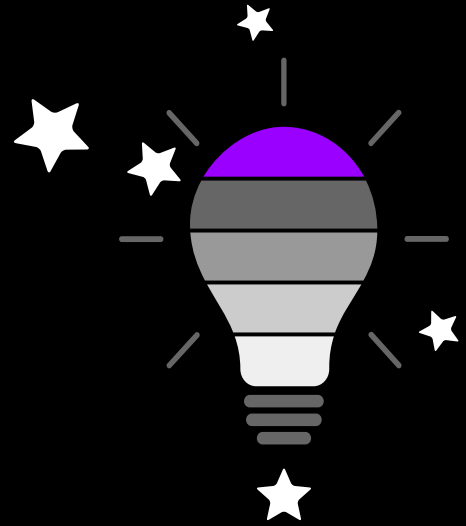


Change Management 101

Utilizing innovation configuration maps
to enhance employee voice and measure
implementation



Hello!

Personal

Middle child

Husband to Carrie
(kindergarten teacher) for
almost 9 years

Father to Lucille (1st Grade),
Charlotte and Amelia (4 in
January)



Hello!



Professional

ISU B.S. ('02) S.S. Teacher/Coach at West Monona
USD ('10) MS / HS Principal at West Monona (350
students 6-12)

Assoc Principal at Prairie Ridge MS (950 students 6-7)

Principal / DOP Administrator Ankeny CSD

Principal Urbandale Middle School (1000 students 6-8)

Drake University (ABD) '21



Learning Targets



1. I can describe how to build capacity in a leadership team using innovation configuration maps.
2. I can describe an example of how an innovation configuration map was used to manage change in a school building.
3. I can understand how innovation configuration maps amplify employee voice.

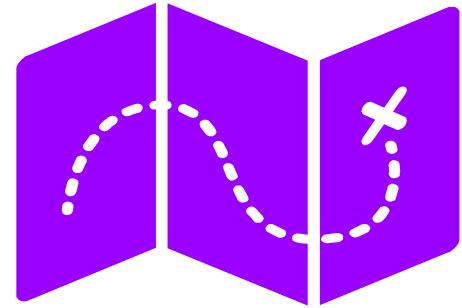


*Hopes without a method
to achieve them will
remain mere hopes...*



W. Edwards Deming 5

It is a journey...not a destination



The importance of quality and employee voice

- Quint Studer (SE)
- Dr. Doug Stilwell (Drake)
- Dr. Melissa Matarozzo (SE)
- Denise Wood (UCSD)
- Studer Education (SE)

Innovation Configuration

- Dr. Jen Lindeman (Chief Academics Officer ACSD)
- Dr. Darin Haack (Chief Operations Officer ACSD)
- Jim Wichman (Principal, Prairie Ridge MS, ACSD)

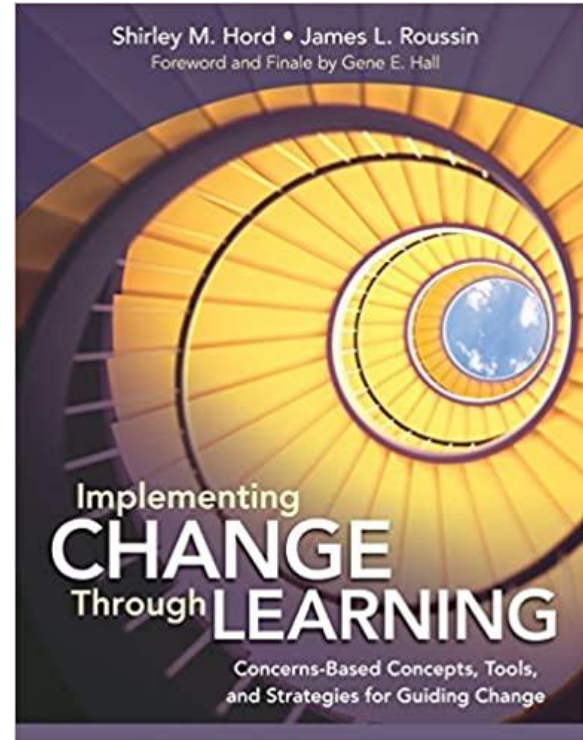
Why?

1. Use your people & their voice
2. Meaningful and manageable
3. Framework helps make change mgmt predictable and replicable
4. Improve the learning system by working on the system, not in the system
5. Connect to employee engagement to improve the organization

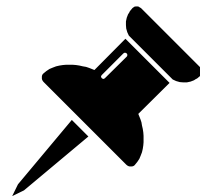


What?

1. A map towards implementation of what the innovation or improvement initiative is in the EYES of the implementer, not the leader
2. Comes after learning about it, not before (can't be a rubric created in isolation)
3. Not a rubric for judgement
4. [Implementing Change Through Learning | Corwin](#)



IC Maps use guides us to determine...

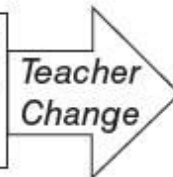


1. What do we want all teachers to know, understand and be able to do? (Continuous Classroom Improvement & SEL)
2. How will we know (assess) if they know, understand and are able to do?
3. How will we know if _____ is implemented with integrity and fidelity?



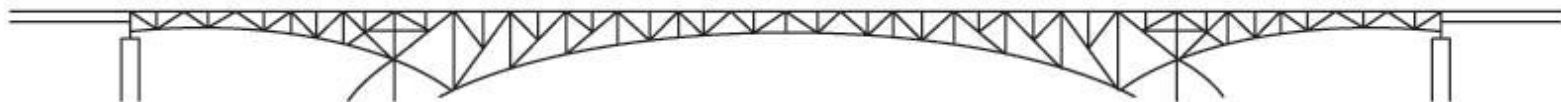
*Adopt New Policy,
Practice, Process,
and/or Program*

SoC	<i>Self</i>	<i>Task</i>			<i>Impact</i>
LoU	<i>Nonuse</i>	<i>Mechanical</i>	<i>Routine</i>	<i>Higher</i>	
IC	5	4	3	2	1




Student Outcomes

SIX STRATEGIES



SoC = Stages of Concern | LoU = Levels of Use | IC = Innovation Configuration



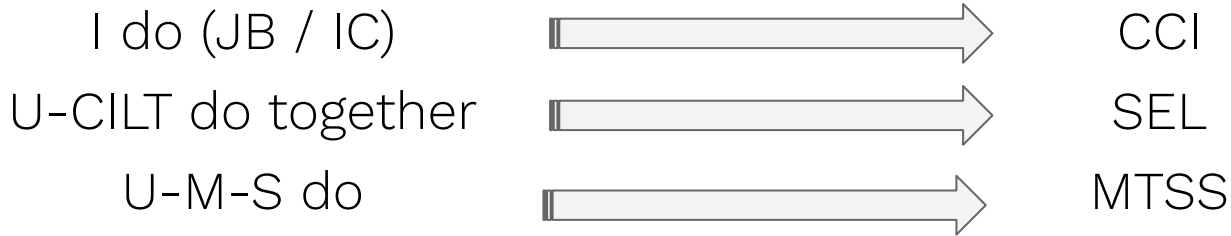
It is not enough to do your best; you must know what to do, and then do your best.

W. Edwards Deming

How? By what method?

Teachers (Leaders) need to know what to do?

The UMS method of how?



1

Created a shared vision for change

2

Planning & identifying resources necessary for change

3

Investing in professional development

4

Checking or assessing progress

5

Providing assistance

6

Creating a context conducive to change

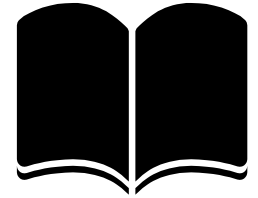
What is a high yield learning cycle?

1. **Plan** - based on implementation map, feedback from student results, feedback from peers, where do I want to improve as a teacher and then learn about this area.
2. **Do** - implement the learning
3. **Study** - based on implementation and feedback from peers, instructional coaches, or self-reflection from student results and/or video, did I improve?
4. **Act** - standardize improvements and identify next steps.

Adapted from Jim Knight's Impact Cycle



Innovation Configuration Maps in Practice



Summit ALC (Ankeny)

- Map out the PLC process and building a PLC
- SUMMIT EVIDENCE of PLC IC MAP 12 week progress 110718

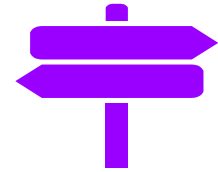
Alignment (Urbandale)

- Build consistency common language, vision and experiences for family, students, and staff - came out of rounding as a part of the entry plan

New Improvement (Urbandale)

- SEL work as new learning for leadership team & staff
- Continuing work
- Anti-Racist, Equity & Inclusion
- LOU SAC

UMS Timeline



July / August

- Rounding with all staff to ask and listen:
 - Going well
 - Improvement
 - Vision for UMS

January

- UCILT finalizing plan for instruction of SEL
- UCILT understand effective conditions for change from Hord

October

- SEL was district area of learning
- UCILT was going to lead this work
- UCILT learn about change management.
- Admin model IC Maps use

Feb

- 2nd draft of IC Map after their pilot
- Self- Asses our implementation plan aligned with 6 strategies

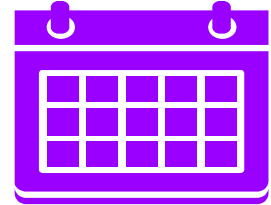
Nov / Dec

- UCILT completed their learning about SEL
- Ch 1 - Beliefs about change
- Establish implementation plan
- Develop first draft of IC Map aligned with their teaching of SEL to staff

March - May

- UCILT lead PD in small groups with all staff
- PDSA
- SEL Innovation Configuration Map reflection

July / August at UMS



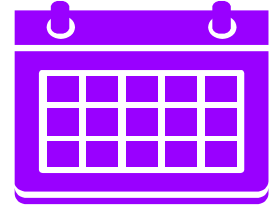
Leadership

- Engage in rounding conversations with teachers to harvest wins, learn about improvement areas, and build relationships with staff
- Assemble vision of staff to drive improvement areas

Staff

- Meet with administrators for rounding
- Start the year
- Survive and advance

October at UMS



Leadership

Administrators connect need for continuity in CCI across building to use of IC Maps

[Slidedeck for setting the stage](#)

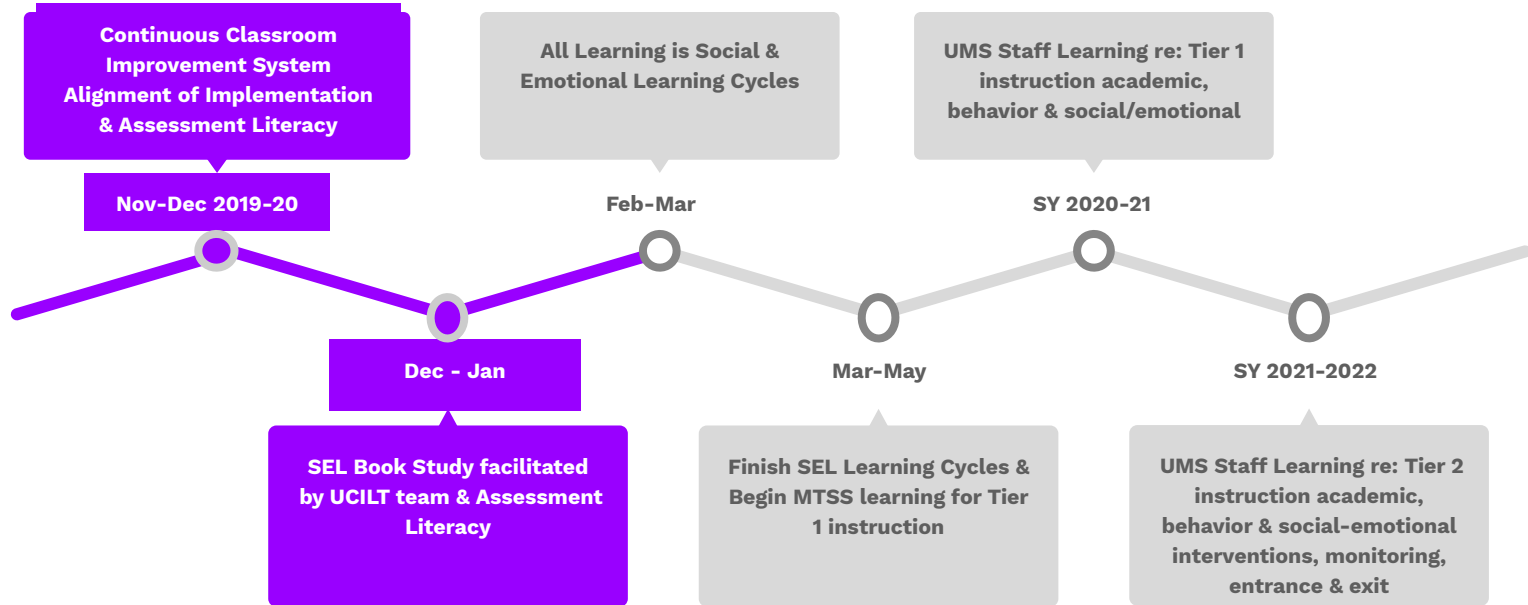
Learn about change management

Staff

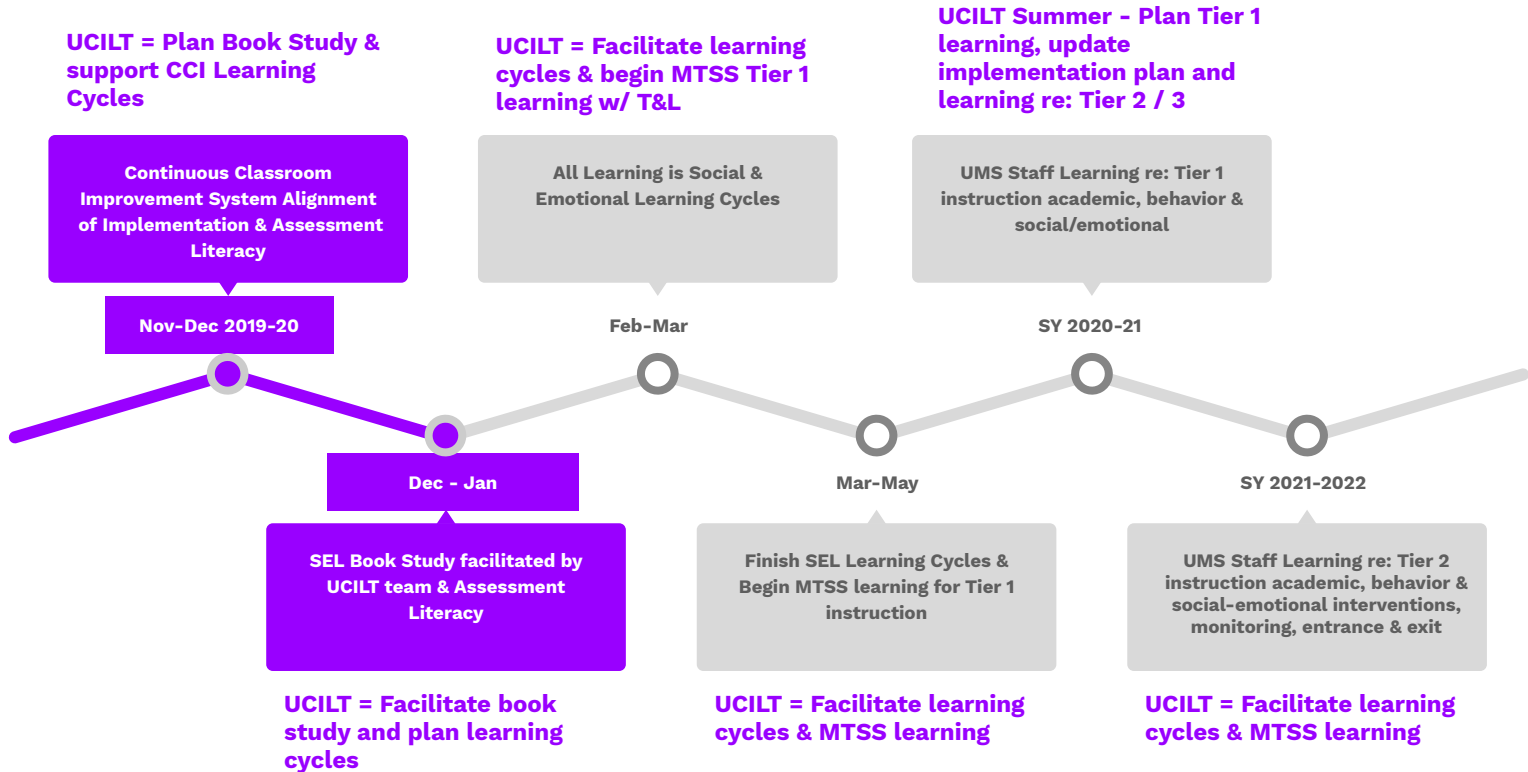
Wrapping up SBG reporting and communicating practices

Assessment literacy practices connected to Grading for Learning (SBG)

Aerial View of staff



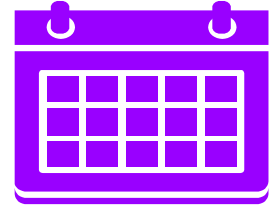
Aerial View with UCILT and Staff



Continue Learning re: Implementing Change through Learning, Shirley Hord

Model implementation through the lens of a concerns-based-adoption model

November & December at UMS



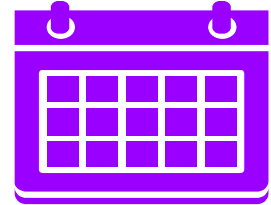
Leadership

- Learn from Hord; the essential strategies for navigating the implementation bridge
- Plan, using staff voice and reflection, our best type of PD
- Divide up SEL PD planning and IC map development

Staff

- Engaging in learning cycles connected to Continuous Classroom Improvement led by administrators and district support
- Reflection of current learning related to IC Map

January at UMS



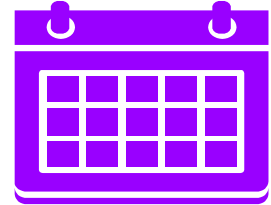
Leadership

Is the color of milk and fresh snow, the color produced by the combination of all the colors of the visible spectrum.

Staff

Is the color of ebony and of outer space. It has been the symbolic color of elegance, solemnity and authority.

February at UMS



Leadership

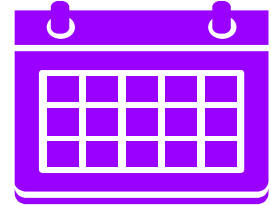
- UCILT review in small groups and affinity
 - Assessing the Degree of Implementation of the Six Strategies to Move from Adoption to Full Implementation
- Final revision of SEL IC Map

Staff

- Finishing their last learning cycle of Continuous Classroom Improvement. Facilitated by administrators as (I do) portion of PD
- Reflect on IC Map

March - May at UMS

[SEL Planning & Learning Document](#)



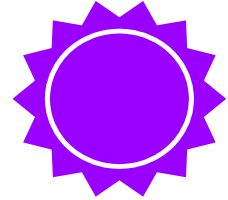
Leadership

- Teacher leaders facilitating small group professional learning in SEL, encouraging self-reflection connected to IC Map and supporting PDSA of staff
- Admin / IC - supporting teacher leaders

Staff

- Engaging in learning cycles for their SEL small group
- Reflect on strategy tried (use PDSA format & IC map)
- Learning about chapter
- Plan for next strategy to try (or how to build on existing strategy) following IC map

June at UMS



Leadership

Guide teachers in self-assessment in their growth along IC Maps for SEL & CCI

Plan future learning for teacher leaders on measuring stages of concern and levels of use

Staff

Self-Assessment:

- [\[Template\] SEL Innovation Configuration Map](#)
- [CCI Innovation Configuration Map](#)

ITPDP

- Based on SEL & CCI growth, where are you going next AND marrying it to our Return to Learn (i.e., SEL in a hybrid or virtual sense)

Next steps at UMS

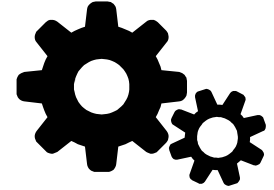


Leadership

- Learning regarding Levels of Use and Stages of Concern for our leadership team
- Assess the levels of use and stages of concern while providing learning cycles for staff
- Consider reiterations of SEL IC Map with Anti-racist, equity and inclusion
- MTSS / IIF Learning

Staff

- Engage in learning cycles to implement SEL for students
- Continue to reflect on their path towards full implementation of SEL



What have I learned?





37th Percentile

4 year average of employee engagement measured by Gallup Q12 Employee Engagement Spring 2016-Spring 2019



63rd Percentile

Spring 2020 Employee Engagement via Gallup Q12



19.67%

Increase in meeting standard for UMS staff in Continuous Classroom Improvement (CCI)

Thanks!

Any questions?

You can find me at

- @BradenState - Twitter
- bradenjer@gmail.com
- Text/Call - 712-420-9865
- Voxer - BradenState





Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)