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Encouraging Diverse Instructional Practices through Teacher Self-reflection

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Abstract

In the school that is the focus of this Organizational Improvement Plan instructional strategies tend to be traditional, teacher-centred lectures followed by paper-based tests or essay assessments. The school has no formal teacher evaluation or growth plan. The goal of this OIP is to help teachers develop more diverse instructional methodologies through a process of self-reflection. This self-reflection will be facilitated through four instruments (self-evaluation rubrics, goal-setting, student-evaluations, and professional learning communities) that will be modified for our environment by a Development Committee chaired by the VP for Academics. Transformational and instructional leadership approaches will be used as the plan moves through Kotter's (1995) Eight-Step Change Process. The Stages of Concern Questionnaire, part of the Concerns-Based Adoption Model (Hord et al., 1987) as well as a questionnaire developed by the author will be used to assess teachers' acceptance of the change. The questionnaires associated with the Concerns-Based Adoption Model are available for adaptation and public use through the website of the American Institutes for Research (n.d.). The Plan-Do-Check-Act framework will be used to monitor the micro changes, which are the development of the four instruments, and the macro change, which is the culture shift to one of continuous teacher self-reflection and adoption of diverse instructional methods. This change process will emphasize constant communication with teachers through formal and informal channels to support teachers and to emphasize the importance of the project. It is expected this OIP will require two years for all teachers in the school to use all four instruments and begin to use new instructional methods. At that point, the Development Committee will become a standing committee within the school to help facilitate continuous teacher growth.

Keywords: instructional leadership, instructional variation, self-evaluation rubrics, resistance, student evaluation, teacher growth plan, teacher self-reflection, transformational leadership

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Glossary of Terms and Abbreviations

Certificate of Eligibility: By law, students in the province of Quebec must have a Certificate of Eligibility for English instruction in order to attend an English language school that received provincial government grants. To receive the certificate, one parent must be a Canadian citizen and was educated in English in elementary school in Canada. Or, the certificate is granted to children of parents who are in Quebec on a temporary stay using either a work or study permit. Occasionally children with a documented learning disability may be given the certificate. Another alternative is to receive the certificate based on a point system, which is used when a child attends a non-subsidized English elementary school. The child accumulates points for each year they attend; the number of points accumulated depends on the rating of the school, which is determined on the percentage of English instruction and the percentage of English-mother-tongue children. Students need 15 points for eligibility and one parent must be a Canadian citizen. This certificate is not required if students attend a fully private English school that does not receive grants, however, many independent schools do receive some provincial funding.

Development Committee: A committee of teachers established with the goal of creating four instruments to be used in this change process.

Ministry Exams: To receive a high-school leaving certificate in Quebec, students, in their last two years of secondary school, must pass five subject examinations prepared by the Ministry of Education. These exams may be written in June, July, or January of each year.

PLC: PLC is a Professional Learning Community. PLC's are groups of teachers who meet regularly to develop their skills in a particular domain of education. Teachers may share their experience or research and learn new techniques useful for teaching, assessment, or working with students.

Teacher self-evaluation rubrics: A rubric is a grid device used indicates criteria and a rating scale for reaching the defined competencies. Self-evaluation rubrics for teachers can be created for any domain related to the work of a teacher (lesson preparation, classroom management, delivery of instruction, contribution to school life. Teachers rate themselves using these rubrics.

The School: The School is the pseudonym for the school that is the subject of this organizational improvement plan. A pseudonym is used for anonymization.

Tenure: Tenure refers to teachers' job security at The School. In the province of Quebec, if a teacher maintains her/his teaching post for a three-year period, without a contract specifically stating that it is a one-year position, then her/his job is essentially a permanent position. Dismissal of a tenured teacher is difficult.

Executive Summary

My school (hereafter referred to as "The School") is a well-established Canadian independent school with a long history. Its stated mission (reference removed for anonymization) is to prepare students for post-secondary education, a dedication to the French language, and an expansive co-curricular environment within a caring atmosphere. The School has a unique political, economical, and social, context that impacts this problem of practice. As an English independent school in Quebec, student enrolment is a constant concern as demographics, politics, and economics have diminished the pool of eligible student candidates.

The problem of practice that will be addressed is the lack of variation in teacher instructional methods which impacts student engagement and learning. The majority of instructional methods are traditional teacher-centred lectures followed by traditional paper-based tests or essay assessments. The senior administrative team, of which I am a member, would also like to see greater variety of instructional and assessment practices currently being used. There is no formal teacher evaluation or growth plan which is a legacy issue from former administrators. Teachers' contractual statuses are not impacted by any administrative evaluation or assessment, and we are not unionized. A teacher growth plan is necessary to help teachers reflect upon and improve their practice. Our student population is becoming more diverse, yet our teaching practices are not.

This OIP will be predicated on a combination of transformational and instructional leadership, using Kotter's (1995) Eight-Step Change Management Model. Leadership is contextual (Berkovich, 2016; Bush & Glover, 2014), and at times, certain approaches may be more suitable than others. McCarley et al. (2014) note research supports the notion that transformational leadership is more facilitative of change leading to organizational improvement.

As this change is developmental in nature, the Concerns-Based Adoption Model (Hord et al., 1987) will be useful in assessing teachers' readiness for change and their progress throughout the process (Anderson, 2009; Roach, Kratochwill, & Frank, 2009). This model is often used as a framework for educational change (Anderson, 1997) as it can assess teachers' openness to change thereby situating them along the change process.

The chosen solution is to establish a Development Committee, chaired by the VP for Academics (the author), that will be charged with creating four instruments and processes for teachers to use as their self-reflect on their teaching practices, understanding the stated goal is to use new instructional methods in their classes. The four instruments are a set of self-reflection rubrics based on the work of Danielson (2006) and Marshall (2013), personal goal-setting, student-evaluations, and participation in professional learning communities. The work of the committee will be to fine-tune these processes for our school culture and further the goal of this change process.

While the majority of the work of the committee will occur in the first year of this OIP, full implementation where all teachers use these instruments is expected in the second year. The Concerns Based Adoption Model, focus groups, and individual teacher conversations will be used to provide feedback regarding the success of the change process and another survey has been developed to determine how often teachers are varying their instruction. Communication will be constant using both formal and informal channels.

Teacher growth is a continuous endeavour, therefore, it is expected that the Development Committee will become a standing committee within the school with membership changing yearly.

Chapter 1: Introduction and Problem

Chapter Summary

This chapter introduces the school that is the subject of this organizational

improvement plan (OIP) and its unique cultural, economic, and historical context. The problem

of practice, the leadership approaches, and the vision are organizational change are detailed. The

school is analyzed through Bolman & Deal's (2013) four frames: structural, human resources,

cultural, and political. Finally, this chapter explains why the Stages of Concern questionnaire

from the Concerns Based Adoption Model (Hord et al., 1987) will be used.

Organizational Context

My school (hereafter referred to as "The School") is a well-established Canadian

independent school with a long history. Its stated mission (reference removed for anonymization)

is to prepare students for post-secondary education, a dedication to the French language, and an

expansive co-curricular environment within a caring atmosphere. The Principal constantly

emphasizes the importance of positive student-teacher relationships.

The School prides itself on high levels of academic achievement as it is rare that a

student does not graduate or is not accepted into the post-secondary institution of her/his choice.

Extra-curricular activities have a prominent role as participation in school teams and extra-

curricular activities is compulsory. The senior administration believes that student engagement in

school activities is essential for students' overall well-being, contributes to their academic

success, and enjoyment of school life. There is a very active student life component as well;

students have many opportunities to attend leadership conferences, service learning, and a

multitude of other activities including the band, the play, robotics, or debating.

Our extra-curricular programme plays a dominant role in The School and has been used to attract new students. There are many early dismissals and missed classes for these activities, particularly at the higher grade levels. Many teachers have commented that they feel the administration values extra-curricular programming (ECP) more than academics. Certainly, our strong ECP programme has attracted new students to the school. This perception that academics is second to the ECP programme has created an additional impediment to encouraging teacher self-reflection on pedagogical practices.

Political, economic, and cultural context. The School has a unique political, economical, and social, context that impacts this problem of practice. As an English independent school in Quebec, student enrolment is a constant concern as demographics, politics, and economics have diminished the pool of eligible student candidates. Provincial legislation restricts access to English schools (Chapter VIII Charter of the French Language Act, 2015) thereby limiting candidates as students must have a "certificate of eligibility for English-language education." Enrolment in English schools across the province is decreasing, which is attributable to a declining English population in the province (Bourhis & Foucher, 2012).

The high tuition cost also limits our pool of candidates. The tuition cost will mostly likely increase between 10% and 20% in the next 3-5 years as the Board has determined that strategically it may be better for the school to decline provincial government grants, thereby eliminating the requirement for students to have a certificate of eligibility. Ideally, this will increase the pool of eligible candidates. There are implications of this decision on teachers financially. If The School does not accept provincial funding, then our teachers are no longer eligible to participate in the provincial pension plan. These factors have had a negative influence

on faculty culture, as teachers are worried about the personal financial impact of the administration's decision.

Until recently, the school was focused on accepting "mission-appropriate" students, who tended to be academically strong students. Although we are a non-profit organization, we do need to ensure that enrolment sustains operations. Because of enrolment pressures, we now accept students who are capable, but may require modifications such as extra time on assessments or text-to-speech software to help them in their studies. We are also accepting more non-English and non-French speaking international students who, because of their parents' working visas in Canada, are eligible to attend our school. From my lens as a scholar-practitioner, this has had a positive impact as our student population is becoming more diverse. In the past five years, we have created a Student Support Centre to assists students who are eligible for modifications such as extra time or technology assistance. As with every other school, students have changed. The "New Millennial Learner" (Mulford, 2009) has grown up with digital media and may not be best suited to learning by traditional lecture. However, many teachers are having difficulty with the change in our student population, feeling unable to assist them or modify their instructional practices. Our teachers cling to traditional lecture and paper-based assessments. It is clear that traditional instructional methods are not the most beneficial for many of our students now. Ethically, it is necessary to provide the best instructional strategies for students. However, we do know how difficult it is for teachers to change their practices (Fullan, 2007; Netolicky, 2016).

If teacher practices are deemed successful based on student grades, then it is clear that our teachers are no longer being successful. The school's average results on Ministry exams has been decreasing over the past several years. Student comportment has become a greater concern

within the school. While this claim cannot be substantiated, one wonders if students are reacting to teaching styles that do not engage them.

Diversity, although welcomed, adds new complexity to a school which has been historically centered on a demographic of white, upper class students. Our teaching practices remain traditional, lecture-based instruction with paper based assessment in the form of tests and essays. Lumby (2012) notes that many teachers subscribe to "a belief that 'good teaching is transcendent', rather than shaped by the culture of the dominant group. Even though demonstrably ineffective for certain sets of students, the accepted technical processes of 'good' teaching and assessment remain the gold standards (Sparkes, 1991, p. 583). In short, our teachers are not adjusting their practices for a changing student population.

Historical Context. The school has very low faculty turnover, particularly among the senior administrators who each have more than 29 years of service at the school. This team is comprised of the Principal, the Vice Principals of the three divisions (Elementary, Middle, and Senior), the Vice Principal of Academics, the Vice Principal for Extra-curricular Activities, and the Business Manager. The majority of teachers at the school are tenured, with very few exceptions. In our province, if a teacher maintains her/his teaching position for three years, without a specific contract stating it is a one-year position, then her/his job is secure, similar to that of a tenured professor at a university. It is very difficult to dismiss a teacher from her/his post.

The lack of formal teacher evaluation, reflection or improvement process is a legacy issue directly related to the long tenure of the administration and teachers. The previous Vice Principal of Academics, who held the position for more than 25 years, believed that because curriculum was dictated by the Ministry of Education and teachers had substantial experience in

the classroom, teacher review was not necessary. Students were successful on internal

assessments, Ministry exams, and we had 100% acceptance into post-secondary institutions. The

conclusion was that there was no need for faculty improvement processes or even classroom

visits by administrators. (As a side note, given the small size of the school and parental

involvement, administrators are very aware of problems in classes when they occur.) In this

regard, The School subscribed to Mulford's (2009) statement that "It is quite incorrect to assume

that a school is effective only if it is undergoing change" (p. 188). Nonetheless, it has become

clear that a teacher growth plan is necessary. One could argue that on a contractual basis as an

independent school, as well as ethically, we are responsible to ensure the best possible

instruction for our students.

      Ministerial Context. The Ministry of Education in this province is very prescriptive.

Schools have little room for curricular flexibility or the development of locally-designed courses.

In 2000, the Ministry introduced a reform in evaluation methodology requiring all evaluation to

be competency based. This would necessarily impact instructional strategies. The competencies

for each course, dictated by the Ministry, were to be evaluated at a 1-5+ scale (1, 1+, 2, 2+, 3,

3+, 4, 4+, 5, 5+) with 5+ being the highest level of achievement. This was a controversial move,

and there was political pressure from the teacher unions to return to percentage evaluation. As a

compromise, the Ministry decided to retain competency based evaluation, but each competency

would be given a percentage weighting and then the 1-5+ scale would be translated into a

percentage. Furthermore, because competency based evaluation is predicated on continuous

improvement, in order to numerically replicate this, the three mandated trimesters would be

weighted at 20%-20%-60% to reach a final grade for the course. The result has been confusion in

how to evaluate and report cards seem more like a balance sheet than a report on student

achievement. Finally, Ministry mandated exit exams create pressure for teachers to "teach to the test" as students' post-secondary applications are highly dependent on these results. Parents expect students to be well-prepared for these exams. In this context, it is understandable that teachers are frustrated and confused about evaluation practices.

Leadership Problem of Practice

The problem of practice that will be addressed is the lack of variation in teacher instructional methods which impacts student engagement and learning. Teachers' contractual statuses are not impacted by any administrative evaluation or assessment, and we are not unionized. A teacher evaluation or growth plan would address the types of instructional methods in use. The lack of a teacher evaluation or growth plan is a legacy and cultural issue. As Vice Principal whose portfolio includes academics, I have the authority to implement new programs and teacher growth plans, and I would also like to focus on culture change. A teacher growth plan is necessary to help teachers reflect upon and improve their practice. As an administrative team, we would also like to see greater variety of instructional and assessment practices currently being used throughout the classrooms. We would like to see practices that are more student-centred and activities that engage students in their own learning, as opposed to being passive participants in lectures. To be clear, we are not asking teachers to never lecture, but to also include other instructional approaches. Our student population is becoming more diverse, yet our teaching practices are reflective of the dominant cultural group, which is white, middle and upper-class. Lumby (2012) notes that many teachers subscribe to a belief that good teaching is transcendent and should not be changed or influenced by the student group. Even though demonstrably ineffective for many groups, the accepted technical processes of 'good' teaching and assessment remain the gold standards and most teachers are averse to changing their

practices (Sparkes, 1991). The dominant activities viewed in classrooms when one walks

through the school are either teacher lectures or test writing. There are very few occasions when

one can see of student-centred activities or group work among students occurring in classes.

Leadership Position

While principals and school leaders may not have a direct impact on students'

learning, leadership still matters (Bush & Glover, 2014; Harris, 2004; Karagad et al., 2015;

Leithwood, Harris & Hopkins, 2008). Karaad et al.'s (2015) meta-analysis of leadership on

student achievement determined that leadership has a "medium-level positive effect on student

achievement" (Karagad et al., 2015, p. 86), regardless of whether it is a direct or indirect effect.

Leaders can have positional power, that is they have formal authority, or they can

have influential power and have sway with other teachers and impact decisions. Both types of

leaders influence teachers' work and organizational learning (Mulford, Silins, Leithwood, 2004)

which is a consideration for selecting a leadership framework.

This OIP will be predicated on both Transformational and Instructional leadership.

The concept of combining these two leadership models appeals to me both practically and

theoretically. Leadership is contextual (Berkovich, 2016; Bush & Glover, 2014), and at times,

certain approaches may be more suitable than others. Also, it is difficult to disentangle practice

and theory (Bush, 2010). Bush (2010) states that educational management and leadership is

composed of "four main building blocks: policy, research, practice and theory" (p. 266). School

leadership is an applied and practical endeavour requiring the organization of people, policy and

ideas. Theory is helpful as practical experience can be interpreted and analyzed through a

theoretical lens. Berkovich (2016), in his critique of transformational leadership, states that one

of the problems is that researchers "do not attempt to meaningfully fit transformational leadership theory to other theories in the field of educational administration" (p. 617).

Aas and Brandmo (2016) did a comparative study of Instructional Leadership and Transformational Leadership among principals in Norway contrasting seven factors of leadership between the two approaches. Shared leadership, trust in professional community, emphasis on individual responsibility, and trust in programmes were stronger factors for transformational leaders (Aas & Brandmo, 2016).

Instructional leadership, also called leadership for learning, focuses leaders' attention on instruction for learning and "is the longest established concept linking leadership and learning" (Bush & Glover, 2014, p. 556). Instructional leaders are concerned with student achievement. Bush & Glover (2014) note that the focus on instructional leadership is on what is being influenced (i.e., the teachers and student learning), but less on the how of leadership. Instructional leaders still focus on defining and communicating the school's mission and vision, but are also involved in working directly with teachers (Hallinger, 2005). It is also considered a top-down approach (Aas & Brandmo, 2016; Hallinger, 2005). Karadag et al.'s (2015) meta-analysis on leadership effect on student achievement discovered that instructional leadership had a "more significant effect on student achievement than did leadership styles" (Karadag et al., 2015, p. 87) and that "The positive effect of instructional leadership in student achievement is supported by the literature" (Karadag et al., 2015, p. 87). They further note that the positive effect of instructional leadership is greater in elementary schools than in middle schools and high schools (Kradag et al., 2015), although they go on to note that this effect is weaker when considering school improvement and success factors other than student grades.

Ultimately, the purpose of any change initiative in schools is to improve student

achievement, but this OIP is about teacher growth and impacts teachers directly. Therefore,

Transformational Leadership is a more suitable primary approach. As Vice-Principal for

Academics, I have authority to develop a teacher evaluation process; however, I believe in

leadership through influence, not only authority. Burns (as cited in McCarley, Peters & Decman,

2014) introduced transformational leadership model in 1978 and viewed these leaders as those

who raises other individuals to a higher degree of motivation. Transformational leadership seeks

to increase teacher capacity and share leadership among teachers by involving them and

inspiring them (Aas & Brandmo, 2016; McCarley et al., 2014). The focus is on teachers and

involving them in the process to build culture, create a vision, and work toward that vision. As

the change agent for this OIP, it is necessary to share clear organizational goals and assist

teachers in aligning their pedagogy with the desired academic outcomes (Hallinger, 2005).

Transformational leaders understand that the leader herself/himself does not independently create

change or a positive environment (Aas & Brandmo, 2017; Hallinger, 2005). Therefore, while the

change idea may be a top-down initiative from administration, it is essential to encourage

teachers to participate in the development of the vision and also become change agents in this

process.

McCarley et al. (2014) note research supports the notion that transformational

leadership is more facilitative of change leading to organizational improvement, likely due to its

focus on shared values and responsibility, while maintaining high expectations of all

constituents. McCarley et al.'s (2014) study of the impact of transformational leadership on

school culture found that there was a statistically significant relationship between

transformational leadership and a positive school climate where teachers are engaged and feel supported with low levels of frustration.

Transformational leaders focus on systemic change, and therefore, the development and articulation of a pedagogical vision involving classroom practices and assessment will be key to the success of the project. The teacher growth plan to be developed will assist teachers in aligning their practice to this vision. Motivation may be the most difficult component of this OIP as teachers have no external incentive or contractual consequences for change efforts.

At the same time, components of the change cycle are embedded in this OIP's leadership design. Kotter's (Kotter, 1995; Kotter, 1998) eight-stage change cycle will be used as the framework for developing the change plan. Teacher engagement in the process will be stronger if they or their peers are involved in developing the growth plan process. Transformational leadership, like distributed leadership, seeks to engage teachers individually and collectively (McCarley et al., 2014). Distributed leadership theory increases teachers' motivation and self-efficacy (Harris, 2013), while building leadership capacity within the school. Formal leaders acting alone cannot achieve change to the same extent (Harris, 2013). Distributing leadership encourages collaboration and avoids the 'top-down' or 'bottom-up' perception of change and contributes to a culture of collective responsibility (Harris, 2004). It is worth remembering that teacher leadership is only valid if teachers have agency over decisions and policy within the school (Fitzgerald & Gunter, 2008); otherwise, it is simply assigning another task to their workload. Karadag et al. (2015) make an argument for distributed leadership when they state that "human behaviors occur not as a result of individual knowledge and skills but as a function distributed over individuals and situations" (p. 87). In this OIP, teachers will be asked to volunteer for a committee to develop a growth plan. Even if teachers themselves do not

participate, the committee will share their work so all teachers will know that it is not only a top-down initiative and other teachers have influence in the process. Straw, Sutton, and Pelled (1994) have shown that people are more likely to participate and persist at a difficult task if they believe they have control over task success and if they believe that their actions will lead to positive results.

Perspectives on the PoP

As indicated earlier, historically, our student population was white and socio-economically middle- and upper-class. Our student population is becoming more diverse in terms of race, religion, socio-economic status and, we have more students who require learning modifications. These are students who have diagnosed learning differences and/or formal assessments that provide them with accommodations for instruction and assessments. These accommodations may be the use of a computer, use of a reader, and/or extra time to complete the assessment. In the past, the school would not provide such accommodations, and either not admit students with these requirements or advise the parents to withdraw their child from the school. Happily, we have become more enlightened and now willingly accept students with learning differences. Yet, our teaching practices remain traditional, teacher-centered lectures with paper-based assessments.

There are three guiding questions for this problem of practice. Firstly, how can we develop a culture of reflection among the teachers in The School leading to a variety of instructional practices? Secondly, what processes can be developed that teachers will embrace to include non-traditional instructional and assessment strategies in their teaching repertoire? Finally, how can we ensure all teachers participate in the new improvement and reflection processes given that we have no mechanism to compel them to do so?

Vision for Organizational Change

The leadership focused vision that is the final outcome of this organizational improvement plan is one of professional dialogue, continuous self-reflection by teachers, and the establishment of a learning community whereby teachers constantly upgrade their pedagogical practices to create diverse classroom experiences for students while ensuring strong academic achievement. Beatty (2007) summarizes this state as one of "school renewal implies re-invigorating, re-energising and in effect re-inventing the whole school as a dynamic learning community, within which both adults and children can thrive in genuine inquiry and the excitement of discovering and creating new knowledge together" (p. 330). Transformational leadership focuses on organizational improvement while encouraging teachers to improve and take shared ownership of the improvement plan. Transformational leaders support their teachers as the means to organizational change.

Leithwood et al. (2010, 2015) have introduced a model for school improvement that encourages leaders to focus on specific variables within each of four paths that will directly impact school problems and student achievement. The four paths are the rational path, the emotional path, the organizational path, and the family path. The rational path focuses on curricular and pedagogical issues. The emotional path deals with teacher trust, stress, efficacy, collaboration. The structural path deals with the organization, procedures, and policies within the school. The family path refers to parental involvement and home life as it impacts student achievement. This OIP will focus variables on the rational and emotional paths. Leithwood et al. (2010) note that when leaders pay attention to variables on the emotional path, teacher collective efficacy is improved. They also demonstrate greater engagement in school, more job satisfaction, more commitment and openness to change. Teachers with higher collective efficacy are more

likely to engage in activity base learning, student centred learning and interactive instruction (Leithwood, Patten, & Jantzi, 2010, p 676). To attend to issues on the emotional path, it is recommended that leaders support individual concerns, encourage risk-taking, listen to teachers concerns, and provide resources as required.

Bolman and Deal's (2013) four-frame model is useful for analyzing the function and processes of an organization. The structural, human resources, cultural, and political frames each influence an organization's functions. Understanding the four frames provides insight into problems and possible solutions. The human resources, cultural, and political frames will be analyzed in this OIP.

Structural Frame

The structural frame at The School is a Professional Bureaucracy (Bolman & Deal, 2002, p. 79) as illustrated in Figure 1. There are few managerial levels, but there is a senior administrative structure of several senior administrators who report to the Principal. The rest of the organization is flat in that teachers report directly to the Vice Principal of their division. The role of the senior administrators has been shaped by the history and culture of the school, and the long tenure of most teachers. Administrators deal with parent and student issues, but do not interfere with classroom instruction. Most teachers do respect the administration and appreciate their support in working with parents. There are subject department heads in each of the three divisions, although these positions have little formal authority. These positions exist to support administrative tasks required for each department such as ordering textbooks and supplies. The department heads themselves are anxious for more authority and input into the functioning of the school. It will be important to encourage them to support and to contribute to the development of the growth plan because as leaders, they will have indirect influence over other teachers. They

will need to model acceptance of the new procedures within their departments (the team). We

know that self-directed teams generally produce better results and have higher morale (Bolman

& Deal, 2013, p 109). High-performing teams are more effective and have a common

commitment to a shared goal (Bolman & Deal, 2013). This shared commitment manifests itself

in team "spirit" (Bolman & Deal, 2013, p 284), defined as belief in the meaning and value of

their work, and a sense of working together for the common good. Participants feel a sense of

belonging to the team and commitment to the desired outcome.

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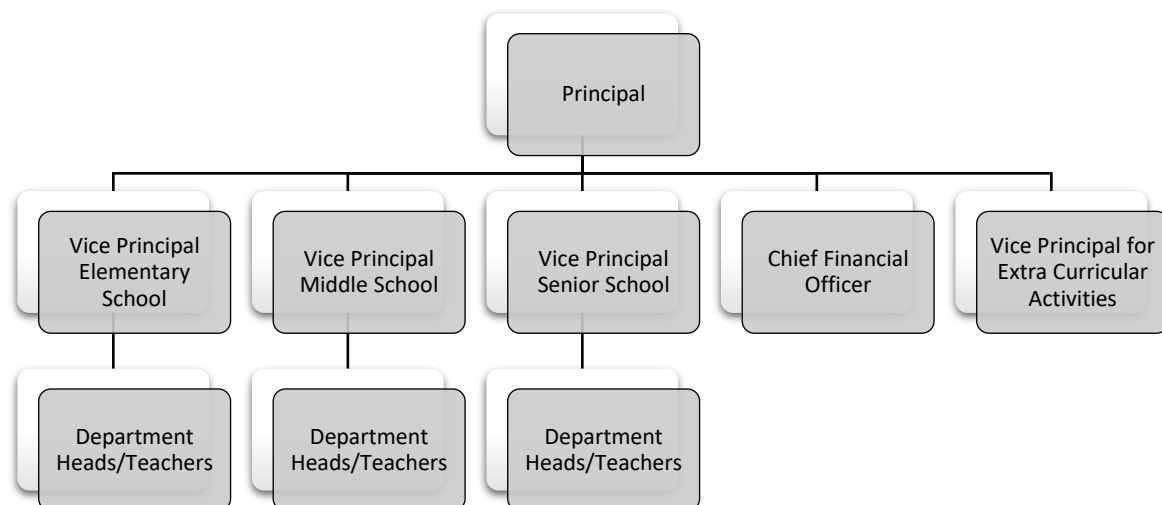
Figure 1. Administrative Structure at The School.

Human Resources Frame

Human resources in a school are arguably the organization's greatest resource with the

most influence on its success. Teachers perform the "work" of the school – that is teacher and

interacting with students. Facilities, curriculum, and technology are tools used by the teachers,

but teachers have the greatest impact on the business of a school. Schools are not as dependent

upon technology or innovation as other organizations; rather, the human connection makes the

difference. In 2014, I introduced a peer-review process for teachers where teachers observed

each others' classes and provided feedback; no administrators were involved. The process did

not have a large impact on pedagogical approaches, mostly because teachers were resentful of

having to participate. They saw the process as one more administrative task to do, with little

value and many teachers simply did not participate. Those who did participate saw it as a means

to provide feedback to others, but with little inclination to change their own practices. This is

indicative of the strength of the status quo and how it can impede change (Beatty, 2007). This

was also an example in which I tried to implement a change without sufficient planning or giving

thought to the necessary leadership lens or change process structure. The one positive outcome

of this pas initiative is that as a change manager I have learned from this experience and have

used more research on leadership and change models for this OIP. A change process needs both

a vision and a strategy (Bolman & Deal, 2013).

Cultural Frame

This problem of practice is influenced by the teaching culture of the school. Sparkes

(1991) believes that culture is a useful tool in understanding innovation and change in schools,

although we all acknowledge that culture is an elusive concept.

The legacy issues addressed previously have created a culture of extreme private-

practice teaching contributing to professional isolation and a resistance to feedback. The

Principal promotes "faculty culture" stating frequently and publically that teachers are the

priority in the school. Research and common sense support the notion that how teachers are

treated will impact how teachers relate with students (Mulford, Silins & Leithwood, 2004). The

School supports a strong faculty culture in several ways including a very generous professional

development budget that allows for all teachers to attend a conference at least every other year, if

not every year. Teachers are given laptops to use and there are generous supply budgets. Teachers are consulted about their workloads, the courses they prefer to teach, and these requests as met most of the time. The school has many perks and is very supportive of teachers, but the "faculty culture" mantra has been by teachers as an argument when they are not happy about an administrative decision or project. "Faculty culture" has been associated with "keep teachers happy" and/or "don't do anything to upset teachers", which is not the intent. This has also perpetuates the culture of private practice and status quo teaching.

While one could develop a teacher growth or evaluation plan and insist on its adoption, this will not change the culture of the school. Culture, while difficult to define, must be considered in any change procedure (Bolman & Deal, 2002; Lumby, 2012). Bolman and Deal (2013) describe it as "the way we do things around here" (p. 263). They also note that "There is a long-standing controversy about the relationship between culture and leadership. Do leaders shape culture or are they shaped by it?" (Bolman & Deal, 2002, p. 264). It can be very difficult to influence culture (Lumby, 2012).

The political environment of the school will impact the success of this change. Culture cannot be changed without addressing power structures within the school (Lumby, 2012). Lumby (2012) further states that, "Culture is at least a part of the explanation for the gulf between intention and outcome" (p. 583). To address this, teachers will be asked to volunteer to take part in a group revising the teacher growth procedures. In this way, I hope that they take some ownership of the process and promote it. The Principal and Vice-Principals must publically support the initiative and emphasize its value. "Successful middle-management change agents typically begin by getting their bosses on board" (Bolman & Deal, 2013, p 214). Involving key teachers in the process will be necessary. Networking and coalition building are necessary to

gain support for change visions, improve the vision, and to implement the steps for the change

(Bolman & Deal, 2013).

Teaching as a private and sometimes isolated activity is phenomenon common to

many schools (Sparkes, 1991; Hargreaves, 1998; Darling-Hammond, 2013). This isolation can

be misconstrued as autonomy and teacher agency, but this is simply reframing a cultural

problem. By extension, reflection about pedagogy and teaching practices also becomes a solitary

endeavour (Sparkes, 1991). This is problematic if the aim is to use teachers' self-reflection to

change the culture of teaching from private, isolated, and traditional to collaborative, shared, and

differentiated.

Organizational Change Readiness

A high degree of readiness for change is considered a necessary precursor to a

successful change process (Cawsey et al., 2015; Weiner, 2009). Having completed Cawsey et

al.'s (2015) table to rate an organization's readiness for change (pp. 108-110), The School

received a score less than 10 indicating "it is likely not ready for change and change will be very

difficulty." (Cawsey et al., 2015, p. 110). As I was concerned about personal biases, I asked two

other faculty members to complete the table as well. Their results were also under 10.

Historically, the faculty's receptiveness to change has not been positive. In 2002, a

one-to-one laptop initiative was started, and many teachers chose to ignore the devices. Some

teachers attempted to integrate the technology into their classes but only as novelty, "one-off"

lessons.

While the Vice Principals of each division are supportive of a faculty improvement

processes, they are also very reactive to teacher complaints, believing that happy teachers will

lead to a positive classroom environment and better interactions with students. Certainly, there is

merit to this idea, and teacher complaints almost always receive favourable responses. For

example, teachers felt it was onerous to fill in a form stating that they had completed their

classroom visits with their teaching partners. They did not like this small accountability task and

so the Vice Principals asked to have that piece removed.

Organizational change readiness can be defined as a shared level of readiness of the

organization's members (Weiner, 2009). As such, it is the collective attitude and responses of

individuals that determine the organization's receptiveness and ability to modify or adopt new

processes. This is a particularly important distinction in schools where the processes are

dependent upon people. The business of the school is the work that teachers do in the classroom.

It follows, then, that teachers' individual change readiness is the critical criteria to assess.

Armenekis et al. (as cited in Weiner, 2009) define change readiness as an individual's acceptance

of the need for change, belief in their ability and the organization's ability to change, and the

individual's intention of implementing the change. Weiner (2009) argues that individual change

readiness is a function of the individual's confidence in the change and the degree to which they

value the change. Confidence in the change is the degree to which the individual believes she/he

can implement and sustain the change effectively and also the degree to which the organization

can implement and sustain change (Weiner, 2009). Individuals must value the change, or

specifically, the outcomes from the change, in order to commit to move away from current

practices.

Senior administrators do like the idea of a more reflective faculty and a variety of

instructional practices; however, the majority of the teachers are "private practice" teachers who

believe the classroom is their private domain. There are a few teachers who do seek feedback

and are more willing to try new ideas in their classes. Most teachers with longer tenure will not

see the need for this change.

It is also important to avoid "procedural illusions of effectiveness" (Mulford, 2009, p.

188). A critical step in this OIP will be increasing the awareness of the need for change (Cawsey

et al., 2015) and convincing teachers that there is a need to review instructional practices. We

will emphasize the importance of small wins to build trust in the change effort. Trust is "one

party's willingness to be vulnerable to another party based o the belief that the latter party is (a)

competent, (b) reliable, (c) open, and (d) concerned" (Leithwood & Sun, 2015, p. 567). By

including teachers in this process, we hope to avoid the top-down implementation that can be

ineffective because it does not garner a sense of ownership (Fullan, 2007). We wish to move

from professional development to Netolicky's (2016) idea of "professional becoming" (p. 271)

which creates shifts in "practice, or identity" (Netolicky, 2016, p. 271). The distinction is

important. Professional growth is a continuous process, not a shift to a new position where one

remains.

Because this change is developmental in nature, the Concerns-Based Adoption Model

(Hord et al., 1987) will be useful in assessing teachers' readiness for change and their progress

throughout the process (Anderson, 2009; Roach, Kratochwill, & Frank, 2009). That is, change is

a process, not a single event. This model is often used as a framework for educational change

(Anderson, 1997) as it can assess teachers' openness to change thereby situating them along the

change process. It was devised in the early 1970's at the University of Texas Center for Teacher

Education with continued development through the 1980's (Anderson, 1997). CBAM has three

frameworks as outlined in Table 1: (a) Stages of Concern, (b) Levels of Use, and (c) Innovation

Configurations. Table 2 indicates the six levels of Stages of Concern which rate the extent to

which a teacher is interested in learning about the innovation. Table 3 indicates the Levels of Use

stages which rate the extent to which a teacher is using the innovation.

Table 1

CBAM Frameworks

Stage	Description
Stages of Concern	These are groups of concerns and attitudes that change in a predictable pattern as teachers become more familiar with the change. There are 7 stages of concern indicated in Diagram 2.
Levels of Use	This framework describes the extent to which teachers are using new processes or innovations.
Innovation Configurations	This framework refers to the modifications and adaptations teachers make to a new initiative that have direct and indirect impact on the change process and its effectiveness. Modifications may occur because of the target student population or other contextual considerations.

Table 2

CBAM Stages of Concern

Stage	Name	Description
Stage 6	Refocusing	Teachers explore benefits and more research about the change initiative, including replacing existing practice.
Stage 5	Collaboration	Teachers cooperate and coordinate with others regarding the new practice.
Stage 4	Consequence	Teachers focus on the impact of the practice and its impact on students and student outcomes.
Stage 3	Management	Teachers focus on the processes and tasks of the new practice, including issues related to organization, efficiency, management, scheduling, time-demands.
Stage 2	Personal	The teacher is uncertain about her/his ability to meet the demands of the new initiative. She/he is focused on potential conflicts with existing modes of practice and personal commitments.
Stage 1	Informational	Teachers are generally aware of the change initiative but not interested in the change personally. They may have some interest in acquiring more information about the initiative.
Stage 0	Awareness	The teacher has little or no concern or interest in the change initiative.

Note: Adapted from Hall, G., Dirksen, D. & George, A. (2006). Measuring implementation in schools: Levels of use. Austin, Texas.

Table 3

CBAM Levels of Use

Level	Name	Description
Level 0	Nonuse/Unaware	The teacher has no knowledge of or interest in the change. She/he is doing nothing to become involved.
Level I	Orientation	The teacher is learning a little bit about the change. Decision Point A: The teacher decides to learn more about the new practice.
Level II	Preparation	The teacher is preparing for the first use of the new process. Decision Point B: The teacher makes a decision to use hte new process by determining a time to begin.
Level III	Mechanical Use	The teacher focuses most effort on the short-term, day-to-day use of the change. The focus remains on the teacher's own convenience. It is a deliberate and slow use of the new process. Decision Point C: Changes, if any, are based on the teacher's needs.
Level IVa	Routine Use	Use of the new routine becomes common and easy. Decision Point D1: Teachers use the new processes routinely.
Level IVb	Refinement	The teacher focuses on how the new process will impact student learning and makes variation to improve. Decision Point D2: changes in use of the new process to improve student outcomes.
Level V	Integration	The teacher uses the new process frequently and easily. She/he shares and discusses its use and modification with others. Decision Point E: The teacher makes changes based on experience with the change and discussions with colleagues.
Level VI	Renewal	The teacher evaluates the new process and seeks to make modifications for increased impact. Decision Point F: The teacher explores alternatives and major modifications of the new practice in use.

Note: Adapted from Hall, G., Dirksen, D. & George, A. (2006). Measuring implementation in schools: Levels of use. Austin, Texas.

The Stages of Concern Questionnaire (SoCQ), developed by Hall, George, and

Rutherford (1979) is used to position teachers on the CBAM model. It is my perception that

some of our teachers have different levels of acceptance for a growth plan and are eager to be

involved in a self-reflection, pedagogical improvement practice. Knowing the distribution of

teachers on the continuum will impact the development of the process; therefore, this SoC

questionnaire will be distributed to teachers as one of the first steps in this OIP. It is possible that

there will be less resistance than expected. It is also possible there may be greater resistance

which will have to be managed. It must be noted that even if teachers accept and support a new

initiative, they may have difficulty implementing it and sustaining the procedure (Roach,

Kratochwill, and Frank, 2009). There are means for assessing teachers at each of the stages of

concern and levels of use which will be addressed in Chapter 3.

The frameworks and stages provided by the CBAM model are focused on teachers'

personal reactions to the change, acceptance of the change, and use of the new process, although

when considered collectively, as a critical mass of teachers' progress through these stages, one

can expect a cultural shift within the school. The impact of this cultural shift would see a

movement from private practice teaching to more self—reflection, collaboration with other

teachers, and classroom practices that can improve student outcomes and enhance student

experiences in the classroom. Understanding teachers' affective and behavioural changes to a

new programme is critical to ensuring success (Anderson, 1997).

Conclusion

This chapter highlighted the unique historical and environmental context of The

School that impact this improvement plan and contributes to a low level of change readiness. The

ideal future state of the school is one of collaborative professional dialogue where teachers

reflect on their practice in an effort to provide diverse learning experiences for students. Instructional leadership will be used as this change process will focus on classroom practices and transformational leadership will be used to inspire teachers to help establish and create the change vision. As a leader, I want to encourage not just teacher participation but shared commitment to the goals in an effort to lead organizational change and teachers' professional growth.

Chapter 2: Planning and Development

Chapter Summary

Chapter 2 further elaborates on the transformational and instructional leadership approaches used in this OIP. Kotter's eight-step change process (Kotter, 1995; Kotter, 1998) is presented followed by an organizational analysis using Nadler & Tushman's (1980) congruence model focusing on alignment within and between the task, individual, environment, strategy, and culture components. Acknowledging and managing teacher resistance to change is noted followed by several proposed solutions to the problem of practice. The chapter ends with a brief discussion regarding communicating the need for change.

Framework for Leading the Change Process

The leadership theory which underpins my work is that of transformational leadership supported by instructional leadership approaches. Transformational leadership facilitates change by empowering others, including them in the change process, and encouraging their personal growth and contributions to the organization. Instructional leadership seeks to improve student outcomes through the specific activities that occur within the classroom including pedagogical methodologies, assessments, and curricula.

The goal of this change process is to establish professional teacher growth that is impactful and embraced by our teachers. Impactful growth means that teachers are reflective practitioners and changes in classroom pedagogy are visible. The changes may include the adoption of new assessment practices or the use of updated instructional methods. For example, a teacher in the high school may lecture less and incorporate more cooperative learning. Although the tangible product of this OIP will be procedures for teacher growth and development, the acceptance of the model, teacher self-reflection, and changes will be the result of a culture shift.

Organizational culture is the core of many change processes (Peters, 2011; Schein & Schein, 2017; Detert et al., 2000). There is a bi-directional relationship between an organizational culture and change processes. All change processes will be impacted by an organization's culture. Culture is the key variable determining the success of an innovation (Detert et al., 2001). Change processes that do not attend to cultural issues will have a high probability of not being successful (Detert, Louis & Schroeder, 2001; Detert, Schroeder & Mauriel, 2000; Lumby & Foskett, 2011).

Change is fueled by recognition and acknowledgement of a problem (Schein, 2017, p. 321). Currently, the culture of The School is defined by traditional pedagogy and private practice teaching. Schein warns that not all change impacts culture (Kupler, 2014; Schein 2017).

Kotter's change model. Kotter's eight-step change model (Kotter, 1995; Kotter, 1998) will be used as a framework for planning and leading this change process. This model was selected because of its practicality and direct applicability to most organizations, including schools. While most change models emphasize the need to create a vision and communicate, Kotter's (1995) first step of creating a "sense of urgency" helps to establish a greater drive for change and may compel greater teacher participation. It is situationally independent in that it can be applied to virtually all change processes (Applebaum et al., 2012). The eight steps of this model are depicted in Figure 2 and will be discussed briefly.

Step one is to create a sense of urgency. This is based on the premise that people will not change unless they must, and they must be convinced that it is essential. The sense of urgency launches the change process and can establish the pace of change. Increased urgency generates faster change. At the same time, Beatty (2007) warns that "the use of emotional infection to fire people up with enthusiasm for a new initiative can be just as manipulative if this

process is used to drive genuine feelings of anxiety and fear underground" (p. 337). We can

overcome this issue by being genuine and encouraging open and honest dialogue around change.

Step two is to create a guiding coalition to lead the change. Often these are influential

people with positional power in the organization to ensure that the required resources are

available and to stress the importance of the project. The guiding coalition must include people

with the required expertise for the change process. For this OIP, in keeping with the tenets of

transformational leadership and to increase teacher agency, teachers will be asked to become part

of the guiding coalition. As the change leader, I will be part of the coalition in order to facilitate,

coordinate, and oversee the process.

1. CREATE
a sense of urgency

2. BUILD
a guiding coalition

3. FORM
a strategic vision and initiatves

4. ENLIST
a volunteer army

5. ENABLE
action by removing barriers

6. GENERATE
short-term wins

7. SUSTAIN
acceleration

8. INSTITUTE
change

Figure 2. Kotter's Eight-Step Change Process.

Adapted from The 8-Step Process for Leading Change. (n.d.). Retrieved from

      https://www.kotterinc.com/8-steps-process-for-leading-change

        Some authors believe that a guiding coalition is a necessary but insufficient condition

for successful change (Appelbaum et al., 2012). Without involving front line workers, real

change is not possible or sustainable. The point, then, is to carefully consider the composition of

this coalition. This OIP will snowball by involving teachers from the very first steps and

collecting more teachers at different stages.

      Step three is to develop a vision and strategy for the change. The vision depicts the end

result and the strategy outlines how to reach that end. Without a vision, the change process can

turn into a series of projects that may or may not lead to the vision. The change vision should

relate to the sense of urgency created in step one and be appealing to those involved and

impacted by the change.

        Step four is to communicate the vision and progress. Frequent communication through

multiple channels is recommended. Communicating the vision ensures that everyone in the

organization understands why, what, and how the change will occur. Clear communication

reduces uncertainty and increases trust in the process. Under-communicating can hinder success

(Kotter, 1995).

      Step five is empowering action by removing barriers. Most barriers fall in the categories

of structures, skills, systems, and supervisors (Kotter, 1998). For this OIP, the barriers are skills,

culture, and attitudes. Coercion to overcome barriers is not recommended as those who are

coerced are unlikely to evaluate the outcomes as better than the status quo (Burnes, 2009;

Schein, 2017). The more clearly the desired behaviour or change outcome is specified, then the

easier to is to identify and reduce sources of anxiety. Schein (2017) suggests that the change goal is defined in terms of behaviour that is tangible and not as culture change, as this is a less tangible concept. It is not the mandate of the process to specify the exact instructional methods that should be used, as long as there is variation and they are grade and subject appropriate.

Step six is generating short-term wins. Change is a process so it can be very motivating to see progress and success along the way. Short-terms wins also provide feedback about the success of the strategy. If there are no short-term wins, then change-agents must review why and reconsider the plan. These wins are evidence that change is possible and support the change vision among constituents, particularly skeptics. Specific definitions of new behaviours lay the groundwork for "cognitive redefinition" (Schein, 2017, p. 333). That is, if teachers have been doing their job in one way for a long time, they need to develop a new definition of what it means to be a teacher and how to teach. This may also require new standards of evaluation of the teacher's performance. In this case, these new standards will be represented by the growth plan being developed. Cognitive redefinition is a process, but it can be seen in the learning and refreezing stage as participants are open to new knowledge and exhibiting new behaviors. Tolerance for risk is an individual trait. Not all teachers will want to attempt something new. The administration must reassure teachers that attempting something new in the classroom is valued and appreciated.

The self-reflection process is critical for teachers. We all have mental models regarding the work we do. Senge (in Evans et al., 2012) defines mental models as beliefs and assumptions we hold about our behaviour and the concepts that impact behaviour. Change cannot occur on a personal or organizational level unless we critically examine and challenge these mental models (Evans et al., 2012).

Step seven is to sustain acceleration by consolidating the short-term wins into the strategy. Demonstrating some success creates momentum to keep going and can be used as justification for more support and resources. Short-term win garners support from others building momentum by encouraging greater involvement.

Step eight is called "institute change" as the change becomes a part of the organization and is no longer different. For this to happen, those involved (teachers or employees) must see benefits as a result of the change. Current and new administration must be committed to maintaining the change as well. New learning will not stabilize unless it is reinforced with better results. Schein (2017) contends that culture change occurs only if the new way of doing things actually works better and provides a new set of shared experiences. Coercion, control systems, rewards, external or internal pressures will be irrelevant if the change is not seen as improvement over previous systems. Schein (2017) states, "New beliefs, values and behavior have to be thought of as 'adaptive moves' rather than as 'solutions' to a problem" (p. 339). It is imperative that teachers find some of their new instructional methods as successful in some form.

It is worth noting that Kotter's (1995) change model is meant to be followed in sequence and that each step is prerequisite of the subsequent step (Appelbaum et al., 2012). In practice, there may be some overlap, particularly as communicating the vision and importance of the change process will be a constant task throughout this OIP. In reality, it may be necessary to step back to a previous stage to garner more support. Similarly, the steps of communicating the vision, empowering action by removing barriers and celebrating short-term wins may in practice not be distinct and will need to be repeated. Communication is a constant demand. Unanticipated barriers may arise and short-term wins may occur at any stage. The model also does not give much specification on managing dissent or resistors or using "influence tactics" (Calegari et al.,

2015, p 39). Real implementation can be messy as one might celebrate a small success while at the same time be expanding the "volunteer army". Beatty (2000, 2007) cautions against ignoring teachers' emotions in times of reform, stating that doing so inhibits the success of the change.

Therefore, Kotter's (1995) change cycle provides a framework, but is not prescriptive on other implementation details. The change process will be informed by the components unique to the organization, which will be defined in the critical organizational analysis.

Critical Organizational Analysis

Nadler and Tushman's (1980) Congruence Model defines four elements of an organization: tasks, people, structure, and culture. The higher the congruence between these four elements, the better the performance of the organization. Congruence, also called "fit", is defined as "the degree to which the needs, demands, goals, objectives, and/or structures of one component are consistent with the needs, demands, goals, objectives, and/or structures of another component." (Nadler & Tushman, 1980, p. 45). These four elements are impacted by inputs from the environment, available resources, the history and culture of the organization. Table 4 presents a representation of the relationship between an organization's four components, external forces and the output of the organization's work.

Table 4

Nadler and Tushman's (1980) Congruence Model

	Organizational Components	
Inputs	Informal Organization	Outputs
Environment	Formal Organization	Organization
Resources	Tasks	Group
History	People	Individual

Note. Adapted from Nadler & Tushman's (1980) Congruence Model (p. 47).

Each element of the congruence model in The School will be considered along with the level of congruence between the elements and external environment.

Task. Schools, in general, tend to be traditional organizations. At our school, teaching is predominantly lecture based, teacher-centered with paper-based test and essay assessments. The courses, textbooks, and curricula offered are highly prescriptive as directed by the Ministry. Optional courses are only available in the last two years of high school. The justification for this is to prepare students for the Ministry prescribed high school exit examinations.

Individuals (People). For this analysis, the people within The School are categorized into four groups: teachers, administration, students, and parents. Teachers are the most important resource of any school. It is their work with students and their relationship-building that has the greatest impact on student outcomes. This human capital is measured by teachers' skills and experience, although social capital, or the positive effect that teachers have on each other, has been found to have even great impact in successful schools (Hargreaves & Fullan, 2013).

The administration would like to see increased instructional variation to better meet the needs of students. The Principal of the school is a strong proponent of experiential education and would like teachers to incorporate this methodology in their classes. This statement has been included in The School's mission statement.

Anecdotally, teachers seem to be having greater frustration with student comportment in class with more incidents of student misbehaviour and incomplete homework. One wonders if there is a correlation between student comportment in class or student engagement and instructional methods. Are students trying to indicate their desire for greater variation in their daily classes?

Private practice teaching and traditional pedagogy are illustrative of the entrenched values representing the culture of The School. Private practice teaching refers to teachers working alone in their classrooms with little collaboration, shared planning, or team teaching. The traditional pedagogy can be seen as teacher-centred instruction, use of worksheets and workbooks, and traditional assessments such as paper-based tests and essays. Previous change initiatives have shown that our teachers have not been particularly accepting of change. For example, The School has a laptop programme, where every student has her/his own laptop. Teachers do not use the laptops as teaching or learning tools. Students use them mostly for emailing teachers or typing essays.

Further incongruence between organizational elements may lie in teachers' skills and knowledge around alternative teaching practices. They may not be aware of or comfortable using other instructional methods. Given the long tenure of most teachers at the school, this is a strong possibility as demonstrated by current practice.

Students are often the silent constituency in school analysis, as they rarely have a voice regarding school initiatives and changes. For this change procedure, it will be important to involve students and speak to them about their experiences in classes. Are they satisfied with the status quo? What is their daily experience like? Are they satisfied with their results? Some teachers may not value their opinions, but improving their daily learning experiences through teachers' instructional strategies is the ultimate goal of this OIP, and therefore, their opinions matter.

Environment. The environment makes demands on the organization (Nadler, Tushman, & Hatvany, 1982). The provincial Ministry of Education is highly prescriptive and traditional. Our parent population expects high results on these examinations as they have a direct impact on

students' post-secondary applications. Parents pay a very high tuition at The School and often

situation themselves as customers paying for a service. Communication with parents from

teachers and administrators occurs often, and parents can always be aware of their child's

progress through online portals, teacher communiqués sent home via email or phone calls,

regular school updates, and parent-teacher interviews scheduled formally and informally. Parents

have high expectations; teachers are aware of these expectations and feel accountable to ensure

that students achieve high grades on Ministry exams. In several core subjects in the high school,

teachers do "teach to the test" in preparation for these exams, and they believe that traditional

pedagogy is the best preparation for these traditional exams. Therefore, the environment is not

completely in line with the goals of this OIP and incongruent with the goals of the

administration.

Strategy. Congruence also extends to the organization's strategy as determined by the

senior administration. As noted, the Principal is a proponent of experiential education and

believes that this will increase student engagement in school. By experiential education, he

would like to see more hands-on activities, problem based learning, interdisciplinary classes, and

connections with organizations and activities outside of the school that will strengthen curricula

and make it more relatable for students. The administration's role is to help the organization

grow and evolve. At an independent school, the administration is increasingly concerned with

attracting new students and minimizing attrition – a challenge given the current provincial

climate, as discussed in Chapter 1. The administration believes that by becoming a more

progressive educational institution, a larger number of potential students and families will be

attracted to The School. Therefore, they wish to encourage the goals outlined in this OIP.

Culture. In determining the attitudes that underpin the culture of the school, we can examine teachers' behaviours and topics of conversation as representations of their assumptions about what is acceptable and their interpretation of the school culture (Smith, & Graetz, 2012). Staff room conversations are not indicative of an acceptance of new instructional methods; in fact, staff room banter is usually not related to teaching or it is about frustrations with students or parents. When a teacher mentions that they tried a new approach, other teachers will comment that it seems to be inefficient or it takes a lot of time. There are also several influential teachers who vociferously oppose change. Gaubatz and Ensminger's (2017) label of "contentious resistors" is quite apt. "Contentious resistors" are those who resist the change process mostly because of dissatisfaction with a previous change process and "feelings of unfairness or threats to their self-esteem" (Gaubatz & Ensminger, 2017, p. 156). They make their feelings known through subtle acts of resistance that may occur privately or through very vocal and public comments against any change process. At The School, two of these "contentious resistors" are department heads, and therefore, influential to other teachers. It is difficult to work with contentious resistors as typical leadership approaches such as professional development, training, team creation, and consultation. Gaubatz & Ensminger (2017) do suggest reorganizing teams and having private conversations with these people, but note the difficulty in changing their perceptions of the change or reducing their impact on others.

Therefore, there are incongruencies among the constituents and components of the organization, as summarized in Table 5. Because most of the incongruencies occur among the teachers who are the subject of this change process, The School is not at a high level of change readiness. Change processes must focus on teachers, instead of other resources, such as classrooms, technology, schedules, or supplies.

Senior administrators' desire for change is not a sufficient condition for successful change. Others must feel the need to change as well (Cawsey et al., 2016). While most teachers are content with the status quo of traditional, private practice teaching, the administration would like a faculty that is reflective and experimental in their pedagogical approaches, using a variety of instructional practices. Tehrart (2013) reminds us that teachers often intellectually understand the reasons for reform, but are often, legitimately, caught up in the urgency of the immediate. The current demands of the job on their time, energy, and emotions, leave little enthusiasm for adopting and implementing something new. Teachers may also focus on the micro rather than the macro organization, and so may not recognize personal value in a proposed reform.

Table 5

Incongruence among organizational components at The School

Constituency/Component	Description of the incongruence	Constituency/Component
Teachers	The administration would like new instructional practices while the teachers remain traditional	Administration
Teachers	Teachers may lack knowledge and/or skills of new instructional and assessment techniques	Organisational Tasks (pedagogy, instruction, assessment)
Culture	The culture tends to traditional pedagogy whereas the administration would like to include variety of instructional methods	Administration
External environment (Ministry of Education	The Ministry of Education imposes curricular restrictions and exit examinations which apply pressure to teachers to "teach to the	Administration

and Parents)	test". Parents' expectations of good results also pressure teachers.	

Having identified pieces of the organization that do not fit well, Nadler & Tushman

(1980) suggest the next step is to hypothesize why and then determine actions to align these

components. The congruence model analysis seems to indicate that the issue lies between

teachers and administrators. The vast majority of teachers do not sign a contract every year, but

are on a perpetual contract, essentially tenured. There is no contractual means to encourage

teachers to change out of fear of dismissal or a poor evaluation. Either the administration accepts

teachers' current methods or work toward teacher change, hence the purpose of this OIP. A

dualities philosophy suggest that administration must accept both traditional and progressive

teaching practices, and this combination may be a stronger overall learning environment rather

than just one or the other. Given the external context of The School, specifically the demands of

the Ministry of Education, this may be the best approach. The administration is convinced that

there is a need to introduce more student-centred instruction, and so, the change process will be

focused on teachers.

Apart from the contentious resistors, other barriers to change include teachers'

satisfaction with the status quo, lack of skill or knowledge about the change, and lack of input on

change decisions (Gaubatz & Ensminger, 2017; Knight, 2009; Schein & Schein, 2017). As an

independent school, one of the strengths of The School is a very generous professional

development fund which can be used by all teachers, simply by applying to the principal of their

division, as long as there are funds remaining for that year.

Teacher resistance is, at its core, resistance to change, and personal change is a complex

process (Adelman & Taylor, 2007; Knight, 2009; Schwartz, 2017). Although coercion is not

considered ideal for encouraging change (Burnes, 2009; Knight, 2009; Schein, 2017), if teachers

do not want to change, then the status quo will remain. The leaders' responsibility is to create a

framework and cultural conditions to change teachers' mindsets and encourage their openness to

attempt new practices (Knight, 2009; Wrigley, 2011). Teachers are busy and their work

overflows into their private lives through marking and lesson planning. Teaching is an emotional

practice (Beatty, 2007; Hargreaves, 1998) as most teachers become personally invested in their

students' success and struggles and the daily experience of a teacher is difficult and can be an

emotional roller-coaster (Hargreaves, 1998; Terhart, 2013). Change also involves strong

emotions including loss and fear (Beatty, 2000; Knight, 2009; Schwartz, 2017). Teachers lose

the familiarity of their current practice and may be fearful that others feel their current practice is

no longer adequate.

Teachers' resistance to change should not be surprising. It is disheartening to read

statements that "The culture and convictions of educational administrators and reformers and the

culture and convictions of teachers in classrooms and staffrooms really are miles apart."

(Terhart, 2013, p. 487). Some teachers may not be completely resistant, but rather hesitant to

adopt something that is unknown and released from the safety of the known practice. Resistance

is derived from "perceived risk" and "expected utility" (Howard, 2013). That is, what are the

benefits as compared to the cost of the change (Terhart, 2013)? This analysis is based on the

reality of teachers' experience and their emotional responses to the experience of change.

Terhart (2013) notes, "If teachers have not had the experience, then the burden is on the

change agent to increase the expected utility" (p. 496). Analyzing perceived risk is more

challenging, particularly if teachers have had an unsuccessful experience with new classroom

instruction. Experience at The School has shown that when new teachers enter the school, they

adopt the traditional teaching methodologies dominant in their department. Collectively, teachers are wary of others who try something new. This may be due to innovation fatigue or experience with failed change attempts in the past (Adelman & Taylor, 2007)

Teachers may interpret the idea of change as a tacit criticism of how they currently do their job. Until one actually experiences the new methods and sees that they are beneficial, we tend to resist (Knight, 2009; Schein & Schein, 2017; Terhart, 2013). The problem, however, is circular if teachers need to experience the change before accepting it, yet will not attempt the change in order to experience it. The solution to this lies in modeling the practice, demonstrating new practices, (Armstrong, 2011; Knight, 2009; Schein & Schein, 2017) or looking to other schools for opportunities to see alternatives in practice.

Affirmation from administration and support for new initiatives must be in place to reassure teachers. I must model new teaching practices and encourage other administrators to model new practices in whatever capacity they can. In this process, change will be incremental and gradual, honouring the concerns, emotions, and traditions of teachers and culture of the school. Teachers who may be unsure of how to begin may co-plan with other teachers.

Possible Solutions to Address the Problem of Practice

The three solutions to be presented all represent varying types of teacher self-reflection or self-evaluation as part of the growth plan. The creation and implementation of the plan, regardless of the details of the plan, will follow Kotter's eight-stage change framework (Kotter 1995).

Evaluation model developed by senior administration. The senior administrative team within The School could develop an evaluation model based on classroom visits and standardized checklists. This approach will require time from the administrative team both to

develop and to implement the model. There are a few advantages to this approach, foremost of

which is encouraging senior administrators to spend more time in the classroom and to have

conversations with teachers. Teachers would also, out of necessity, spend more time considering

their lesson plans and classroom activities. There would also be more professional dialogue

occurring as administrators and teachers debrief after the observation. It would also give

administrators the opportunity to indicate the need for greater instructional diversity.

   This approach is rejected as this type of evaluation has very little effect on teacher

activities in the classroom (Darling-Hammond, 2013; Dufour & Marzano, 2009; Marshall,

2013). Given the tenured situation of teachers, the administration at The School has no leverage

to act based on results of such evaluations. Most teachers do have a professional attitude and are

interested in improving their practice to a certain extent; however, status quo is a powerful state

(Beatty, 2007). Yi, Gu, & Wei (2017) note that inertia theory, particularly routine inertia, is a

strong barrier to change. Top-down initiatives are also visible manifestations of power (Lumby

& Foskett, 2011) and can lead to exclusion of certain groups which is not our desired state. It has

also been shown that the time-benefit ratio of this approach is not high (Darling-Hammond,

2013; Marshall, 2013). The value of classroom visits by administrators has been shown to have

little value of teacher improvement (Darling-Hammond, 2013; Dufour & Marzano, 2009;

Marshall, 2013). These visits are considered "cookie-cutter procedures that don't consider

teacher needs" (Darling-Hammond, 2013, p. 5). In the best case, most teacher *evaluation*

methods do not show a direct relationship and any gains in teacher skill may be due to

experience or impacted by other confounding variables (Taylor & Tyler, 2012). Classroom

observations are not linked to student results, and often administrators only have time for one or

two visits per year. The time invested by administrators will not provide the desired benefits.

Teacher goal-setting. Goal-setting requires teachers to set an instructional or learning goal for themselves and then work towards its completion throughout the academic year. This method requires minimal time input from administrators and, possibly, professional development funds to assist teachers in reaching their goal. The School has a generous budget for professional development. One of the concerns of this approach is ensuring that teacher goals are congruent with the goals of administration to increase instructional variety that will improve student experiences and student outcomes. It is important to ensure teacher "buy-in" for this process. Another concern of this process is that it may not be a collaborative process for teachers, depending on their individual goals. This approach has been used at The School in the past, but not all teachers participated, and some of the teacher-selected goals, while useful, did not align with The School's goals for teacher growth. For example, they were based on teachers' use of time (return graded tests to students as soon as possible) or administrative tasks (learn to use Excel to track student grades). Consequently, while teacher goal-setting is a valuable technique and will help teachers to reflect on their professional practice, it may not be sufficient to reach the goals increased instructional diversity.

This solution requires time from the Vice-Principal of Academics to oversee the goals and time from each teacher to develop and implement the goals. There is an opportunity cost or alternative cost to this approach. What else could be done with this time, particularly if this approach has not been successful in the past?

Committee developed, multi-faceted teacher growth plan. A third possible solution combines and extends the two previous approaches. A committee of teachers including myself, as Vice Principal of Academics, would be created to develop a multi-faceted teacher growth plan. It is imperative to note that this is a teacher growth plan and not a teacher evaluation model.

Hallinger et al. (2014), in their meta-analysis of the impact of teacher evaluation on school improvement and improved student outcomes, found that the evidence does not support a causal relationship. They note that "Research also suggests that school administrators will achieve success in enhancing instructional quality if they allocate their direct efforts with teachers into nonevaluative channels" (Hallinger et al., 2014, p. 22).

The committee approach allows teachers to be highly involved in the development of the growth plan and, as a member, I can ensure that the desired characteristics of non-traditional instruction and varied assessments are part of the plan. We know that in the classroom, teachers lead change (Beatty, 2011). To ensure teacher "buy-in" and "psychological safety", the emphasis will be placed on ensuring that this is a growth plan and not an evaluation plan. The group's synergy may be more effective at developing and implementing plans compared to individual efforts from members of the senior administrative team (Bolman & Deal, 2013). Groups can improve communication of ideas and increase others' acceptance of decisions (Bolman & Deal, 2013, p. 174). Involving teachers encourages the adoption of shared values, a component of culture. Collaboration is necessary for an effective school (Detert et al., 2001) and schools must become learning communities (Hord, 2009; Stafford, 2017). Change leaders who are successful are "careful to develop others to assist with complex problem solving (Holmes et al., 2013, p. 271). By including teachers in the development of a plan, The School is addressing "culture fit" (Detert et al., 2001) which is a significant predictor of change success.

In addition to addressing culture, change, the committee approach facilitates participatory decision-making. Teacher participation may minimize resistance as they are involved in the change can develop a tool they find directly useful. "Innovation and change impulses are at best used as long as they fit or can be adapted to the beliefs, attitudes and needs

of teacher culture in general and the needs and problems of each single teacher in particular"

(Terhart, 2013, p. 496). The committee approach uses social capital, defined as teachers' positive

influence on each other (Hargreaves & Fullan, 2013).

Metaphorically, culture can be considered "social glue" (Detert, 2000, p. 851) that

guides behavior and shared attitudes in an organization. If culture is a social construct, then it

must be addressed collaboratively. Ideally, the attitudes of teachers on this committee, working

toward a shared goal, will disseminate throughout the rest of the faculty.

The composition of the group is important, considering that groups will operate on an

overt and hidden level (Bolman & Deal, 2013). The committee members would be a combination

of those who volunteer and those who are recruited. Hargreaves & Fullan (2013) classify

teachers into four categories: renewed, disenchanted, quiet ones, and resistors. In applying the

conceptualization of the four categories, renewed teachers are constantly challenged and engaged

in new pedagogies, and it is expected that these teachers will volunteer to participate.

Disenchanted teachers are those who may have been once accepting of change but, because of

poor previous outcomes, are no longer willing to change. It is will be necessary to recruit some

of these teachers. Quiet teachers are those who would rather work with two or three others, so I

do not expect them to volunteer. Resistors will not volunteer, although it may be valuable to

include some resistors as they can provide insight into why certain ideas may not be acceptable

thereby helping to improve them.

Some department heads must be on the committee as they will influence those in their

departments and therefore, they are change agents as well (Gaubatz & Ensminger, 2017).

Gaubatz and Ensminger (2017) found that department chairs who relied on authoritative power

were mostly unsuccessful as change agents, yet in this case, teachers and department heads are

sharing the decision-making. Inclusion of vocal change resistors, while difficult, offer valuable

insights and may solve two problems. Their involvement may minimize their resistance and

possibly contribute to the creation of better solutions.

Yi, Gu, & Wei (2017) found that bottom-up learning has a positive impact on the

speed of change. Therefore, by involving teachers, they may be more willing to implement the

growth plan sooner. Furthermore, teachers "on the front line" may have more information about

the types of professional development and collaboration they need. This is reminiscent of

Schein's "Humble Inquiry" (Kuppler, 2014b) approach, where managers consult those who are

doing the day-to-day work of an organization and may have different and relevant insights into

operations. Knight (2000) believes that when administrators do not value teacher autonomy,

changes will not be well received. One way of ensuring teacher autonomy in change initiatives is

to include them in the development process.

By including myself on the committee, I can more easily guide the development

towards a model that will ensure self-reflection and pedagogical diversity, without dictating the

specific details of the process. Effective school leaders take a role in the teaching and pedagogy

within the school (Holmes et al., 2013). The chair of the committee plays a critical role. The

chair should not over control or under manage the group's work as this will lead to frustration

and ineffectiveness (Bolman & Deal, 2013).

It has been found that top-down change can impact the magnitude of the change

process (Yi, Gu & Wei, 2017). That is, changes imposed from senior administration can have

larger scope and greater impact than changes implemented from the bottom-up. Furthermore, Yi,

Gu & Wei (2017) found that resource flexibility (the ability to accumulate new resources) and

coordination flexibility (the ability to reallocate or repurpose resources) impact change success.

In The School, senior administration has more control over both resource and coordination flexibility. By having a member of the senior administrative team participate, the committee will have access to resources and be able to determine how they are used. These resources include professional development funds and time (in terms of teacher schedules as the VP for academics prepares the schedule).

The teacher growth plan that will be developed should be multi-faceted to acknowledge that no one means of evaluation or growth is perfect. A collection of tools may provide a more varied and rich set of opportunities for reflection and growth. The actual set of tools will be determined by the committee, but ideally will include, as a minimum, these components: professional learning community or communities, peer-support, professional goal-setting, student involvement or feedback. The professional learning communities and goal-setting will be targeted approaches focusing specifically on new instructional methods and instructional methods that are less teacher-centered. The dualities approach will be used and we will reassure teachers that we are not asking them to dismiss all of their current teaching practices, but to try some new teaching styles on an occasional or semi-regular basis. This approach is meant to reassure teachers and provide greater "psychological safety" (Schein & Schein, 2017).

This approach is meant to directly address classroom practices that affect student experience and achievement. Directly addressing variables that influence school problems is the more direct means to improvement (Leithwood, Patten, & Jantzi, 2010). A committee approach requires teachers to take responsibility for these issues which is a critical factor in successful schools (Leithwood, Patten, & Jantzi, 2010.

Teacher participation will be an on-going concern. The School has no contractual leverage to insist that teachers participate, nor is it advisable to have participation without choice. This would simply be "going through the motions" without real self-reflection or motivation to try a new practice. Ideally, the enthusiasm and support of those teachers on the development committee will diffuse throughout the faculty. In reality, there will be some teachers, the "contentious resistors" (Gaubatz & Ensminger, 2017), who refuse to participate, but through the group (committee) approach, I plan to minimize their impact resulting in majority involvement of faculty.

Holmes et al. (2013) found that committees can take a longer time to accomplish their task because of the need to develop a shared vision (p. 275). By allowing teachers the time to reach consensus, the administration is demonstrating a high degree of trust (Holmes et al., 2013; Armstrong, 2013) and teachers will be more invested in the success of the group's goals.

The School has sufficient resources for books and journals to support the work of the committee, but since it will be an additional task, the time commitment from teachers may be a hindrance to their participation. Given that we have three different academic timetables and all teachers commit to athletics and extra-curricular activities, scheduling meeting time may the biggest logistical concern. Early evening dinner meetings are possible on occasion and possibly lunchtime meetings, although these are not ideal. The School can pay for substitute teachers to organize meetings during the day. The cost for substitute teaching is $80/hour for each teacher involved. A committee of 10 teachers, meeting once each week for 30 weeks, represents at least 300 hours of teachers' time. If half of this time requires substitutes, the cost is $12000. The Principal would have to approve this cost, and he has already agreed to support the project financially.

Finally, there is an emotional and psychological cost to this process. Change almost always meets with resistance and managing resistance takes both a psychological and emotional toll on the administrators, change agents, and teachers, particularly when those resistors area colleagues and, often, friends. We do not want teachers to feel that their current practices are inadequate. Robert Evans (as cited in Schwartz, 2017) reminds us that change is also about loss, another strong emotion. Acknowledging these emotions and providing forums to express these emotions and allow productive, respectful conflicts is essential to ensuring the successful work of this committee.

Leadership Approaches to Change

To understand The School as an institution, the psychological and dualities metaphors for an organization (Smith & Graetz, 2012) are applied. The psychological philosophy assumes that individuals are the most important element in the change process (Smith & Graetz, 2012), which is certainly the case for this OIP that targets teachers' practices. This philosophy appreciates the emotions of people involved in the change. Change is not clinical or done "to" individuals. They are affected by the change and their response will impact how the change proceeds. Psychological change, therefore, is slower because an individual's discomfort will impede the pace of change and must be managed. This philosophy is useful for understanding and managing resistance to change.

The cultural philosophy of change acknowledges the role of individuals, but accepts that change occurs through facilitation, encouragement, and manipulation (Smith & Graetz, 2012). Unsuccessful attempts at culture change can lead to greater tensions within the organization (Schein, 2017). The cultural philosophy also sees change as a slow process, but also as a difficult process. There are commonalities and differences between these two philosophies. The

psychological philosophy focuses on the individual while the cultural philosophy focuses on the

social and collective experiences (Smith & Graetz, 2012).

The dualities philosophy accepts that there are contradictions in all organizations and

sees these contradictions as potentially empowering, if properly managed (Graetz & Smith,

2010). By acknowledging the dualities within an organization, a creative tension is created and

the organization can be strengthened by accepting this combined rather than mutually exclusive

approach (Smith & Graetz, 2012). For this OIP, the dualities approach accepts that traditional

teaching must be balanced with innovative classroom practices. We do not want to create an

either-or environment. However, the traditional practices should not be completely eliminated as

the combination may result in a more powerful educational experience for students. The dualities

approach is rich in its capacity to combine both a top- down and bottom-up approach, ensuring

the organization is primed to experience the benefits of both. This is an acknowledgement that

dualities are not alternatives of each other, but can be complementary (Smith & Graetz, 2012).

From this perspective, the two leadership models have been chosen to lead this change process:

transformational leadership and instructional leadership. Transformational leadership seeks to

empower others (Aas & Brandmo, 216; Givens, 2008). This empowerment will occur through

teachers' participation in the development of the specifics of the growth plan. Instructional

leadership focuses on activities directly related to teaching and learning (Bush & Glover, 2014;

Hallinger, 2003). Transformational leadership was selected because of its focus on supporting

and encouraging teachers as a means to improve the organization. Instructional leadership is

necessary because of the focus on teacher practice and classroom activities.

Transformational Leadership. Transformational leadership has become a popular

model for educational administration (Berkovich, 2016; Hallinger, 2011), possibly because of the

emphasis on change in education and educational structures (Berkovich, 2016). Transformational

leadership focuses on making significant and systemic changes in organizations by empowering

people, and it has been found to be effective (Yukl, 1999; McCarley et al., 2014). Burns (as cited

in McCarley, Peters & Decman, 2014) introduced transformational leadership model in 1978 and

viewed these leaders as those who raise other individuals to a higher degree of motivation.

Northouse (2016) summarizes this succinctly stating that "Transformational leaders set out to

empower followers and nurture them in change" (p. 175). Empowerment can occur by

distributing leadership tasks and increasing organizational capacity. That is, everyone has the

responsibility to build culture, create a vision and work toward the vision.

   Several components of transformational leadership are idealized influence, inspirational

motivation, intellectual stimulation, and individualized consideration of the followers (Bass,

1996). Transformational leaders understand that the leader herself/himself does not

independently create change or a positive environment (Aas & Brandmo, 2017; Hallinger,

2005). Given the nature of schools where teachers often work independently and classroom

activities are determined by each teacher, empowering them to be part of a change vision is

imperative as it can minimize resistance and build trust from teachers (Armstrong, 2013).

   McCarley et al. (2014) report on research that transformational leadership is more

facilitative of change leading to organizational improvement. This may be due to its focus on

shared values and shared responsibility while maintaining high expectations of all constituents.

There is a statistically significant relationship between transformational leadership and a positive

school climate where teachers are engaged and feel supported with low levels of frustration

(McCarley et al., 2014).

My one misgiving about transformational leadership theory is that it still emphasizes charismatic traits of leadership (Berkovich, 2016; Northouse, 2016; Yukl, 1999). A certain amount of its effect is dependent upon individual personality traits of the leader, or a certain charisma. This may be an earlier construct of the theory (Yukl, 1999), but follower trust in the leader is an essential component. While trait-based leadership still occurs, I believe that leaders can be developed and that trait-based leadership is not a useful construct in education or any organization as they do not account for personal growth or complexity of modern organizations. Yukl (1999) notes that some "define transformational leadership primarily in terms of the leader's effect on followers, and the behavior used to achieve this effect" (p. 286). The leader must model the values and principles she/he wishes to instill in followers and within the organization and help others to change and grow. We also know that successful principals are learners alongside of their teachers and encourage a participatory approach to solving complex problems (Holmes et al., 2013). Cawsey et al. (2016) caution leaders regarding the use of charisma noting that "there are good reasonss for people to be suspicious of charismatic appeals because history demonstrates that personal magnetism is not always directed toward desirable outcomes" (p. 114). Change leaders can be very effective without relying on personality traits such as charisma (Cawsey et al., 2016).

Instructional Leadership. Instructional leadership, also called leadership for learning, focuses leaders' attention on instruction for learning and "is the longest established concept linking leadership and learning" (Bush & Glover, 2014, p. 556). Instructional leaders are concerned with student achievement and therefore teacher activities to enhance that achievement. Bush & Glover (2014) note that the focus on instructional leadership is on what is being influenced (ie the teachers and student learning), but less on the how of leadership. There are

three dimensions of instructional leadership: defining the school's mission, managing the

instructional program, and promoting a positive school culture for learning (Hallinger, 2003).

Instructional leadership focuses on collaboration among teachers, opportunities for professional

growth, and the creation of professional learning communities (Shatzer et al., 2013).

It has been clearly established that transformational leadership has benefits for both the

organization and its employees. Transformational leadership is correlated with both personal

outcomes and organizational outcomes (Givens, 2008). That is, teachers may find greater job

satisfaction and, specifically, higher levels of organizational citizenship which means extra

efforts and contributions beyond those contractually required (Given, 2008). Given our concerns

regarding teacher "buy in" and teacher resistance to the growth plan, transformational leadership

may overcome this barrier. Transformational leaders can inspire teachers to voluntarily and

eagerly participate, reflect on their own practices, and attempt new instructional strategies.

Schools in general are traditional organizations, slow to embrace change. The School, in

particular, is rather traditional because of its provincial context (requirements by the Ministry of

Education) and because of its history and current culture. Givens (2008) reports that the military

and religious institutions, other organizations that are generally conservative and traditional,

have used transformational leadership to improve organizational effectiveness. This is possibly

because employees feel empowered, valued, and heard. Transformational leaders listen to

followers' concerns while creating a vision that is beneficial for the organization but not at the

expense of employees.

Instructional leaders still focus on defining and communicating the school's mission and

vision, but are also involved in working directly with teachers (Hallinger, 2005). Instructional

leadership is also considered a top-down approach (Aas & Brandmo, 2016; Hallinger, 2005).

Karadag et al.'s (2015) meta-analysis on leadership effect on student achievement discovered that instructional leadership had a "more significant effect on student achievement than did leadership styles" (p. 87) and that "The positive effect of instructional leadership in student achievement is supported by the literature" (Karadag et al., 2015, p. 87). Typically, leaders' impact on student outcomes is indirect as instructional leaders work on developing teachers and instructional capacity which have positive influence on results. There can be confounding variables that impact student results that may be outside of the influence of the instructional leader. These may be cultural or socio-economic factors specific to the student or, perhaps, cultural factors within the school environment. In the latter case, transformational leadership may have more impact on school culture (Bass & Avolio, 1993).

At The School, administrators very rarely visit classrooms, although given the physical arrangement of the school and its relatively small size, administrators and other teachers are aware of what occurs in other classes simply by walking past classrooms and moving around the school. Parent concerns are typically, and often, addressed to administrators, therefore, administrators are very aware of how classes function. At the same time, administrators do not give direct feedback to teachers regarding pedagogy. This is simply not the culture or legacy of the school. In a few cases, when administrators have asked teachers to make adjustments or do something differently, such as post class resources in our online student portal, teachers may not agree or follow through. In this case, administrators have no recourse, and simply rely on the professionalism of the teacher. Transformational leadership may help address some of the concerns of teacher practice, teacher collaboration, teacher reflection, and professionalism.

Communicating the Need for Change

Organizational change initiatives fail if there is confusion or disagreement about why the change is necessary or what needs to change (Cawsey et al., 2015). Hence, most change models begin by communicating the need for change. Cawsey et al. (2015) call this the "awakening" stage. Kotter calls this "unfreezing", and Schein believes this information can motivate individuals to embrace the change. Stage 1 on the Schein model, based on Lewin's three stage model, includes creating the motivation for change (Schein & Schein, 2017). In addition to sharing a compelling vision, "The person or group that becomes the target of change, that must unlearn something and learn something new, must come to feel that it is possible and in its own interest" (Schein & Schein, 2017, p. 328). The communication plan must include some "disconfirmation" (Schein & Schein, 2017, p. 323) or information that demonstrates the organization is not meeting its goals. This is a difficult task as all of our students graduate and are accepted into post-secondary institutions. The School's rating based on results of provincial standardized exams has dropped over the years (Cowley & Labrie, 2016) although there may not be a connection between this data and instructional techniques. Indeed, one of the biggest challenges in this OIP will be convincing teachers that there is a need to modify, even occasionally, their classroom instruction.

The approach to communication will be to use "creeping commitment" (Cawsey et al., p. 165) and coalition building. The communication does not have to be formal. As leader of this change process, I plan to use a great deal of informal communication channels to promote the need for change and champion those teachers who are trying new instructional approaches. These informal conversations will be two-way dialogues as I gather information from teachers about their receptiveness to altering their practices and reasons for their reticence to change. It is

important to engage stakeholders (our teachers) in the communication process. My plan is also to

discuss the need for diverse instruction constantly as the need for change processes must be

repeatedly communicated (Cawsey et al., 2016, p, 102). There is a spider-web impact of informal

conversations as teachers tend to repeat conversations that are held with administrators. That is,

when one teacher speaks with an administrator, that conversation is repeated, often multiple

times to other teachers. Although the repeated version of the conversation may not always be

supportive, the change process is being considered and pedagogy is being discussed. Change is

facilitated when we listen to teachers with respect and acknowledge the difficult emotions that

may arise because of the pending change (Beatty, 2011). The coalition of supportive teachers

will also be part of the informal communication network, building support for the change. There

are certain influential teachers within the faculty and also teachers who freely share their

opinions. It will be important for this process to ensure that these influential teachers are part of

the supportive coalition.

Formal communications are also necessary, and for this, it is important to have the

Principal and all Vice Principals support the need for change, support the plan for change, and

articulate the vision for this change. These formal communications will occur at all bi-weekly

staff meetings. I would also like to encourage the Principal and other Vice-Principals to

frequently discuss this OIP with teachers informally.

Conclusion

This chapter outlined the use of transformational and instructional leadership

approaches in developing a process of increased teacher reflection and varied instructional

practices. Nadler and Tushman's (1980) Congruence Model was used to analyze the School and

determine incongruencies between the administration and teachers, teachers knowledge of new

practices, the culture of the school, and the external environment. The selected solution to

address the problem of practice is to develop a committee of teachers to develop a multi-faceted

teacher growth plan. The specific implementation steps will be presented and discussed in

Chapter 3.

Chapter 3: Implementation, Evaluation, and Communication

Chapter Summary

This chapter presents the design and implementation of the solution for this Organizational Improvement Plan using Kotter's (2005) eight-step change model and the PDCA cycle (Pietrzack & Paliszkiewicz, 2015; Moen & Norman, 2009) to monitor the success of the plan at both a micro and macro level. Details of the communication plan will be presented and ethical issues surrounding the implementation will also be examined.

Change Implementation Plan

To increase teacher reflection leading to openness to alternative pedagogical practices, a committee of key individuals will be formed whose mandate is to develop a teacher growth plan. This OIP is also advocating for teacher leadership in the renewal of teacher skills and professional practice within a long-standing culture of individualism rather than collaboration in a private school setting. The committee approach makes use of social capital, defined as teachers' positive influence on each other (Hargreaves & Fullan, 2013). As Hargreaves and Fullan (2013) contend," To enact change faster and more effectively, to reduce variation in effective teaching in a school or between and among schools in terms of networks, our advice is to use social capital" (p. 37). Change is facilitated when faculty have opportunities to safely engage in professional dialogues about teaching and learning in an environment where mental models and the status quo are openly and collectively reviewed (Evans et al., 2012). Engaging others in the change process is consistent with a transformational leadership approach, as the underlying assumption is that participatory strategies increase chances of success (Cawsey et al., 2016). The members of the Development Committee will become teacher leaders who build trust and rapport with colleagues which is a precondition for change in schools (Fullan, 1993).

Teachers' trust in colleagues and leaders is a factor that underpins any change initiative and essential for a positive emotional environment (Leithwood & Sun, 2015). Teacher-leaders are close to the actual work of the school, and therefore, better situated to diagnose problems, manage processes, and identify obstacles to the implementation of new practices. Fullan (2006) states, "Shared vision and ownership is more an outcome of a quality process than it is a precondition. This is important to know because it causes one to act differently in order to create ownership" (p. 10). The Vice Principals in the school will be asked to model change through the organization and structure of their meetings. I will also model change by teaching a class using non-traditional instructional methods.

Change Vision Statement. All changes processes begin by sharing a change vision to establish the purpose and motivation for the change. In our first pedagogical days in August, I will facilitate an activity asking all teachers about the needs of students in 2018. Specifically, how students learn, what motivates them, and what types of activities are useful for them. From this set of data, we will co-construct a draft vision statement, incorporating teacher ideas. In this way, teachers will have contributed to the vision statement, establishing a sense of ownership and commitment to it. As the change leader, I developed the following vision statement framework that will be presented and then enhanced by teacher suggestions and feedback.

As teachers we must consider the students' daily experience, creating a variety of learning experiences so they remain engaged and motivated. We do not want to extinguish students' desire to learn by providing repetitive learning experiences. Students have indicated that they most enjoy school and benefit from a variety of learning experiences (Groves & Welsh, 2010). As a school, we wish to support teachers in learning and trying new

instructional strategies to increase student interest and to enhance teachers'

professional practice. We hope to provide students with diverse instructional

experiences and we hope that teachers will find this process professionally

invigorating.

Student boredom is a real issue and an impediment to learning (Groves & Welsh, 2010;

Warner, 2016). While it is difficult to measure student boredom, student and parents do mention

this to me, and I wonder if there is a correlation between this and the increasing number of

classroom comportment issues which we track using an online conduct report system. Most

teachers do have students' best interest as their primary focus, and this vision statement appeals

to their intrinsic sense to support and do the best for their students. Professional growth and new

classroom experiences may be invigorating for teachers as well. Change requires capturing "the

hearts and minds" (Kotter, 1995, p. 100) of those involved.

This OIP is targeting a two year timeline to impact all of the teachers at The School. In

the first year, the Development Committee will be established and complete its work developing

and piloting tools for teacher self-reflection and growth. In April of Year 1, the tools will be

introduced to all teachers. Throughout Year 2 all teachers will be asked to use the Teacher

Toolkit and begin to use new teaching strategies. We will also encourage teachers to visit each

other's classes to watch lessons and then collectively reflect on what was positive and how it

could be improved.

The Development Committee will be chaired by me, the Vice-Principal for Academics,

although no other administrators will sit on the committee. One of the critical roles of the

chairperson will be to provide research for the committee regarding each component of the

growth plan. For example, when discussing the implementation details of student evaluations, the chairperson will provide research and samples for this discussion.

The composition of committee members will be carefully considered to ensure fair representation across departments and a balance of champions for the cause as well as "contentious resistors" (Gaubatz & Ensminger, 2017). Hargreaves & Fullan (2013) classify teachers into four categories: renewed, disenchanted, quiet ones, and resistors. Renewed teachers are constantly challenged and engaged in new pedagogies, and it is expected that these teachers will volunteer to participate. Disenchanted teachers are those who may have been once accepting of change but, because of poor previous outcomes, are no longer willing to change. It is will be necessary to recruit some of these teachers. Quiet teachers are those who would rather work with two or three others, so I do not expect them to volunteer. Resistors will not volunteer, although a few teachers who are identified as resistors will be asked to participate. It is valuable to include some resistors as they can provide insight into why certain ideas may not be acceptable thereby helping to improve them. The reality is that some teachers will not adjust their teaching methodologies. This process should minimize those who will never change or at least pique their curiosity about this need.

Table 6 indicates each department and division within the school, the number of teachers per department, and the number who will be asked to sit on the committee. Note that the initials used in this table have been selected randomly for purposes of anonymization. They will be approached in mid- to late August 2018.

In addition to developing the instruments to be used, committee members will be responsible also responsible to explain for the plan to colleagues and to support the plan once it

has been developed. This is critical, as there are likely to be more resistors than supporters

among the faculty.

Table 6

Teacher participation in OIP committee

	# of teachers in the department	Number asked to participate	Initials of teachers who will be specifically encouraged to join the committee
Mathematics (high school)	10	2	AB
Social Studies (high school)	9	2	CD
Science (high school)	10	2	EF
English (high school)	10	2	GH
French (high school)	10	2	IJ
Arts (all school)	8	2	KL
Physical Education (all school)	8	1	MN
English (elementary school)	10	2	OP
French (elementary school)	10	2	QR
Chair (VP Academics)		1	
Totals		18	

Only one administrator will be included on the committee to ensure that a growth plan

is developed and not an evaluation plan. It is also a means to better ensure participation by

teachers and a small step to ensuring their psychological safety. An evaluation plan implies

criticism to many educators. Emotionally, this is challenging for many teachers, and historically,

The School has never had formal teacher evaluations. There would be a great deal of resistance

to impose this process now. Also, an evaluation plan sets standards devised by others, not the

teacher. A growth plan allows the teacher to determine priorities based on her/his own reflection,

specific subject, and students. In this way, I hope to tap into teachers' intrinsic motivation in a

non-threatening manner. This strengths-based approach is meant to encourage and motivate

teachers as they face challenge and change.

To model change and trying new approaches, committee meetings will model

collaborative learning and communication tools such as think-pair-share, jigsaw activities,

brainstorming activities, and idea museum walks, for example. As chairperson, I will use

strategies to ensure that every member has the opportunity to speak and to contribute, and, based

on willingness, the chair will rotate every meeting.

The committee will be given a framework for the creation of the growth plan or the

"Teacher Growth Toolkit". The committee will discuss and confirm the elements of a framework

for a growth plan and then use the framework to design the specific details of the following four

components: a professional learning committee, self-evaluation tools, peer-collaboration, student

feedback, goal-setting, and a process for formal self-reflection. Research supports the

relationship between these four components and improvement in instructional quality (Darling-

Hammond, 2013; Hallinger et al., 2014). The committee will work on devising the details of

each of these components such that they fit with the unique characteristics of The School. There

is a large body of literature about each of these components, but because they are components of

the whole teacher growth plan and specific implementation details are tasked to the committee,

these components will be discussed briefly.

Self-evaluation instruments. The self-evaluation instruments proposed for the

committee are rubrics that teachers can use to self-assess their current practice including

planning and preparation, knowledge of curricula, relationships with students and parents,

instructional methodologies, and teacher administrative duties. Although rubrics can be used for

formal evaluation, their great strength also lies in teacher self-evaluation (Danielson, 2006, p. 12). They are also valuable in raising the professional standards of teaching (Danielson, 2006, p. 18) and they provide a common language and set of criteria for all teachers. They provide a list of specific actions that skillful teachers demonstrate. A comprehensive set of rubrics can touch on all aspects of teaching. The committee will be provided with numerous sample rubrics from the work of Danielson (1996) and Marshall (2013) that can be modified to some degree to reflect the goals of the committee and this OIP. For example, we will ensure that there are criteria to assess the use of varied instructional methodologies, differentiated instruction, and review of the instructional practices. Teachers can evaluate themselves on a four or five point scale and then consider how to improve their own rating in each skill. We will also avoid a numeric one to four rating scale and instead use descriptors that can communicate beliefs about teachers' ability to improve. For example, instead of descriptors such as "does not meet standards", "improvement required", "effective" and "highly effective", phases such as "not yet", "developing", "proficient" and "accomplished" implies to teachers that they can grow and improve (Marshall, 2013). A sample of these rubrics is provided in the Appendix A. These rubrics provide a means to communicate the desirable qualities The School values in teachers. This awareness, regardless of teachers' actual score, is valuable. By completing these rubrics at least twice per year, teachers can consider their practice and use them as a guide to choosing their professional goal.

Peer-collaboration. Teachers will be encouraged to work with a colleague in some fashion to discuss their teaching. The committee will determine if this may be done by peer-review in the classroom or one-on-one discussions, within the same department or across different subjects and divisions (for example, a math teacher working with a French teacher or an elementary level teacher working with a high school teacher). Peer-collaboration encourages

teacher ownership and agency in the change process and extends the network of support. Professional development that involves collaboration is effective as it builds personal and professional capacities (Binkhorst, Poortman, & van Joolingen, 2017, p. 135).

Professional learning communities. Professional learning committees are arguably the most popular vehicle for professional growth in schools (Riveros et al., 2012; Vescio et al., 2006). Vescio et al.'s (2006) research review determined that well managed PLCs do have a positive impact on teaching practices and student outcomes. PLCs improve student outcomes through teacher collaboration and shared focus. Successful PLCs harness not just teacher involvement, but also teacher agency (Riveros et al., 2012) as teachers feel empowered to propose and enact changes that they discuss. Discussion without action does not foster change.

Effective PLCs must be designed and managed; they are not simply a group of teachers having a conversation. There are several key characteristics of effective PLCs. They must be content focused, incorporate active learning strategies, encourage collaboration, model effective teaching, provide expertise, include feedback and time for reflection, and exist for a medium to long-term duration (Darling-Hammond, et al., 2017). Time and resources must be provided for teachers to learn and try new techniques.

The PLC that is created will be asked to focus on new and diverse instructional approaches. Participants will be asked to research, test, and report back to the group. The goal of the committee will be to determine the size and composition of the PLC and then to assist with its implementation. The higher percentage of teachers involved in a PLC within a school is correlated with higher student achievement (Leithwood, Patten, & Jantzi, 2010).

Goal setting. Professional goal setting is an effective tool for growth (Morisano et al., 2010). By setting explicit goals, individuals can focus their attention, time, and effort toward

goal-related activities and away from activities that do not contribute toward the goal (Morisano et al., 2010, p. 256). People also tend to reach their goals when they are specific and well-defined (Lock et al., 1989). Goal importance was also highly correlated with goal attainment (Emmons & Diener, 1986), and the mere presence of a highly self-rated goal and not just attaining that goal can create a positive attitude (Emmons & Diener, 1986). Goal-setting may also increase teacher ownership of the new practices and help make them more sustainable (Binkhorst, Poortman, van Joolingen, 2017). Binkhorst et al. (2017) note that it is important to discuss goals explicitly and to ensure teachers' goals are aligned with organizational goals.

The Development Committee will develop the forms and a timeline for teacher goal-setting. The form will ask teachers to determine their own goal-attainment criteria. The committee must determine whether teachers should set goals related to new practices or whether they can choose goals related to improving their current practice. Teachers may use the self-evaluation rubrics to help them select a goal. As VP of Academics, I will work with teachers in setting a realistic goal. For example, they might wish to incorporate more cooperative learning strategies in their classrooms. In this case, we will work together to assist them in finding resources and workshops to attend. Some teachers may wish to do more collaborative teaching within their department or create a partnership with another subject. For example, a math and science teacher may want to develop a cross-curricular project. French teachers may want to work cross-divisionally where high-school students work with French classes of younger grades. Other goals may include researching non-teacher centred instructional approaches such as video play lists, flipped classroom, or student presentations.

The change leadership team will also encourage goals to research, develop, and use non-traditional assessment methods to move away from paper-based tests and essays. The

change leadership team will initially consist of the Development Committee, but, using

transformational leadership, this team will grow to include teachers, thereby creating a culture of

shared ownership and responsibility.

Student evaluations. While common-place in post-secondary institutions and other

jurisdictions, student evaluations are not the norm in high schools in this province. There is a

large volume of research on student evaluations in post-secondary institutions, but little for

secondary schools. Spooren et al. (2013) found that the majority of these studies focus on

specific settings using specific instruments, making it impossible from which to draw

generalizations about the practice. They do note that "SET (student evaluation of teaching)

research reveals a positive correlation between SET scores and other indicators of teaching

quality (e.g., student learning outcomes, alumni ratings, self-ratings)" (Spooren et al., 2013, p.

629).

Many teachers will argue that students are not mature enough or reflective enough to

provide meaningful feedback. However, as compared to occasional visits by administrators,

students are the best source of information regarding the classroom environment on a consistent

basis and about teachers' ability to engage students (Bill and Melinda Gates Foundation, 2012;

van de Lans et al., 2015). Young people are capable of having thoughtful and insightful views

regarding their education and these views are valid and as important as any other constituency

(Groves & Welsh, 2010, p. 87). In Norway, student evaluation of teachers is a mandated practice

in secondary schools (Elstad et al., 2015). The arguments for this include the government's

creation of new teacher evaluation strategies, students' democratic right to state their opinion

about their education (Elstad et al., 2015, p. 380), and interestingly, the desire to instill the

concept of student co-determination in education (Elstad et al., 2015, p. 379). In other words,

another value of this process is to promote the concept of education as a partnership between student and teacher. Teachers can be resistant to student evaluations, although this resistance can be reduced by managing teachers' stress related to these evaluations and administration's expectations of the data used (Elstad et al., 2015). Teachers need to believe that the evaluations will benefit them professionally. Student evaluations can also be a vehicle to encourage communication between students and teachers regarding the teaching and learning process.

At The School, the goal will be to encourage teachers to distribute student evaluations anonymously ideally twice per academic year, but at least once. The committee will provide age-appropriate samples for teachers to use, and teachers will be allowed to modify them. The only requirement is that teachers do collect student evaluations and that they reflect on the results. Teachers will be not required to share or publish results with anyone else, unless they wish to discuss the ratings and its impact on their teaching.

Timeline. In June 2018, this plan will be presented to the school's senior administrative team as their support is vital to the launch and future success of the change initiative. By showing their support publically at staff meetings and in general conversation, they will reinforce the importance and value of this change process. At our first full staff meeting in August 2018, I will present the plan to all teachers and the Principal will emphasize the necessity of this change, indicating his enthusiasm and support for the plan and encourage teachers to be part of the committee. Having the Vice-Principals for each division vocalize strong support at their respective staff meetings will better ensure a collective and united effort as an administrative team.

The committee will begin meetings in September and meet biweekly until April, 2019 with pilot projects occurring for the four components and partial implementation in spring 2019.

The Stages of Concern Questionnaire will be distributed to all teachers in September 2018. The

results will be shared with the Development Committee. Full implementation, that is all teachers

participating in all four components, will occur in the 2019-2020 academic year and the

committee will continue, although with a different mandate to revise and oversee the change.

There are two pedagogical days in which we can bring in outside presenters. In spring 2018, the

committee will review possible presenters for the 2019-2020 pedagogical days. Table 7 lists the

dates and topics of the meetings for the first year. The committee will follow the concept of

SMART goals that are defined as specific, measurable, attainable, relevant, and timely. The

specific goals will be the creation of each instrument. The goals are measurable in that we know,

in general, what they will be, although not the specifics. There is no doubt that developing each

instrument is attainable, as long as we are diligent about regular meetings and adhering to the

timeline set forth. Each of these goals is relevant to the greater process of encouraging teacher

self-reflection on their classroom practices.

In year 2 of this OIP, the academic year 2019-2020, the goal is that all teachers will be

using the teacher toolkit and implementing some new instructional methods in their classes.

Table 7

Committee Timeline and Meeting Topics

Meeting Number and Date	Task and Desired Outcome	Homework	Committee chair prep work for next meetings
1. Sept. 4, 2018	i) Explain purpose of committee – development of four tasks ii) Discuss possible committee mission statements iii) Provide sample self-evaluation rubrics	i) In shared doc, enter shared notes and comments on shared committee mission statement. ii) review sample self-evaluation rubrics	i) Collate information from shared doc into 3 possible mission statements
2. Sept. 18, 2018	i) Examine & discuss three potential mission statements ii) Choose mission statement; if no consensus, then vote iii) Discuss rubrics and enhancements	i) Consider mission statements. Be prepared to choose one in next meeting. ii) Review rubrics	i) Collate new rubrics
3. Oct. 2, 2018	i) Self-evaluation rubrics ii) Discuss goal setting	Pilot self-evaluation rubrics and bring feedback	i) Prepare sample goal setting templates
4. Oct. 16, 2018	`i) Finalize rubrics ii) Discuss goal setting templates	Review, try goal setting templates	i) Finalize rubrics
5. Oct. 30, 2018	i) Feedback on goal setting templates	Review, try goal setting templates	i) Update goal setting templates
6. Nov. 6, 2018	i) Finalize goal setting templates ii) Discuss PLC's	Read about PLC's	i) Bring research and articles about PLC's
7. Nov. 20, 2018	i) Discuss format, composition of PLC	Continue to read about PLC's	i) Collate notes on PLC's
8. Dec. 4, 2018	i) PLC discussions continued		
9. Dec. 18	i) Finalize format of PLC		i) Prepare document explaining how PLC will work
10. Jan. 8, 2019	i) Review all three processes developed to date		i) Update process documents based on meeting notes ii) Prepare sample student evaluation forms (4 or 5 targeted to age/grade)
11. Jan. 22, 2019	i) Review and discuss sample evaluation forms	i) Pilot student evaluation	ii) Update evaluation forms based on

			committee feedback
12. Feb. 5, 2019	i) Discuss pilot of student evaluations ii) Suggest updates to form	i) Pilot updated version of student evaluation forms	ii) Update student evaluation forms
13. Feb. 19, 2019	i) Finalize student evaluations		i) Update student evaluations ii) Prepare all four processes into one collection for presentation to teachers
14. Mar. 19, 2019	i) Review collection of 4 processes ii) Plan presentation to teachers	i) Continue to review and pilot	ii) Make updates to collection as suggested in meeting
15. Apr. 2, 2019	i) Finalize presentation to teachers		

Meeting Procedures. All committee documents will be stored in a shared Google drive

accessible only to the committee. The meeting agenda will be available at least three days before

each meeting and will include time allocated to each item, although some items may be open-

ended for discussion. The chairperson will ensure that these times are respected. Documents and

drafts of materials will be distributed prior to each meeting. Minutes of each meeting will be

distributed within two days after the meeting. Committee members must understand that as a

working committee, they may be responsible to review materials between meetings.

<div align="center">

Change Process Monitoring and Evaluation

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The Plan-Do-Check-Act (PDCA) framework (Moen & Norman, 2009; Pietrzack &

Paliszkiewicz, 2015) will be used to evaluate the success of this change plan. It is a cyclical

method that gives the opportunities to modify plans based on implementation feedback (Moen &

Norman, 2009; Pietrzack & Paliszkiewicz, 2015). The first stage in the cycle is the *plan* stage

when change agents create the mission statement, design the objectives for the change, and select

strategies for meeting these objectives. The *do* stage is the communication and implementation

of the strategy, and as well as motivating and engaging participants. Changes are documented

and data are collected to support the *check* or *study* stage in which the results are analyzed. The

act or *adjust* stage determines the best course of action based on the analysis. The plan may be

continued as is, modified, or dropped. If the plan is not dropped, then the cycle is repeated.

In this OIP, the PDCA cycle will occur at both a "micro" and a "macro" (Kang, 2015)

level. The "micro" level represents the work of the committee as they develop the four

instruments. The "macro" level is the overall change process looking at teacher culture and

adoption of new instructional approaches. Table 8 indicates the macro milestones that have been

identified for this OIP.

Table 8

Milestones for Year 1 and Year 2

Milestone	Date
Development Committee Formed	Early September 2018
Self-evaluation rubrics formed and being piloted	End of October 2018
Goal-setting forms prepared and being piloted	End of November 2018
PLC structure determined and being piloted	End of January 2019
Student-evaluation templates prepared and being piloted	End of February 2019
Introduction of toolkit to all teachers	April 2019
At least 25% of teachers using two of the instruments (based on Teacher Growth Plan Evaluation Survey, Appendix E)	April – May 2019
Teacher Focus Group for feedback	Early June 2019
90% of teachers using at least two of the instruments (based on Teacher Growth Plan Evaluation Survey, Appendix E)	September 2019
Teacher Focus Group for feedback	January 2020
Second iteration of development committee formed	September 2019

At the "micro" level, it is important that the development committee devise their own mission statement for their work (Pietrzack & Paliszkiewicz, 2015). The plan stage has been outlined on the committee timeline. Piloting each instrument as they are developed and then adjusting them based on the pilot experience represents the do, study, and act phases of the cycle. Meetings will be scheduled with the goal of working through the PDCA cycle twice with each team developed instrument. The work of the committee is to continually discuss the utility of these instruments, and it is essential that committee members pilot them and in their own classes to provide feedback based on experience and not assumptions. This gives teachers agency over

the change process and represents empowerment evaluation, introduced by David Fetterman

(1994) as an evaluation approach where those involved with a change process perform the

evaluation themselves. "Empowerment evaluation is the use of evaluation concepts, techniques,

and findings to foster improvement and self-determination." (Fetterman et al., 2015, p. 4). This

participatory approach to evaluation differs from other formal evaluation methods where the

evaluators are external to the organization and hence at arm's-length from the process

(Fetterman, 1994). It also requires that participants suggest modifications themselves, not relying

solely on external experts creating the internal capacity for continual improvement. It is well

suited to this change process as teacher participation is essential and self-reflection has always

been a foundational principle in this OIP and matches the cyclical process of empowerment

evaluation (Wandersman, 2004). A further strength is that empowerment evaluation can be used

at any stage of the project and continue to be used as the project continues.

Empowerment evaluation requires stakeholders' participation, increasing participants'

capacity to conduct the evaluation and then use those results for further refinement and

improvement. Participants' collaboration among themselves is increased as they work to improve

the program (Wandersman, 2014). Two tools used in empowerment evaluation include having a

"critical friend" (Fetterman, 2004, p. 579) providing constructive feedback and creating a

community of reflective practitioners (Fetterman, 2004, p 579). The professional learning

community and peer collaboration process that we establish will meet this requirement.

Having tested the instruments, the committee themselves act as a focus group. Some

researchers suggest focus groups are superior to surveys in evaluating or analyzing culture

(Fetterman et al., 2015; Kuppler, 2014). Surveys can lead respondents in a certain direction,

while the organic nature of a conversation in a focus group may reveal cultural artefacts or

personal concerns that would not have been revealed through other methods. The Development

Committee then has more information to use in creating and improving the instruments. As

change agent, I can use this information to help with researching professional development and

determining which teachers need extra guidance.

Two figures are provided to illustrate the OIP organization and its impact on the

school's culture and the change cycle. Figure 3 represents the PDCA cycle the Development

Committee will use as it develops each instrument in the toolkit (this cycle is repeated for each

instrument). The diagram also illustrates the cycle of teachers' use of the toolkit and new

classroom methods contributes to teacher reflection, which is an invisible construct of school

culture. Figure 4 represents the PDCA cycle for this OIP as it relates to Kotter's Change Process
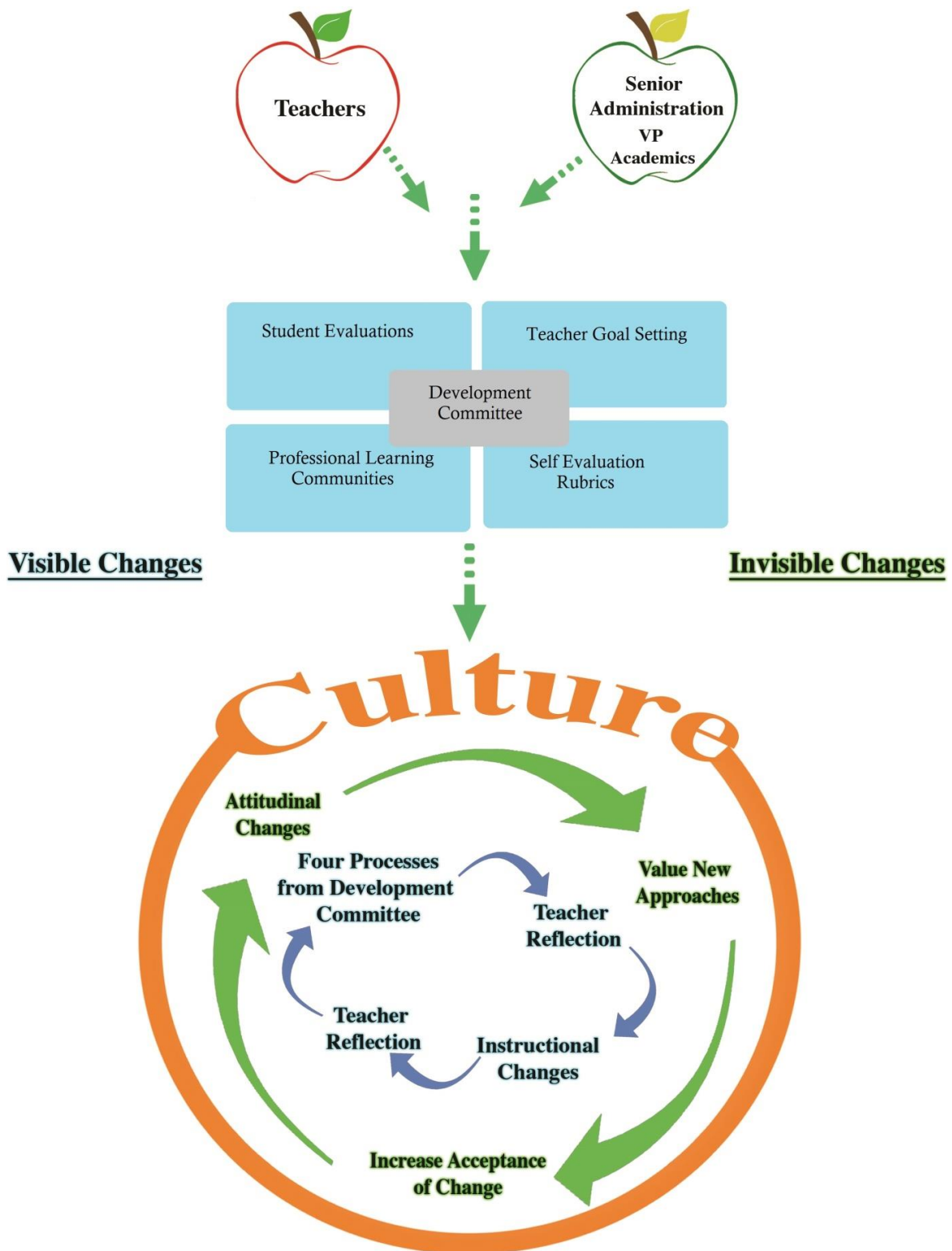
Figure 3. The Change Process Overview.
Created by B. Montgomery (2018).

PDCA Cycle

Kotter's Change Management

1. **Create** a sense of urgency (OIP vision statement)
2. **Build** a guiding coalition (Development Committee) (Committee's mission statement)

Plan
Year 1 September

1. Share Change Plan Mission Statement
2. Create Development Committee
3. First round of School Culture Triage Survey
4. First round of SOC Questionnaire

3. **Form** a strategic vision and initiatives

4. **Enlist** a volunteer army (Development committee)

Do
Year 1 – September - April

1. Development Committee Creates & Pilots Toolkit (4 instruments)
2. PDCA cycle for each instrument
3. Conversations with individual teachers re: SOC results & their needs re: new methods

4. **Enable** action by removing barriers (remove evaluation component)

5. **Generate** short term wins (informal and constant support of teachers trying something new)

Check
Year 1 April – June & Year 2

1. Stages of Concern Questionnaire Repeated
2. OIP Teacher Growth Plan Evaluation Survey distributed

Act
Ongoing & after each questionnaire

1. Continued conversations with individual teachers re: SOC results
2. Research and present new teaching ideas

7. **Sustain** acceleration
Continuous conversations. Repeated surveys. Constant communication. Encourage more teacher involvement.
8. **Institute** change
All teachers using "toolkit". All teachers trying something new
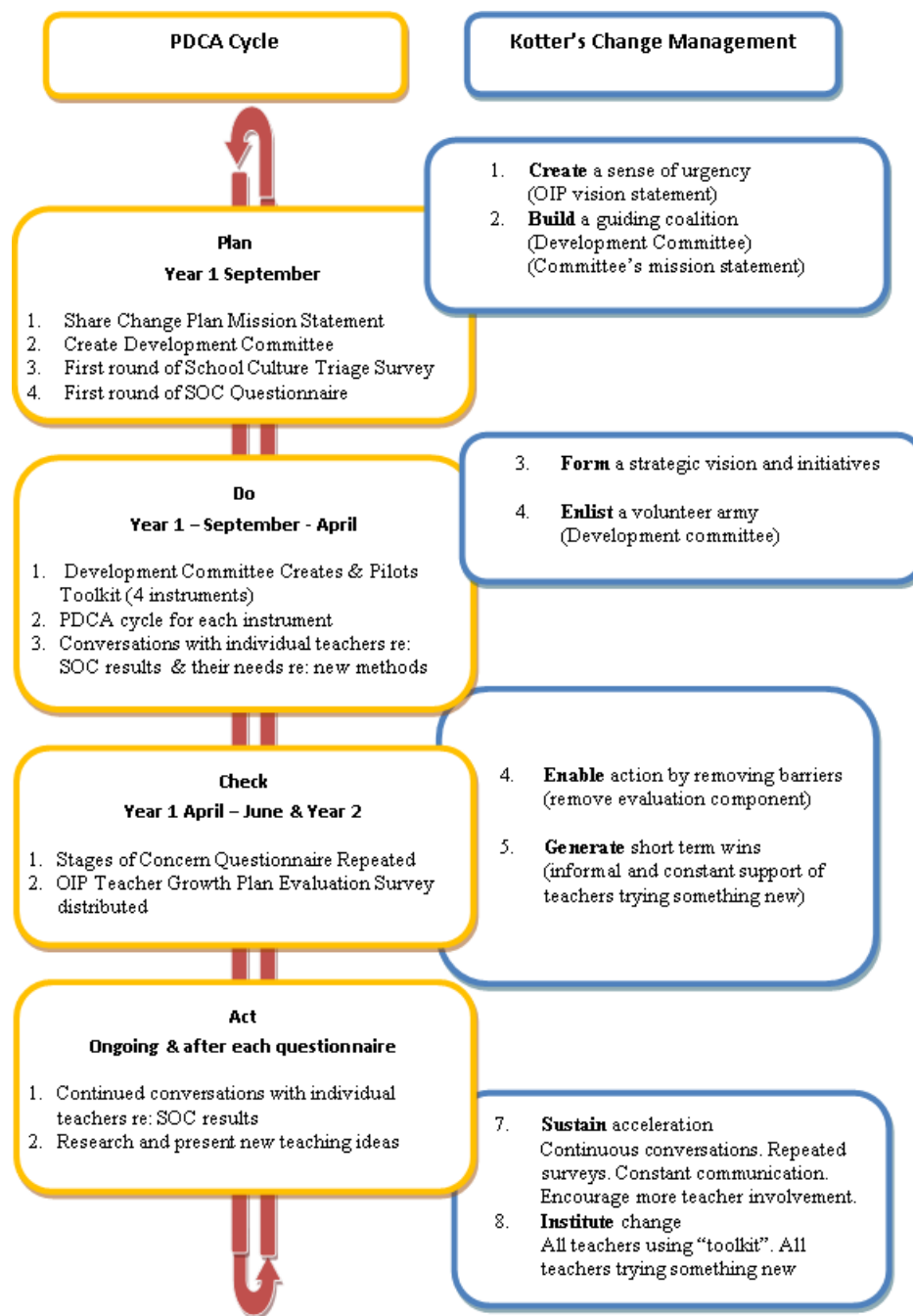
Figure 4. The PDCA Cycle integrated with Kotter's Change Management Process Created by B. Montgomery (2018).

Measuring Change

It has been said that we measure what we value and we value what we measure (Cawsey et al., 2016, p. 340). Improvements in schools are often measured based on student results from year to year. This organizational improvement process is meant to increase self-reflection and vary classroom practice which directly impacts students. Student engagement and results are important, and it is hypothesized that self-reflection and increasing teaching repertoire are the first steps toward cultural change where engagement and results will be positively impacted.

Measuring culture change is challenging, although behaviour and attitudinal changes can be measured using teacher surveys and focus group to establish the short-term impact of the teacher growth plan. Some of the information to be gathered will include whether teachers have modified their teaching practices, whether they valued the new strategies, and teachers' self-assessment of the professional growth plan. Surveys are recommended by some authors for measuring cultural change (McLeod, 2002, Wagner, 2006), while others recommend focus groups and dialogue (McLeod, 2002, Schein, 2017).

Teacher Questionnaires. The School Culture Triage Survey from McLeod (2002) provides a tool specifically for evaluating culture in schools. This survey, in Appendix D, measures professional collaboration, collegial relationships and self-determination. I have used this survey as a template for a survey asking teachers about their teaching practices and impressions of the instruments created in this OIP (see Appendix F, OIP Teacher Growth Evaluation Survey). The survey will be administered anonymously and the results shared with the committee and senior administrators. The first occurrence will be in May 2019 and then

repeated in December 2019 and spring 2020. McLeod's (2002) School Culture Triage Survey (see Appendix E) will be given in September 2018 and again in May 2019.

The Concerns-Based Adoption Model (Anderson, 1997) is a well-established set of instruments used to measure teachers' adoption of change through questionnaires. The Stages of Concern questionnaire will be particularly useful in this OIP and has been modified to reflect the adoption of new teaching methods and is included in Appendix F. Table 9 indicates the change agent's response based on results from the SoC questionnaire.

Table 9

Response Table for results on Stages of Concern Questionnaire

Low scores in these questions	Indicate	How to Resolve
Q1, Q7, Q8, Q9, Q21, Q26, Q30, Q34	Attitudinal issues. May be resistant to change.	Individual conversations. Listen to teacher's concerns. Acknowledge that change is a process that may be incremental and steady, or may occur with larger steps at once.
Q2, Q3, Q4, Q5, Q6, Q11, Q25, Q28	Open to change and mostly supportive but questioning how to do it in their classroom	Ask teachers to reflect on self-evaluation instruments. Find specific methods for these teachers to try. Encourage them to participate in PLC.
Q10, Q18, Q20, Q22, Q24	Open to change and want to take a leading role	Ask teachers to join Development Committee. Ask them to lead a PLC. Ask them to discuss their success with new strategies openly with other teachers.
Q15, Q23, Q29, Q32, Q33, Q35	Not completely accepting of change, but given more information may be supportive.	Ask these teachers for their specific concerns. Review vision statement for this process.

The OIP Teacher Growth Plan Evaluation Survey, in Appendix E, will also be used to assess teachers' progress in adopting new methods. This survey provides metrics related to how often teachers are attempting something new and their attitudes toward the toolkit instruments. The survey results will be shared, anonymously, with the Development Committee as they are integral to the change process and these results will assist them in fine-tuning each of the instruments.

Focus Groups. Committee members will be asked to engage other teachers in dialogue regarding their impressions of the four processes for teacher growth and any new classroom practices. This feedback will be used to update the instruments and to assess the progress of the change. It is expected that feedback initially will be not be overly enthusiastic. If response is positive, it is likely that this will radiate though out the faculty. If response is not particularly positive, we will look at modifying the instruments, but also wait to see if, as the project grows, response changes.

Individual Teacher Conversations. As a school leader interested in increasing staff agency for change and the VP for Academics, I will review the results of the Stages of Concern Questionnaire and then work with individual teachers to further uncover individual questions and concerns. Table 4 provides a quick overview of teacher survey results, and for more detailed assessments, the Stages of Concern Quick Scoring Device (George et al., 2008) is available to determine teachers' level of use within the broad concerns of "Unconcerned", "Self", "Task", and "Impact" (George et al., 2008). Knowing this information will help create more constructive conversations and ideally to assuage teachers' hesitations. As Fullan suggests, "People behave their way into new visions and ideas, not just think their way into them" (Fullan, 1993, p. 4). It is

essential to encourage teachers to try new strategies because actions are more effective at creating change than encouragement.

Leadership Ethics and Organizational Change

Asking teachers to be self-reflective and try new instructional methods seems like a rather innocuous issue and common concern within all schools. Nonetheless, there are a number of ethical issues to be considered stemming from the imposition of a change process from senior administration onto teacher practice. These issues include respect for teachers, ensuring their psychological safety, the power difference between teachers and administrators, and minimizing divisiveness among faculty who may have different opinions. All leadership requires intentional decision-making that impacts and benefits the organization and the people involved in that organization (Brown et al., 2006; Vogel, 2012). Through their decisions, leaders make their values and ethics visible and leaders are expected to reflect the ethics of those within the organization (Vogel, 2012). In schools, this means decisions "will be driven by a commitment to moral and academic excellence" (Bowen et al., p. 1). Teachers and administrators usually place students' well-being as the priority for their work, which means providing the best overall instructional environment. Administrators must consider students' well-being from their position one-degree removed from the classroom. This means their concern must be to take care of the teachers who take care of the students. Leaders must tap into this shared value, although administrators and teachers may, and often do, disagree on what constitutes the best experience for students.

Administrators have the positional authority to insist on changes, but they do so at the risk of alienating faculty and potentially disintegrating teachers' personal self-esteem as teachers by instilling doubt regarding their efficacy. While this OIP focuses on teacher growth,

it must be done in a supportive manner, ensuring that teachers understand that they are respected and valued within the organization. Change agents must be aware of any power differences that may exist between them and teachers being asked to change (Zeni, 1998). Although this power difference is minimal at The School, given that teachers are essentially tenured, it is necessary to be sensitive to the possibility that teachers are influenced by it.

Trust must never be compromised. Teachers must trust that if they take the risk to try something new and it is not successful, then there will be no judgment or repercussions. It is imperative that any discussions that occur with the Vice-Principal of Academics remain strictly confidential and not shared with others, particularly not other administrators. This is to reinforce the notion that it is safe to explore and grow; this is not an evaluative process. Similarly, achievement of goals need not be shared unless the teacher chooses to share that information her/himself.

This OIP will not use coercion or manipulation to encourage teachers to try new approaches. In fact, any change occurring through these means is unlikely to be maintained. Change is often a negotiated process (Holloway, 2003). Factors that may be negotiated either implicitly or explicitly include the extent of change, the acceptance of the change, and the willingness to change. This negotiation is more pronounced with those who may resist the change.

Some teachers may feel uncomfortable about including their name when they completed the Stages of Concern and Growth Plan Evaluation Survey. These instruments are tools to help administrators provided targeted resources and support for teachers. They are not meant to judge or evaluated. It will be necessary to reassure teachers of this, although they may only be reassured once they see how the results are used.

From an ethical perspective, it must be noted that while this OIP empowers teacher through their participation, contributions, and moulding of the teacher toolkit, the establishment of this change process did come from senior administration. By asking teachers to change, we are deliberately placing some teachers in an uncomfortable situation. For some traditional teachers who use traditional lecture almost exclusively, this OIP is challenging their notion of good instruction and creating conflict with the administration. We certainly do not want this process to create resentment. On a personal level, some of these traditional teachers are not just colleagues, but also friends and friends with each other. In small institutions, the boundary between personal relationships and professional relationships often overlap. Diplomacy will be necessary to walk the tightrope between agreeing to disagree, remaining collegial, and at the same time, encourage self-reflection and openness to trying something new. The worst case scenario would be to create philosophically different factions within the faculty with rancorous interactions and disagreement on ideal teaching methodologies. This would constitute a failed change process.

Change Process Communications Plan

Clear and frequent communication is the backbone of this change plan. Under communicating the vision of the change is a common problem (Kotter, 1995) as is failing to create a sense of urgency (Kotter, 1998). Simply sharing the vision at a staff meeting or memo is insufficient. The message must be repeated through varying channels from different levels of authority within the organization until all employees know, understand, and can also communicate the vision. The message must also be compelling and contain a sense of pressure which acts as a motivator and call to action. It can also help to reduce complacency (Kotter, 1998). Administrators must reference the change vision daily in many of their interactions. The

more often the change is mentioned in conversation, the greater its perceived value and

importance (Appelbaum, 2012; Kotter, 1995).

       The communication plan for this OIP will address both formal and informal channels.

Formal channels that will be used are staff meetings and memos delivered through all staff email

lists. Informal channels are the staff room conversations and casual conversations that occur

throughout the day. Clear communication establishes a strong foundation for a change process.

The communication strategy must provide clarity to those involved and gives a message that we

are moving forward. That is, although the change will be monitored and adjusted as necessary,

the change is not optional and that moving forward signals a desire to also meet a trong ethical

purpose of serving students in ways that recognize our changing environment both inside the

school and in the world around us. While the message will be delivered and reiterated by me, as

VP for Academics, it is essential that the Principal indicate his support for the change process.

Ideally, he would reiterate this support by demonstrating interest in the work of the development

committee and asking questions of its members. Taciturn support from the Principal or the VP

for Academics is not sufficient. Support from the Principal is a prerequisite to establish

credibility of the initiative and let teachers know that participation is expected. Continuous

support from me through multiple channels establishes the change process as a priority in the

professional lives of teachers. The Vice Principals of each Division must also demonstrate

ongoing support through several channels including staff meetings, informal conversations, and

asking for updates from the development committee.

       Klein (1996) identifies six principles for a communication strategy: message

redundancy, face-to-face communication, line authority, involving the immediate supervisor,

involving opinion leaders, and making it personal (p. 34).

Message redundancy. Message redundancy or repetition increases message retention (Klein, 1996, p. 34). By discussing the change at full staff meetings, division staff meetings, and encouraging committee members to discuss their work in casual conversations, teachers will repeatedly hear about the plan. The Principal and Vice-Principals will be asked to have this as a standing item on their meeting agendas, either for updates or discussion. Updates on the work of the committee will be shared on a regular basis through all-faculty emails, and one member of the development committee will report on progress at every division staff meeting. The issue is not simply just transmitting the work of the committee and new classroom methods, but this gives teachers the opportunity to think about the ideas being discussed, consider the purpose of the change, then revisit the conversation again.

Face-to-face communication. Face-to-face communication is the most effective means of transmitting the message and ensuring understanding by the recipient (Klein, 2006). Formal and informal face-to-face communication will be used as information is presented in groups, but also through one-on-one conversations in offices and staff rooms. This type of communication allows for interpretation of non-verbal cues and is effective in helping to deliver complex messages (Klein, 2006, p. 35) which is useful in this situation to interpret teachers' reaction and support for the change. Individual conversations with teachers will be organized after the results of the OIP Teacher Growth Plan Survey (Appendix E) and the Stages of Concern Questionnaire (Appendix F) have been collected. The purpose of these conversations will be to address teachers' specific concerns and help them to use the instruments and assist them in reframing their pedagogical practices.

Line authority. The Principal's endorsement, as the head of the school and everyone's supervisor, provides the most powerful support, indicating that he values the project

and that it will move forward. Despite the ideals of shared responsibility and distributed

leadership prevalent in many schools, the Principal's endorsement is persuasive, as he controls

substantial resources (funds and time) that can be distributed to projects of his choosing, and

because many teachers and staff still seek the boss's approval and, even, praise. Klein (2006)

notes that the authority of senior management should be used to communicate a change

message even in times of employee empowerment and shared responsibility (p. 35).

Involving the immediate supervisor. Department heads work most closely with

teachers on a daily basis, and they will have a crucial role to play in the communication

process. As teachers themselves, department heads model teaching practices and attitudes

toward change. Progress updates on the Development Committee's work will be given by me

to department heads at their biweekly meetings. Involvement of administrators and department

heads emphasizes the importance and priority of this change.

Involving opinion leaders. Opinion leaders are those who have strong and vocal

opinions either in support or against a project. Klein (2006) advises that one is attentive to the

opinions of informal leaders as well as formal leaders (p. 36). These people will be identified

and, in some cases, asked to participate on the committee in order to garner further support or

sway those who do not support the initiative. Those who resist may have valid issues to

consider in the implementation of the change (Gaubatz & Ensminger, 2017; Terhart, 2013),

although it is necessary to manage or minimize the message from resistors as it can create a

"snowball effect" of greater resistance. I will meet with and listen to those who do not believe

in this change and ask them directly not to undermine the process. Although this is a major

challenge and it may be uncomfortable, it is necessary to confront the disagreement in an effort

to mediate the differences and help to navigate the "complex emotional meaning-making

processes with attachment to the status quo" (Beatty, 2007, p. 329) that can impede change. This individualized support of showing respect, and listening to opinions influences teacher commitment to the school and change processes (Leithwood & Sun, 2015). These teachers will be encouraged to have an open mind and consider the change vision. They will be asked to try something new in their classes just once per term. This small step in behaviour change may demonstrate the positive impact of variation in teaching methods. In this way, I am acknowledging Beatty's (2007) belief that "Leadership for whole school renewal require emotionally safe spaces for learning and growing together" (p. 328). Despite resistance, expectations will still be set to complete the Teacher Growth Plan once developed by completing the self-evaluation rubrics, setting a goal, distributing student evaluations, and participating in a PLC.

  Making it personal. People tend to remember information that is personally relevant (Cawsey et al., 2016, p. 323; Klein, 2006, p. 36). Since this change affects teachers' practices directly, the message is personal and relevant. It is important that the message not be received as negative or critical of current practice, but as an empowering and exciting process in which they will receive full support from administration and colleagues.

  Another means to communicate the change vision to teachers is to ask for volunteer teachers to be "student for a day".s A substitute teacher will cover their classes, and then these teachers will shadow a student by sitting in on all of his classes in a student desk and experiencing the classroom environment from a student's perspective all day. These teachers will then be asked to share their experience in a brief, written memo and with colleagues at a staff meeting. Ideally, this experience will "make it personal" for that teacher.

Another means of communicating the vision is to ask teachers who have parents in our school or other schools about how their own children feel at school. Are they engaged? Do they enjoy their classes? Feedback from their own children may convince teachers of the need to vary lesson plans. This makes it personal and also taps into the emotional side of change. Emotions can surpass reason when accepting the need to change (Harvreaves, 1998; Schwartz, 2017, Straw, Sutton & Pelled, 1994).

Change is a personal process and, although possible, rarely does change occur in one instantaneously. Teachers may not change their attitude toward change just by listening to others, unless it is someone they hold in high esteem (Schein & Schein, 2017, p. 330). Typically, experience is a prerequisite to understand and accept change (Schein & Schein, 2017, p. 332). Fullan (1993) notes that, "People behave their way into new visions and ideas, not just think their way into them" (p. 4). Teachers will be encouraged to discuss new strategies they try along with their concerns and reticence about new pedagogies as collaboration is partner to personal renewal as we can only learn so much on our own (Fullan, 1993, p. 5).

Particular attention will be given to informal communication by supporting a positive stance and outlook on the change. Casual conversations in staff rooms provide opportunities for teachers to express opinions both pro and con. A few negative conversations can undermine the objectives and acceptance of the change and spread. I will use these opportunities to listen to teachers, be aware of and alleviate any concerns, and highlight progress toward the change goal. Administrators and committee members will have to be aware of this hazard, understand some teachers' tendency toward rejection of change, and monitor their own conversations and actions carefully.

Messages are also communicated symbolically through the actions of administrators (Appelbaum et al., 2012, p, 767). If we are asking teachers to try new approaches in the classroom, then Vice-Principals should model new approaches to staff meetings. Typically, staff meetings at The School are about calendar events and other informational items not related to pedagogy. Asking Vice-Principals to repurpose these meetings and find new ways of running these meetings would model what we are asking from teachers. Modeling is an effective and impactful means to share the vision (Leithwood & Sun, 2015). Indeed, if Vice-Principals do not try to adjust their meetings, this can undermine our change efforts as teachers see their behaviour as inconsistent with the message (Kotter, 1995, p. 100).

Since modeling is a crucial component to change, and this is a joint-initiative with teachers, I will teach a class in the 2018-2019 academic year. Administrators do not generally teach a class, although it is an effective way to both model and show solidarity with teachers' experiences. The specific class will depend on the subject matter and teacher availability, so it will either be a mathematics or social studies class. This class will be taught using non-traditional teaching and assessment methods. Lecture and teacher-centred instruction will be avoided or minimized, and I will share my own experiences with other teachers through a journal that will be shared internally as a Google doc. This document will indicate the teaching strategies used in class and my reflections on how well they worked and how I can improve upon their use next time.

To summarize, information will be delivered through formal and informal channels. Table 10 summarizes the main strategies for communication throughout this OIP. The consistency and regularity of the messaging process elevates it to an issue that is visibly valued

within the school. Informal communication must be monitored carefully to garner support and manage negativity.

Table 10 *Main strategies for communication*

Formal Communications	Informal Communications	Modeling
i) Vision statement for change shared by Principal at full staff meeting ii) Vice-Principals re-iterate support at every department meeting iii) A member of Development Committee reports at every staff meeting iv) Progress updates sent monthly via email v) Instruments developed by the committee accessible by all teachers in shared Google folder	i) Administrators and members of Development Committee asked to mention the vision statement and change process often in conversation with teachers ii) Administrators and members of Development committee pay attention to casual staff room conversations and deliberately discuss the change and iii) Members of development committee make an effort discuss piloting each instrument in daily conversations with colleagues	i) Two or three teachers encouraged to volunteer to be "student for a day" and report on their experience ii) Administrators asked to model change by trying new activities and format of their staff meetings iii) VP of Academics will teach a course modelling non-traditional instruction and assessment practices and share her experiences with teachers on a Google doc

Conclusion

This chapter outlined the implementation plan for a process to develop a teacher growth toolkit to be used to facilitate professional self-reflection to update and diversify classroom practices in order to enhance students' daily school experience and achievement. The teacher growth plan that will be developed is supported by the following characteristics: teachers have a sense of ownership, teachers support each other, there is coherence between teacher goals

and organizational goals, and the focus is on enhancing pedagogical knowledge and skills. The

Plan-Do-Check-Act framework will be used to monitor the success of the plan and adjust as

necessary. Change will be measured using teacher questionnaires, and the components of the

communication strategy for this OIP were outlined. This plan will also influence the culture of

the school moving toward one of continuous professional renewal and dialogue surrounding best

pedagogical practices.

Next Steps and Future Considerations

This OIP will take two years to fully implement, although professional growth is a

continuous endeavour. It is hoped that after that time, the culture of The School will have shifted

to one of professional self-reflection and constantly revising and adding new instructional

methods to each teacher's repertoire. Given the context of the school, specifically the Ministry's

prescriptive curricula, provincial exit examinations, and the number of long-serving teachers, it

is imperative to constantly monitor the culture of the school and teacher practices. Therefore, the

committee that we create will become a standing committee with partially rotating membership

every year. Participation on the committee will be voluntary, but encouragement to join

colleagues on this growth journey will continue to be made. Collaboration is a partner to

personal renewal, and professional growth is limited without sharing and learning from each

other (Fullan, 1993). Professional development days will be used to focus on new teacher

practices, either by guest speakers or asking our own teachers to highlight their new techniques.

This OIP is the first stage in the never-ending process of supporting all teachers in their

professional growth in order to provide students with the best educational experience possible.

Conclusion

This Organizational Improvement Plan presented a solution for encouraging

greater instructional diversity in an independent school with a unique political environment and

historical context where traditional instructional and assessment methods are the norm.

Transformational leadership will be used to guide this OIP as it seeks to empower teachers and

encourage them to take ownership of the change. Many tenets of instructional leadership will be

used as the change will directly impact classroom practices and student experiences. The selected

solution is to develop a multi-faceted teacher growth-plan, the details of which will be overseen

by a Development Committee. A teacher growth plan and not an evaluation plan will be used to

ensure continuous and impactful professional development that will encourage new, non-

traditional instructional methods. This approach can also minimize teacher resistance to the

change. The growth-plan will focus on teacher self-evaluation using a set of instruments and

strategies including self-evaluation rubrics, peer collaboration, goal setting, professional learning

communities, and student evaluations.

Kotter's (1995) eight-stage change cycle will be used to create the implementation plan

and encourage teacher leadership by participation on the Development Committee. The Plan-Do-

Study-Act approach will be used to determine the progress and success of the change. Teacher

feedback will be solicited through questionnaires.

The teacher growth plan developed in this OIP can be used as a model for other schools

who wish to implement instructional changes.

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Appendix A

Rubric for Classroom Instruction

	4 **Highly Effective**	3 **Effective**	2 **Improvement Necessary**	1 **Does Not Meet Standards**
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate all students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students
g. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.

i. **Nimbleness**	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. **Application**	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Source:

https://www.marshallmemo.com/articles/Marshall%20Teacher%20Eval%20Rubrics%20Aug.%2

031,%2011.pdf

Appendix B

Student Evaluation Sample 1

Instructions to students: The purpose of this survey is to allow you to give ideas to your teacher about how this class might be improved. Take this process seriously and provide only serious feedback.

In this class, the teacher....	Yes	Sometimes	No
1. clearly explains the objectives, requirements, and grading system of the course.			
2. explains assignments clearly.			
3. sets high standards and expectations for everyone.			
4. makes class interesting and relevant.			
5. uses class time effectively.			
6. knows the subject matter.			
7. presents material in a variety of ways (hands-on, group work, lecture, presentations).			
8. provides a variety of ways to measure what was learned (tests, quizzes, presentations, discussions, projects).			
9. recognizes and acknowledges effort.			
10. keeps me informed of my progress.			
11. is approachable and willing to help me.			
12. encourages and accepts different opinions.			
13. manages a classroom that allows me to work and learn with few disruptions.			
14. has the respect of the students.			
15. enforces rules fairly and consistently.			
16. encourages cooperation and participation.			
17. provides opportunities for student choice.			
18. communicates with my parents.			
19. is involved and supportive of students and cares about the students.			
20. encourages me to think for myself.			

21.   Is there anything about this class that frustrates you? Explain.

22.   What do you like best about this class?

23.   What do you like best about this teacher?

24.   What do you think this teacher could do differently to improve this class?

25.   Other comments. (Use the back of this paper if necessary.)

Appendix C

Student Evaluation Sample 2

Teacher: _____

Class: _____

To the left of each statement, enter 1, 2, 3, or 4 based on your experience in this class accordin to the following scale:

4. Exemplary   3. Good   2. Okay   1. Unsatisfactory

1. Professional Knowledge & Practice	2. Commitment to Students & Learning
a) has a command of the subject matter	a) communicates enthusiasm about the
b) is well prepared for each class	b) challenges me to think
c) uses class time effectively	c) encourages me to ask questions
d) communicates ideas & information effectively	d) responds to my questions in a way that helps me to learn
e) uses a variety of methods to teach	e) manages the classroom that allows me to work and learn with few disruptions
f) uses technology to enhance/enrich	f) maintains good discipline in the
g) makes class interesting & relevant	g) recognizes and acknowledges effort
h) sets high standards and expectations	h) has the respect of the students
i) is creative in the presentation of material	i) encourages me to think for myself
j) has improved my academic abilities	j) is approachable and willing to help me
k) helps me to find resources to assist me	k) cares about and is supportive of students

3. Assessment & Evaluation	4. Overall Evaluation
a) effectively prepares me for tests & exams	a) has made me appreciate the subject
b) assigns effective and relevant homework	b) has prepared me for the next academic
c) assigns a reasonable homework load	c) provides opportunities to apply what I
d) takes up homework thoroughly	d) saw me as a person and a student
e) gives tests that are fair	e) would be a good teacher to have again
f) gives reasonable assignments	
g) provides enough time for assignments	
h) returns marked work promptly	
i) encourages/accepts alternative thinking	
j) uses texts/materials that help me to learn	
k) helps me to find resources to assist me	

5. What adjustments to the course, if any, would you suggest to make it a better course?

6. What were the strengths of the course that you would suggest that the teacher should maintain?

[Type text]

Appendix D

School Culture Triage Survey

Scoring: 1 = **Never** 2 = **Rarely** 3 = **Sometimes** 4 = **Often** 5 = **Always or Almost Always**

Professional Collaboration	
1. Teachers and staff discuss instructional strategies and curriculum issues.	1 2 3 4 5
2. Teachers and staff work together to develop the school schedule.	1 2 3 4 5
3. Teachers and staff are involved in the decision-making process with regard to materials and resources.	1 2 3 4 5
4. The student behavior code is a result of collaboration and consensus among staff.	1 2 3 4 5
5. The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.	1 2 3 4 5
Affiliative Collegiality	
1. Teachers and staff tell stories of celebrations that support the school's values.	1 2 3 4 5
2. Teachers and staff visit/talk/meet outside of the school to enjoy each others' company.	1 2 3 4 5
3. Our school reflects a true "sense" of community.	1 2 3 4 5
4. Our school schedule reflects frequent communication opportunities for teachers and staff?	1 2 3 4 5
5. Our school supports and appreciates the sharing of new ideas by members of our school.	1 2 3 4 5
6. There is a rich and robust tradition of rituals and celebrations including holidays, special events and recognition of goal attainment.	1 2 3 4 5
Self-Determination/Efficacy	
1. When something is not working in our school, the faculty and staff predict and prevent rather than react and repair.	1 2 3 4 5
2. School members are interdependent and value each other	1 2 3 4 5
3. Members of our school community seek alternatives to problems/issues rather than repeating what we have always done.	1 2 3 4 5
4. Members of our school community seek to define the problem/issue rather than blame others.	1 2 3 4 5
5. The school staff is empowered to make instructional decisions rather than waiting for supervisors to tell them what to do.	1 2 3 4 5
6. People work here because they enjoy and choose to be here.	1 2 3 4 5

Scoring the School Culture Triage Survey. The lowest triage score is 17 and the highest score is 85. After using the triage questions in several program evaluations, our data suggest the following: 17–40 Critical and immediate attention necessary. 41–59 Modifications and improvements are necessary. Begin with a more intense assessment of your school's culture to determine which area is in most need of improvement. 60–75 Monitor and maintain making positive adjustments. 76–85 Amazing! We have never had a score higher than 75! Before engaging in an elaborate and extensive analysis of the school culture, this quick assessment of current status can assist in determining the wise allocation of time and resources.

Source: Wagner, C. R. (2006). The school leader's tool for assessing and improving school culture. *Principal Leadership, 7*(4), 41-44.

Appendix E

OIP Teacher Growth Plan Evaluation Survey

Scoring: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

The Teacher Growth Plan	
1. The goal setting process helped me improve my teaching practice.	1 2 3 4 5
2. The self-evaluation rubrics helped me improve my teaching practice.	1 2 3 4 5
3. The professional learning community helped me improve my practice.	1 2 3 4 5
4. In how many classes did you ask for student evaluations?	0 1 2 3 4 5
5. The student evaluations provided me with useful feedback regarding my instruction.	1 2 3 4 5
6. The teacher growth plan (collection of 4 instruments) required me to self-reflect on my teaching practice.	1 2 3 4 5
7. I have tried new instructional techniques in my classes.	1 2 3 4 5
8. The teacher growth plan (collection of 4 instruments) is helping me to improve my teaching practice.	1 2 3 4 5
Instructional Practices	
1 I have tried new instructional techniques in my classes.	1 2 3 4 5
2. The new instructional techniques that I tried were effective.	1 2 3 4 5
3. I will look for more new instructional practices.	1 2 3 4 5
4 Researching and trying new instructional practices is professionally invigorating.	1 2 3 4 5
5. My students enjoy new instructional activities.	1 2 3 4 5
Collegiality	
1. Within my department, we discuss instructional practices often.	1 2 3 4 5
2. Within the school, I discuss instructional practices with colleagues often.	1 2 3 4 5
3. My colleagues are supportive of me when I try new approaches.	1 2 3 4 5
4. The administration is supportive of me when I try new approaches.	1 2 3 4 5
5. I feel empowered to make instructional decisions.	1 2 3 4 5

Appendix F

The Stages of Concern Questionnaire

0	1 2	3 4 5	6 7
Irrelevant	Not true of me now	Somewhat true of me now	Very true of me now

1.	I am concerned about students' attitudes toward new teaching methods.	0 1 2 3 4 5 6 7
2.	I know of some other approaches that might work better than new teaching methods.	0 1 2 3 4 5 6 7
3.	I don't even know what new teaching methods are.	0 1 2 3 4 5 6 7
4.	I am concerned about not having enough time to organize for new teaching methods each day.	0 1 2 3 4 5 6 7
5.	I would like to help other faculty in their use of new teaching methods.	0 1 2 3 4 5 6 7
6.	I have very limited knowledge about new teaching methods.	0 1 2 3 4 5 6 7
7.	I would like to know the effect of this reorganization on my professional status.	0 1 2 3 4 5 6 7
8.	I am concerned about conflict between my interests and my responsibilities.	0 1 2 3 4 5 6 7
9.	I am concerned about revising my use of new teaching methods	0 1 2 3 4 5 6 7
10.	I would like to develop working relationships with both our faculty and outside faculty using new teaching methods.	0 1 2 3 4 5 6 7
11.	I am concerned about how new teaching methods affects students	0 1 2 3 4 5 6 7
12.	I am not concerned about new teaching methods.	0 1 2 3 4 5 6 7
13.	I would like to know who will make the decisions in the new system.	0 1 2 3 4 5 6 7
14.	I would like to discuss the possibility of using new teaching methods.	0 1 2 3 4 5 6 7
15.	I would like to know what resources are available if we decide to adapt new teaching methods.	0 1 2 3 4 5 6 7
16.	I am concerned about my inability to manage all that new teaching methods requires.	0 1 2 3 4 5 6 7
17.	I would like to know how my teaching and administration is supposed to change.	0 1 2 3 4 5 6 7
18.	I would like to familiarize other department of persons with the progress of new teaching methods.	0 1 2 3 4 5 6 7
19.	I am concerned about evaluating my impact on students.	0 1 2 3 4 5 6 7

20.	I would like to revise new teaching methods' instructional approach.	0 1 2 3 4 5 6 7
21.	I am completely occupied with other things.	0 1 2 3 4 5 6 7
22.	I would like to modify our use of new teaching methods based on the experiences of our students.	0 1 2 3 4 5 6 7
23.	Although I don't know about new teaching methods, I am concerned about things in the area of gifted education.	0 1 2 3 4 5 6 7
24.	I would like to excite my students about their part in this approach.	0 1 2 3 4 5 6 7
25.	I am concerned about time spend working with non-academic problems related to new teaching methods.	0 1 2 3 4 5 6 7
26.	I would like to know what the use of new teaching methods will require in the immediate future.	0 1 2 3 4 5 6 7
27.	I would like to coordinate my effort with others to maximize new teaching methods' effects.	0 1 2 3 4 5 6 7
28.	I would like to have more information on time and energy commitments required by new teaching methods.	0 1 2 3 4 5 6 7
29.	I would like to know what other faculty are doing in this area.	0 1 2 3 4 5 6 7
30.	At this time, I am not interested in learning about new teaching methods.	0 1 2 3 4 5 6 7
31.	I would like to determine how to supplement, enhance, or replace new teaching methods.	0 1 2 3 4 5 6 7
32.	I would like to use feedback from students to change the program.	0 1 2 3 4 5 6 7
33.	I would like to know how my role will change when I am using new teaching methods.	0 1 2 3 4 5 6 7
34.	Coordination of tasks and people is taking too much time.	0 1 2 3 4 5 6 7
35.	I would like to know how new teaching methods is better than what we now have.	0 1 2 3 4 5 6 7

Adapted from Hord, S. M., Rutherford, William L., Huling-Austin, Leslie and Hall, G. E. (1987).