3 Educational Change Models

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Fullan’s Eight Elements of Sustainability

1. Public service with a moral purpose
2. Commitment to changing context at all levels
3. Lateral capacity building through network
4. Intelligent accountability and vertical relationships
5. Deep learning
6. Dual commitment to short-term and long-term results
7. Cyclical energizing
8. The long lever of leadership
Comparing Fullan & Kotter

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3. Developing a vision and strategy
4. Communicating the change vision
5. Empowering employees for broad-based action
6. Generating short-term wins
7. Consolidating gains and producing more change
8. Anchoring new approaches in the culture
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Leaders who develop leadership in others; practitioner-new theoreticians; systems thinkers in action

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Favors the charismatic leader model
Education vs. Business

- Superintendent
- Principals
- Teachers
- Students
- CEO
- Middle Management
- Workers
- Products
Owston: Contextual factors that sustain innovative pedagogical practice
Concerns Based Adoption Model

Stages of Concern (CBAM)

- Awareness: What is it?
- Information: How does it work?
- Personal: How does this impact me? What's my plan to do it?
- Management: How can I master the skills & fit it all in?
- Consequence: Is this worth it? Is it working?
- Collaboration: It's working fine, but how do others do it?
- Refocusing: Is there anything else that's better?
# Concerns Based Adoption Model

## Typical Expressions of Concern about an Innovation/ Table 3.

<table>
<thead>
<tr>
<th>Stage of Concern</th>
<th>Expression of Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Refocusing</td>
<td>I have some ideas about something that would work even better.</td>
</tr>
<tr>
<td>5. Collaboration</td>
<td>How can I relate what I am doing to what others are doing?</td>
</tr>
<tr>
<td>4. Consequence</td>
<td>How is my use affecting learners? How can I refine it to have more impact?</td>
</tr>
<tr>
<td>3. Management</td>
<td>I seem to be spending all my time getting materials ready.</td>
</tr>
<tr>
<td>2. Personal</td>
<td>How will using it affect me?</td>
</tr>
<tr>
<td>1. Informational</td>
<td>I would like to know more about it.</td>
</tr>
<tr>
<td>0. Awareness</td>
<td>I am not concerned about it.</td>
</tr>
</tbody>
</table>

[http://www.nationalacademies.org/rise/backg4a.htm](http://www.nationalacademies.org/rise/backg4a.htm)
### Levels of Use of the Innovation: Typical Behaviors

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<th>Behavioral Indicators of Level</th>
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<tr>
<td>VI. Renewal</td>
<td>The user is seeking more effective alternatives to the established use of the innovation.</td>
</tr>
<tr>
<td>V. Integration</td>
<td>The user is making deliberate efforts to coordinate with others in using the innovation.</td>
</tr>
<tr>
<td>IVB. Refinement</td>
<td>The user is making changes to increase outcomes.</td>
</tr>
<tr>
<td>IVA. Routine</td>
<td>The user is making few or no changes and has an established pattern of use.</td>
</tr>
<tr>
<td>III. Mechanical</td>
<td>The user is making changes to better organize use of the innovation.</td>
</tr>
<tr>
<td>II. Preparation</td>
<td>The user has definite plans to begin using the innovation.</td>
</tr>
<tr>
<td>0I. Orientation</td>
<td>The user is taking the initiative to learn more about the innovation.</td>
</tr>
<tr>
<td>0. Non-Use</td>
<td>The user has no interest, is taking no action.</td>
</tr>
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Applying CBAM to VC

1. I am aware that videoconferencing exists but have not used it - perhaps I'm even avoiding it. I am anxious about the prospect of using videoconferencing.

2. I am currently trying to learn the basics. I am sometimes frustrated using videoconferencing. I lack confidence when using videoconferencing technology.

3. I am beginning to understand the process of using videoconferencing and can think of specific uses in which it might be helpful to me in my role.

4. I am gaining a sense of confidence in using the videoconferencing for the specific purposes (e.g. instruction, professional development, meetings; communications, etc.). I am starting to feel comfortable using the videoconferencing technology.

5. I think about the videoconferencing as a tool to help me and am no longer concerned about it as videoconferencing. I can use it in many applications and as an instructional aid.

6. I can apply what I know about videoconferencing in the classroom. I am able to use it as an instructional tool and integrate it into the curriculum.
Applying CBAM to VC & Mentoring

![Bar graph showing CBAM scores before and after training and experience]

- **CBAM Score**: 0.00
- **Average Score Before Training**
- **Average Score After Training**
- **Average Score After First Year**

**Training and Experience**

- Average Score Before Training
- Average Score After Training
- Average Score After First Year
Bibliography