that change results in

successful implementation. These actions (that are the responsibility of change leaders or facilitators) can serve as the initial guide and benchmarks for the journey of the change process in any organization.

1. Creating a shared vision of the change
2. Planning and identifying resources necessary for the change
3. Investing in professional development/professional learning
4. Checking or assessing progress
5. Providing assistance
6. Creating a context conducive to change

The research on staff development (Joyce & Showers, 2002) parallels school change research (Hall & Hord, 2011) in terms of how implementers learn what the new practice is and how to use it. The results of staff development research instruct us that investing in large-group learning sessions (“investing in professional development”) must be followed by individual and small-group interactions (“checking or assessing progress” and “providing assistance”) to clarify, correct, and enable implementers to continuously refine their learning. This assessing and assisting is the basis for what coaches and change leaders do in supporting educators to change, and both school change and staff development research are very clear about the imperative of such support for individuals in their learning and change efforts. The Learning Maps in Chapter 2 teach what the strategies are and how to use them productively.

Chapter 3: Innovation Configurations

Creating a Vision of the Change

However, the six strategies are not applied in isolation of understanding what the change precisely is and where the implementers are in terms of their reactions and their behaviors related to the change. CBAM provides significant tools that inform us about the implementing individual and how she or he constructs and conducts the strategic work of the change effort. The first of these tools for consideration is Innovation Configurations. The creation of a map represents both the ideal and the various ways that implementers will implement an innovation (as they are learning how to use it). It serves as an excellent tool for establishing expectations for what the user will do, but also the map identifies where the implementer is currently operating along the continuum of the variations. This identification is the basis for creating support and assistance to help the implementer learn more about using the innovation and moving ultimately to *ideal use*, the goal for the change effort. The Learning Maps in Chapter 3 help us guide change facilitators in doing this.

Chapter 4: Stages of Concern

Understanding Individuals

Through many years of research and its application in schools where change and improvement is the goal, we know all too well that individuals, for a variety of reasons, become involved in change in a wide variety of ways. Understanding where the individual is coming from, and his or her attitudes and reactions to change, is essential to formulating the necessary support to encourage progress in learning about the change and in using it productively. Working sensitively with individuals, identifying and understanding their concerns, and using that information positively are the outcomes of this chapter's Learning Maps.

Chapter 5: Levels of Use

Using Innovations

While Stages of Concern (SoC) deal with the affective side of change, Levels of Use (LoU) describe profiles of behaviors exhibited by implementers. This is a second concept and tool for understanding the individual in the process of change. Many change leaders prefer, if there are resources for using only one tool that focuses on the individual, to employ LoU, for it represents observable activities, therefore making it more readily understandable for some change leaders. Like the other Learning Maps, the ones in Chapter 5 focus on enabling the change leader to understand more precisely how the implementer is interacting with the innovation. Appropriate support based on this understanding adds significantly to the probability that the change effort will be successful.

EveryWhere's Journey Comes to an End, or Does It?

The story of EveryWhere School District, which has been used to introduce, explain, and suggest applications of the CBAM concepts, strategies, tools, and techniques, draws the curtains on this 3-year district change drama. The story has illustrated how a district change project has been initiated with "lessons" about the change process and how its ideas, theories, and tools for practitioners can be learned, developed, and applied.

We strongly urge participants using the Learning Maps to create a notebook in which to keep these lessons and their related ideas and reflections, to reserve a space for journaling. In this way, new ideas, fresh insights, and challenging commentaries may find a home for future perusal.

Finally, we have created the following chart to indicate the topic and outcome of each of the lessons that we are naming Learning Maps, to provide the learners who are using this book with an easy reference to the focus of each map.

Learning Map Reference Chart

<i>Learning Map</i>	<i>Topic</i>	<i>Outcome</i>
Learning Map 2.1	Explaining Six Research-Based Strategies for Change	Learners identify the six research-based strategies for change and explain why they are required.
Learning Map 2.2	Planning Strategies for a Change Effort	Learners create initial plans for a change effort that is focused on the strategies, and they explain how these will be used to cross the implementation bridge.
Learning Map 2.3	Reviewing the Literature on Structural and Relational Conditions for Change	Learners briefly describe a selected set of contextual factors, accessed from the literature, that are valued for successfully introducing changes in organizations (schools and districts).
Learning Map 2.4	Assessing Change Readiness	Learners describe five change readiness dimensions for determining staff willingness and capacity to participate in implementing a change.
Learning Map 3.1	Articulating the Need for Precision About the Change	Learners explain the imperative for creating a mental image—a written picture—of the change when it is in operation.
Learning Map 3.2	Identifying Structures of an Innovation Configuration Map	Learners identify and define the two major structures of an Innovation Configuration (IC) map.
Learning Map 3.3	Creating an IC Map With Guided Practice	Learners produce an IC map in a collaborative, guided-practice setting.
Learning Map 3.4	Developing an IC Map Independently	Learners produce an IC map of their change, using the skills developed from the previous sessions and working with a small collaborative group.
Learning Map 3.5	Reviewing and Revising the Map	Participants produce a reviewed and revised edition of their developing IC map.
Learning Map 3.6	Field-Testing and Revising the Map	Learners produce a field-tested and revised map.
Learning Map 3.7	Sharing the Map With Implementers	Learners create a plan for sharing the IC map with implementers.
Learning Map 3.8	Using an IC Map for Developing an Implementation Plan	Learners identify how the IC map can be used to initiate planning for implementing the change.

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<i>Learning Map</i>	<i>Topic</i>	<i>Outcome</i>
Learning Map 4.1	Considering the Compelling Case for Concerns	Learners explain the concept of Stages of Concern (SoC) and use an individual's commentary to identify his or her concerns.
Learning Map 4.2	Generating Responses to Concerns	Learners suggest assistance and support appropriate to each individual's SoC.
Learning Map 4.3	Collecting Concerns Data	Learners describe two methods for collecting SoC data and match the appropriate method to a specific purpose; learners identify a third data collection method and its purpose.
Learning Map 5.1	Articulating Behaviors Associated With the Use of Innovations	Learners describe eight specific behaviors associated with an individual's learning to use innovations.
Learning Map 5.2	Identifying the Level of Use of Individuals	Learners identify an individual's Level of Use (LoU) and suggest appropriate responses to the identified LoU.
Learning Map 5.3	Collecting Levels-of-Use Data	Learners conduct informal LoU interviews to collect data about implementers and identify the individual's LoU.