



Pat Roy is co-author of *Moving NSDC's Staff Development Standards Into Practice: Innovation Configurations* (NSDC, 2003)

REFERENCES

- Fullan, M. (1991).** *The new meaning of educational change*. New York, NY: Teachers College Press.
- Hall, G. & Hord, S. (2001).** *Implementing change: Patterns, principles, and potholes*. Boston: Allyn & Bacon.
- Roy, P. & Hord, S. (2003).** *Moving NSDC's staff development standards into practice: Innovation configurations*. Oxford, OH: NSDC.

For more information about the NSDC Standards for Staff Development, see www.nsd.org/standards/index.cfm

Understand, anticipate the process of change

A set of assumptions undergirds the NSDC Standards for Staff Development. Some of those assumptions address our beliefs about how people experience and manage new practices and strategies. They also address a belief that organizational culture, policies, and structures impact individual change. These assumptions are clarified in the Learning standard.

Among the new knowledge and understandings that principals need to implement the standards is the ability to **apply knowledge about the change process when planning and implementing school-based professional learning** (Roy & Hord, 2003, p. 90). One of the vexing problems associated with any change is how

to get people to use new practices. Principals in cooperation with their faculties will make a number of decisions about how to help staff members learn about and use new practices. These decisions are best informed using research on individual and organizational change.

First, principals need to believe that part of their goal is to **build capacity of the school-based staff to apply information about individual change processes**. Hall and Hord (2001) created the Concerns-Based Adoption Model (CBAM) to explain the process of change as well as identify the interventions necessary to move educators through stages of concern and levels of use of innovations. This work clarified that educators do not go from non-use to expert use of new practices in one fell swoop. Individuals first address concerns about self, then concerns about tasks, and finally concerns about impact. Each stage has needs that must be resolved in order to progress to the next stage.

LEARNING

Staff development that improves the learning of all students applies knowledge about human learning and change.

Understanding and anticipating these stages will help the principal and the staff make powerful decisions that impact individual adoption of new practices.

Similarly, the principal needs to **build capacity of the school-based staff to apply information about organizational change processes**. Some of the new practices impact organizational structure, policies, and procedures. Fullan (1991) has helped educators understand the powerful issues related to changing organizations. He has described three distinct phases in organizational change: Initiation, Implementation, and Institutionalization. Fullan has discovered that many believe that once a new program is launched it will automatically be implemented. His work has shown

that belief to be untrue. This work will help schools anticipate the barriers and obstacles to change at the organizational level.

Lastly, the principal **coaches internal facilitators to support individuals as they move through changes in school and classroom practices**. The change process is messy work. Individuals move through stages at different rates and speed. This fact requires many people, beyond the principal, to understand and facilitate the change process for their colleagues. These facilitators also need an opportunity to reflect, problem solve, and share solutions to common issues. The principal can play an important support role for internal facilitators.

Many principals would not describe themselves as change facilitators. The Learning standard clarifies the importance of knowing and applying knowledge of individual and organizational change.