



Effective Implementation of Change

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- Highlight the challenges, issue, and practices associated with effective implementation of change.
- Explore deepening implementation in your current work.



Talk with your tablemates:
Is your school making
continuous progress, how
do you know?

Thinking about your answer...

- What is the most important thing that you have learned :
- From what has worked?
- From what hasn't worked?
- Both are valuable...

If you learn from them.

**“The existing institutional
structure of public education
does one thing very well:**

**it creates a normative environment that
values idiosyncratic, isolated, and
individualistic learning at the expense of
collective learning**



**Focus on
What is
Working**

Focus on What is Working

Don't do too many things:

- Focus on implementing a few important things well and deeply
- Monitor and provide feedback and support
- Learn as a system

Focus on What is Working

- Identify the right priorities
- Implement well
- Monitor well
- Provide feedback and differentiated PD
- Learn well

Identify the Right Priorities

- What are the right priorities?
 - What is the ONE thing that will improve performance?
 - What can the BLT do to improve instruction?
 - What is the one thing that Principals can do to strengthen instruction in their schools?
- Successful leaders strategically allocate time, energy, resources, and emotion among competing priorities.

Identify the Right Priorities

- How many priorities can YOU successfully address?

Identify your current priorities

- How many priorities can your staff successfully address?

Discuss with your staff and re-focus.

- How important is it for the leader to model and provide focus?



Talk with your tablemates:
Share an example of how
you have provided focus at
your school.

Identify the Right Priorities

- Clarifying and Limiting Priorities
 - Identify what specific steps you will take to limit the number and focus your priorities.
 - How will you know if you are focused enough?
 - What data will tell you this?

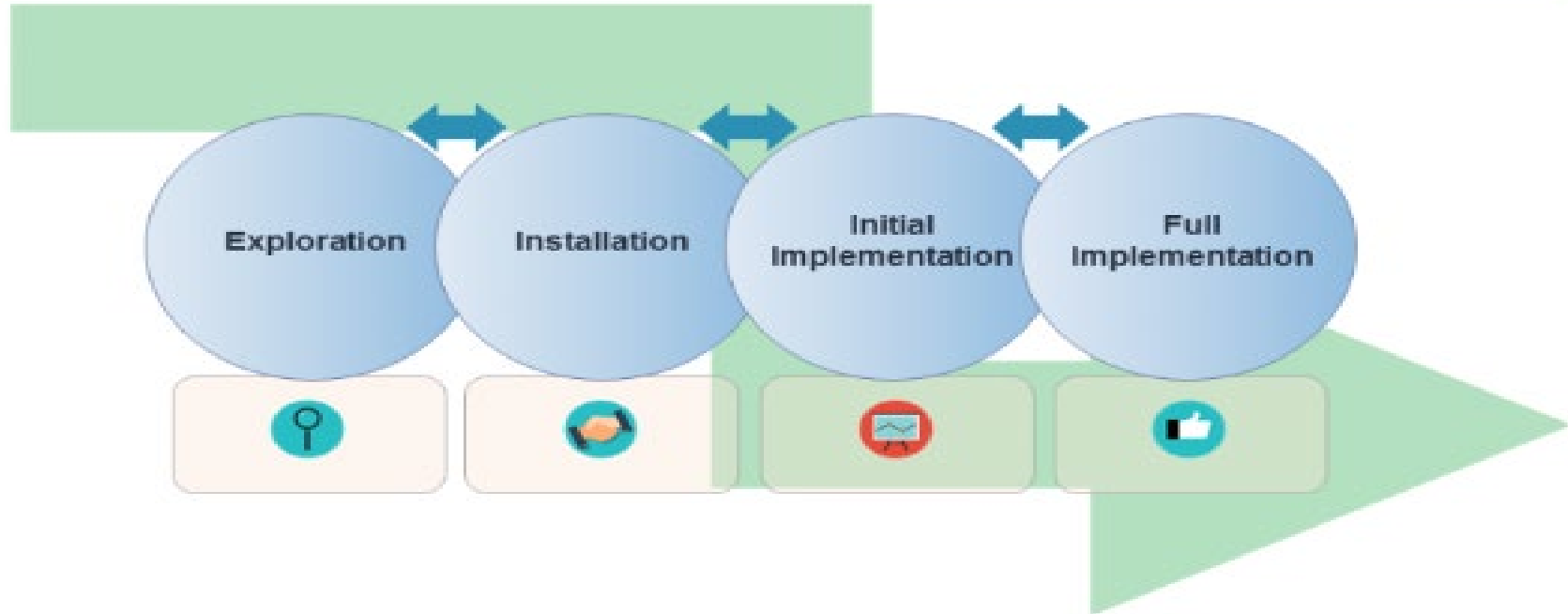
Implement Well

- Three essential components of implementing change.
 - Approach implementation as a process
 - Engage leaders at all levels throughout the process
 - Create a change-friendly school culture



Implement Well

Implementation Stages



Implement Well

Compass Points NOTES

Directions: Answer the question(s) at each compass point.

Compass Point	Question(s)	Your Thoughts
 E Excitements	What excites you about the topic? What is the upside?	
 W Worries	What worries you about the topic? What is the downside?	
 N Needs	What do you need to know or find out about this topic?	
 S Stance, Steps, or Suggestions	What is your current stance on the topic? What should your next steps be to evaluate the topic? What suggestions do you have at this point?	

Monitor Well

- The observation and recording of specific teaching and leadership practices for feedback and decision making.
- Effective Monitoring Includes Three Characteristics:
 - Frequent
 - Addresses adult actions
 - Constructive

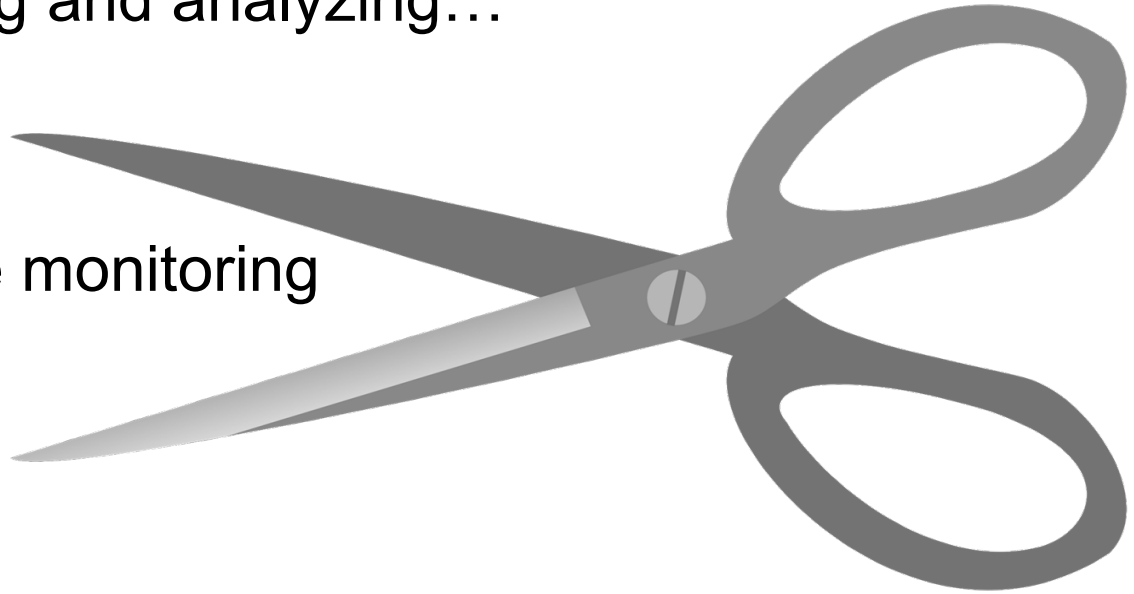
Monitor Well

- Monitoring must be frequent.
 - The impact of frequency is nearly linear, meaning that the more frequent, the better schools do.
- Monitoring Involves Adult Action.
 - Monitoring that was most effective provided frequent and specific feedback to teachers and leaders.
- Monitoring must be Constructive
 - Monitoring must be informative and not evaluative.

Monitor Well

If you feel overwhelmed with the amount of monitoring data you are collecting and analyzing...

..... then you are monitoring too many things.





Talk with your tablemates:
Discuss the role that
feedback plays in learning
for students, teachers, and
principals.

Feedback: $d = 0.66$



Hattie, 2019

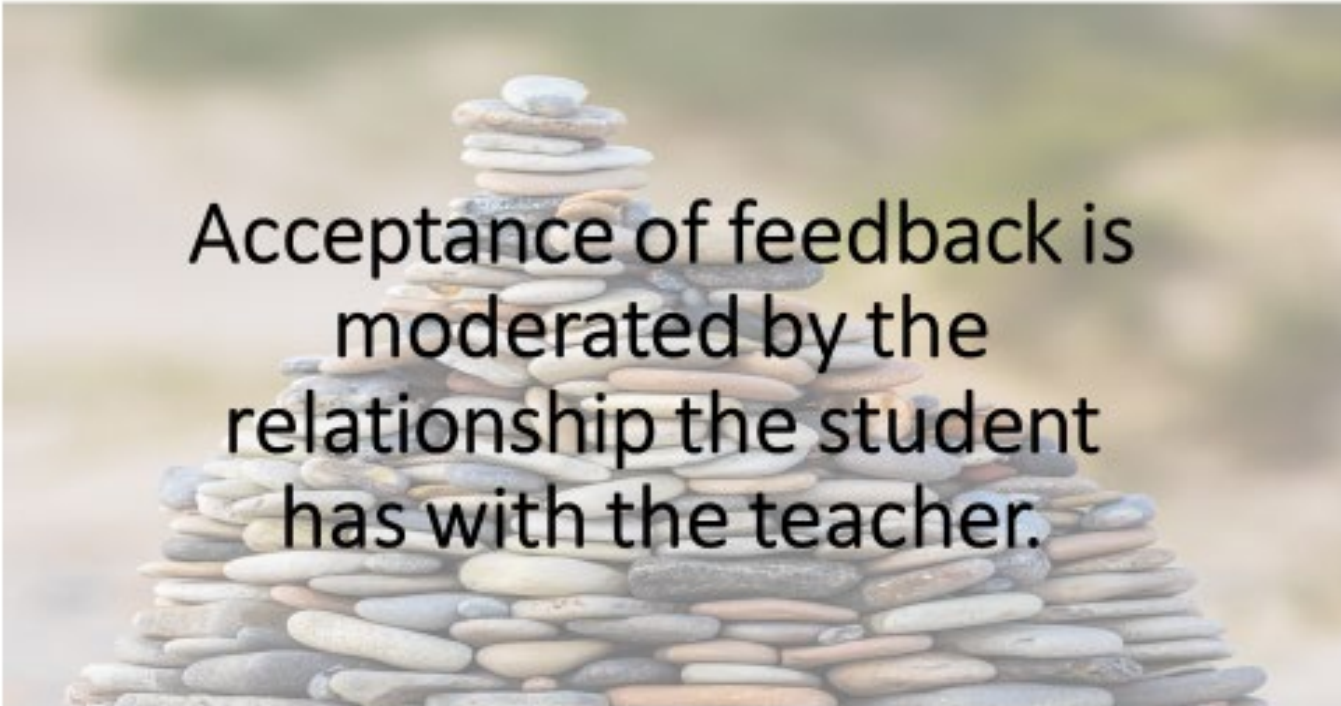
Three Questions



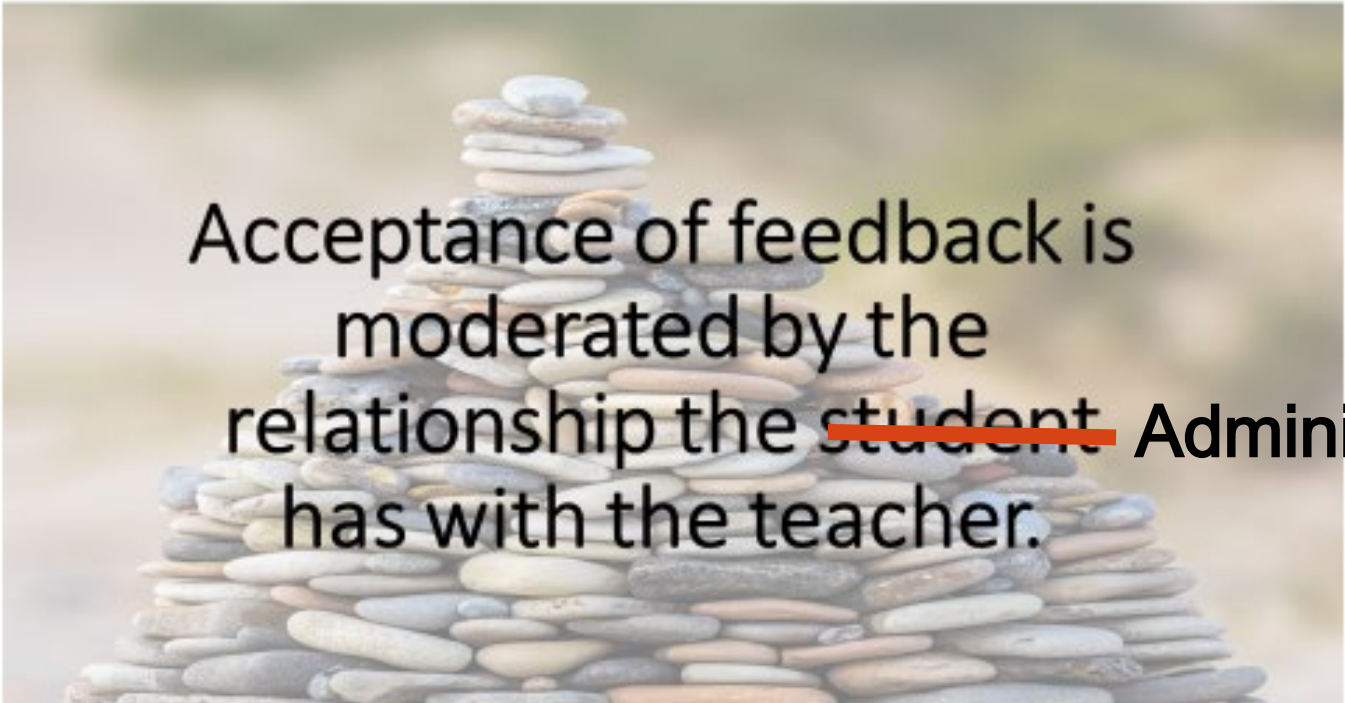
Where am I going?

How am I going there?

Where will I go next?



Acceptance of feedback is moderated by the relationship the student has with the teacher.



Acceptance of feedback is moderated by the relationship the ~~student~~ Administrator has with the teacher.

Administrator







Feedback

- Feedback between teachers and administrators should be based on:
 - OTES Goals
 - TBT Goals
 - Improvement Plans
 - Walk-throughs aligned to TBTs, OTES Goals, Improvement Plans

Differentiate PD

- Do teachers have a say in the PD they participate in?
 - Is PD aligned to individualized teacher goals?
 - TBT/OTES Driven.
 - Aligned to a State-Mandate?
 - Is PD aligned to the feedback we give to teachers?



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01
MON
AUG 4:00 pm - 5:00 pm
Getting Started with
Gathering Student Voice



02
TUE
AUG 2:00 pm - 3:00 pm
Teacher Turnover and the
Future of Literacy: How to
Hold On



02
TUE
AUG 3:00 pm - 4:00 pm
Supporting Teachers:
Strategies to Bring Joy Back
into the Classroom

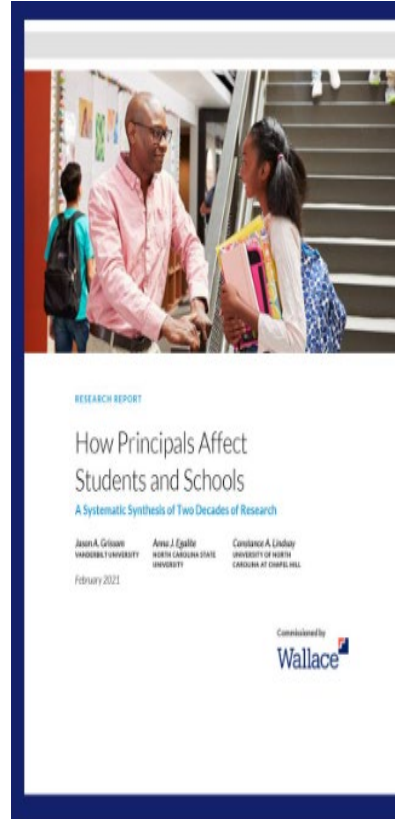


02
TUE
AUG 5:00 pm - 6:00 pm
Sound Walls Part 2: Hear
More about Literacy
Success



Learn Well

- Principal impact on student learning has not been studied enough.
- Recent evidence suggests that principal effectiveness is just as/if not more important than teacher effectiveness.



**How Do Principals
Affect Students
and Schools?
A New Synthesis
and Its Implications**

Learn Well

- Leadership needs to focus on their learning, not just teachers and staff.
 - Participate in PLC with teachers to analyze data and plan lessons.
 - Participate in PD meaningful to their own leadership goals.
 - Participate in PD with teachers and staff.

Case Study Review: A Leadership Review

- Read the Case Study: A Leadership Review
- Reflect on the leadership challenges and determine if the leadership team was able to:
 - Identify the right priorities
 - Implement well
 - Monitor well
 - Provide feedback and differentiated PD
 - Learn well
- Discuss your answers with your tablemates.



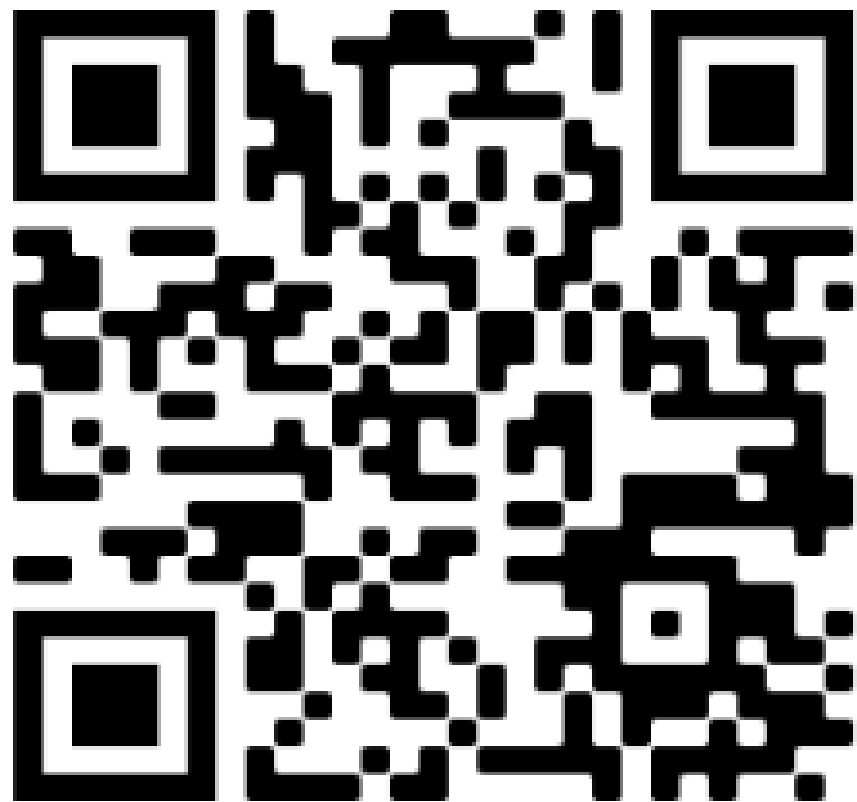
- Work with your BLT to truly **focus** your work related to change.
- Share the workload.
- Communicate and collaborate with all stakeholders.

Your Best

If you always try your best
Then you'll never have to wonder
About what you could have done
If you'd summoned all your thunder.

And if your best
Was not as good
As you hoped it would be,
You still could say,
"I gave today
All that I had in me."

From "Suzie Bitner Was Afraid of the Drain"
by Barbara Vance



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