

3 Educational Change Models

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For LLG Sept. 20, 2009

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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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Purpose / Vision

1. Establishing a sense of urgency
2. Creating a guiding coalition
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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Culture/context



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- Capacity Building*
Empowering

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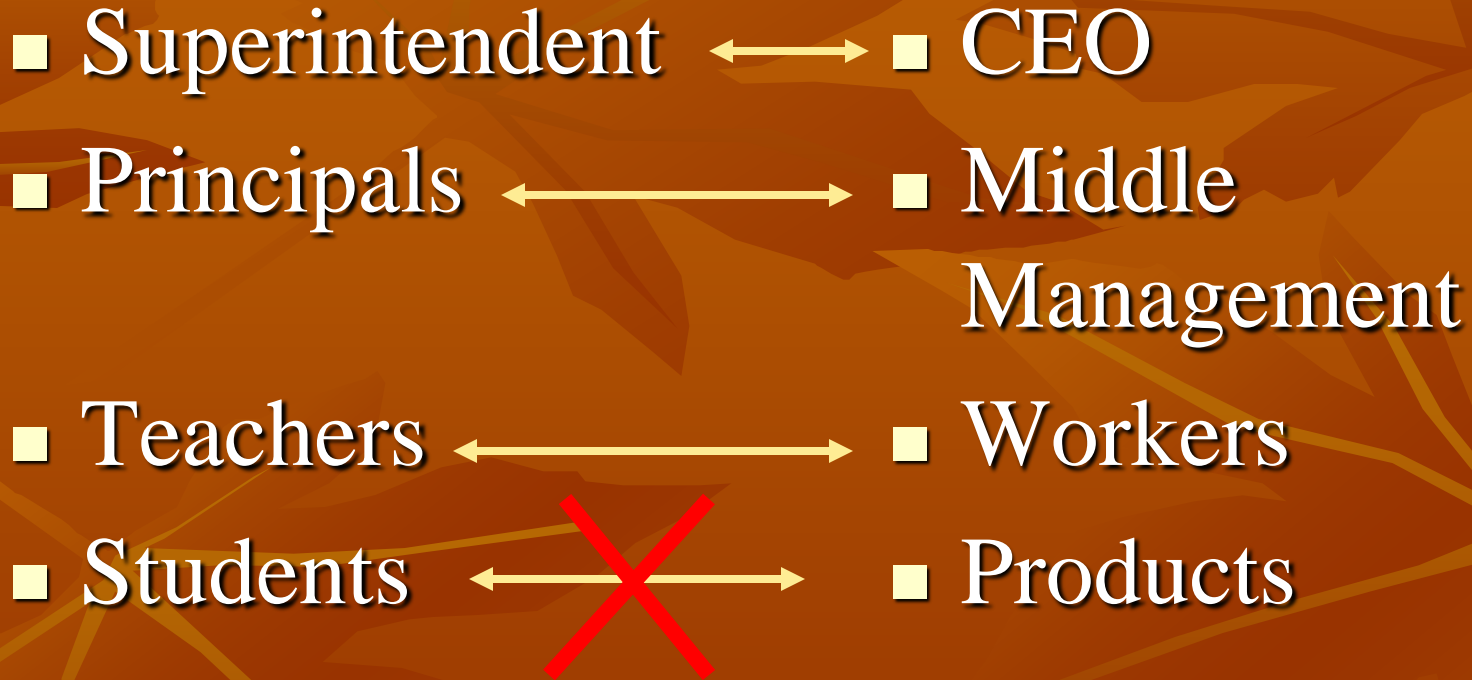
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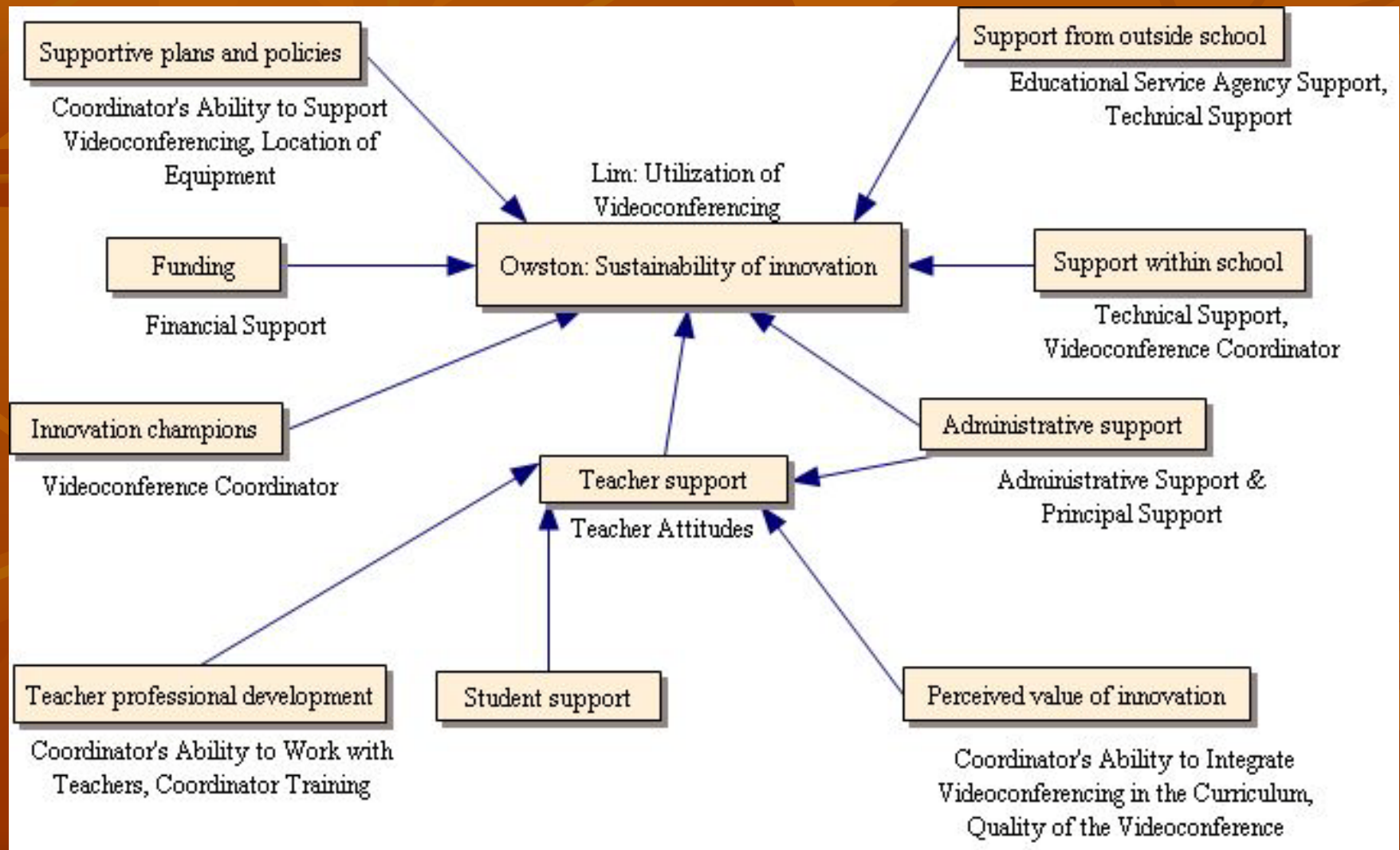
Leaders who develop leadership in others; practitioner-new theoreticians; systems thinkers in action

Favors the charismatic leader model

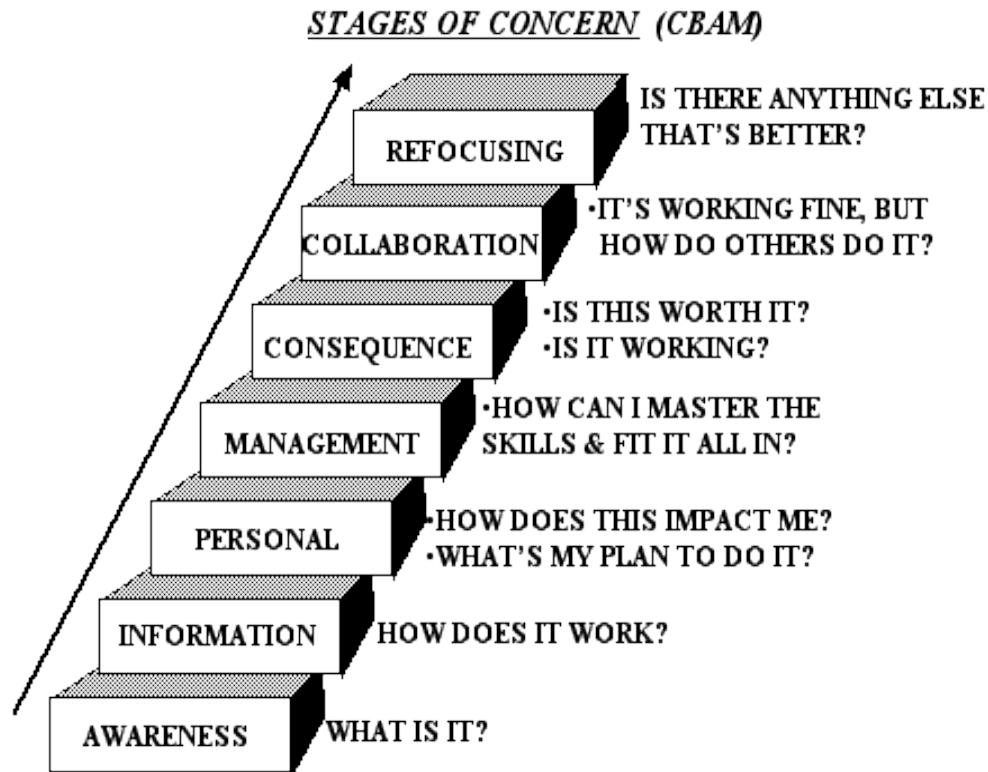
Education vs. Business



Owston: Contextual factors that sustain innovative pedagogical practice



Concerns Based Adoption Model



Concerns Based Adoption Model

Typical Expressions of Concern about an Innovation/ Table 3.

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

Concerns Based Adoption Model

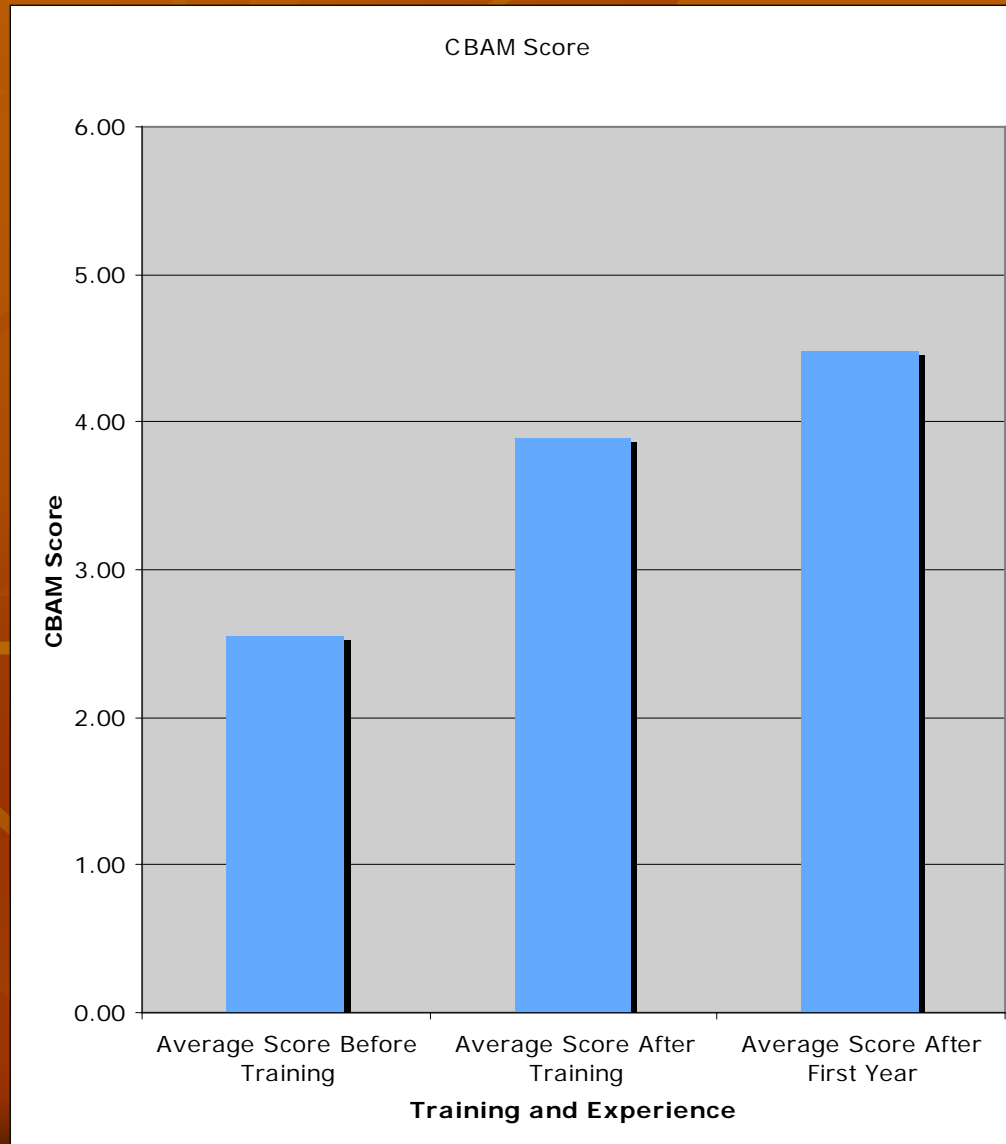
Levels of Use of the Innovation: Typical Behaviors

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

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



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