Change Management Plan
Lakeside High School

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Introduction

The principal at Lakeside High School has observed, through formal observations as well as spontaneous walk-throughs in the 9th grade classes, that technology integration is not evident to the degree that he feels is necessary to create vital, interactive lessons for the alternative students attending Lakeside High School. Therefore, a Training Needs Assessment (TNA) was conducted to help determine the causes of the lack of technology integration.

After analyzing the recommendations from the TNA it is clear that a combination of solutions should be adopted to help solve the problem concerning the lack of technology integration in the 9th grade classes. The solutions can be broken down into four major categories that of:

- **C**ommunication
- **R**esources
- **T**ime
- **S**taff Development

Honest and on-going **C**ommunication is vital for the success of any organization. Under the category of communication it is recommended that the Administrator along with the 9th grade team members as well as the Computer Resource Teacher develop a clear and concise vision statement focusing on integrating technology. In addition, it is recommended that the principal share his definition of technology integration and the frequency of integration that he would like see in teacher lessons. In this way teachers will have a clear understanding of what technology integration "looks like" to him and will be able to develop lessons that meet his expectations. It is recommended that an incentive program for teachers utilizing technology integration be developed.

Acquisition of up-to-date **R**esources to aid in teacher ease of integrating technology into their lessons is vital for both teacher and students at Lakeside. Another supportive resource for teachers is to provide a link on the school web site specifically highlighting information on the "how to's" of technology integration with sample lesson plans. It is also recommended that a teacher resource book be compiled of all the integrated technology rich lessons developed to be housed in the computer lab for check-out.

Provide **T**ime for teachers to create integrated lessons. In order for teachers to develop meaningful integrated lessons, it is recommended that teachers spend two weeks during the summer working with the Computer Resource Teacher in the design and development of integrated lessons. Teachers will be paid a stipend for their involvement and time.

The TNA clearly documented that one of the major concerns of teachers was student behavior during classroom instruction. Furthermore, the evidence from the TNA showed that the majority of teachers in the 9th grade at Lakeside are in their first five years of their teaching profession. To assist the newer teachers, it is recommended that **S**taff Development opportunities be offered specifically in the area of behavior management.

It is also recommended to provide **S**taff Development on integrating technology in specific subject areas.

Diffusion of Innovation

The four elements of the Diffusion of Innovation process will be looked at closely in this change management plan. In the innovation stage clear communication will take place between the principal, the 9th grade teachers along with the Computer Resource teacher who initiated the change plan. Clear advantages of the integration of technology into the 9th grade curriculum will be stressed. Teachers will be able to see the advantages of teaching in an innovative and creative way by helping students develop their potential in an alternative school setting.

The change management plan will be a personnel plan where teachers will readily see the direct impact of technology integration in their classrooms as well as the results on the End-of-Grade test scores. The Computer Resource Teacher (CRT) will model technology integration by providing staff development, websites of integrated lessons in each of the core disciplines of math, science, language arts and social studies. The CRT will also provide links to academic resources for teachers on the schools website. The change management plan will also be a political plan based on the expectations of the principal surrounding the integration of technology at his school. The principal will play a vital role in the institutionalization of technology integration at Lakeside.

The third step in the Diffusion of Innovation process is time. The change management plan will show that with time the knowledge gained, along with the encouragement from the CRT, will help teachers understand that integrating technology will benefit how their lessons are developed, planned and received by the students. The change management plan will begin in the summer when teachers are free of obligations enabling them to create and develop integrated lessons. At the beginning of the school year teachers will have in place technology rich lessons which they can evaluate. Through evaluation of these lessons, teachers will receive confirmation that indeed adopting the change in their teaching style does have benefits and rewards.

Analyzing the Social System is the last step in the Diffusion of Innovation process. The number of individuals that are involved in the change management plan at Lakeside is small in comparison; however, each individual plays a vital role in the implementation of the change plan. The change management plan will identify the change agent as well as the opinion leaders. (See Appendix A)

Identification of Stakeholders

There are a number of people who will have an impact on the success of the change process. The principal is receptive to the changes initiated by the CRT. The principal is the person who can lead, influence and encourage his teachers to formulate changes at his school. The leadership that he demonstrates will direct his teachers to stretch themselves in the implementation of the change plan. As previously stated, the Computer Resource Teacher is responsible for the implementation of the TNA and plays a vital role in the success of the changes that will take place in the integration of technology in the 9th grade. The 9th grade teachers are the major stakeholders in the change management plan. Their attitude along with their skill level will influence how the integration of technology will take place in the 9th grade lessons. Some of the teachers are able to provide resources in the form of skills and knowledge related to integrating technology into the curriculum. However, there are some teachers who are laggards and others who are unresponsive to change. (Appendix B)

Forces for and Against the Innovation

Several issues were discovered through the needs assessment that could possibly have a negative affect on the change management plan. (See Appendix C). The definition of technology integration was not clearly defined between the principal and the 9th grade teachers. Due to this dilemma, teachers do not have a clear idea and understanding of the principals expectations surrounding the use of technology. In addition, Teachers stated that student behavior was related to the way they presented lessons. Teachers with less than 5 years of experience revealed that they felt inadequate with classroom control and behavior management. They further stated that it would be difficult to introduce integrated lessons if they did not have a behavioral management system in place. Teachers with less than 5 years experience teachers stated that they shyed away from bringing students to the computer lab or using the wireless lab in their classrooms because of student behavior therefore, hindering the integration of technology.

Time is a crucial issue when mandating change for teachers to include technology rich lesson into instruction. Two of the 9th grade teachers (who are the laggards) stated that they did not feel the need to incorporate technology into their lessons for successful delivery of material. The majority of teachers feel in order to develop quality integrated lessons, time and effort are imperative. At present, there is little time during the school day to develop integrated lessons. Teachers feel overwhelmed with the amount of parent contact and meetings that take place during their planning time. The rigorous schedule imposed on teachers could indeed impact the change management plan.

Teachers are willing to attend staff development opportunities that are beneficial to their subject area concerning the integration of technology. If teachers feel that staff development opportunities do not meet their needs which can have a negative affect on the change plan.

The CRT along with the teachers are concerned with the age and quality of resources available for technology integration. Additional funding maybe required to purchase newer overhead projectors, computers, software, etc. to ease the recommendations of the change management plan. If funding is not available the change management plan could be impacted.

Fortunately, 7 out of 9 teachers feel that technology enhances student lessons. Teachers look for a variety of ways to augment lessons since the 9th grade courses are yearlong. The new teachers welcome innovative ideas and support offered to help in the development of their lessons. All the 9th grade teachers do have the basic computer skills necessary to positively affect the change plan.

Timeline

Throughout the training needs assessment process initial stages from The Change Agent's Guide by Ronald Havelock were addressed. The seven stages of Planned Change are:

Care: arousal and build a connection,

Relate: build relationships with the client and the system,

Examine: define the problem in workable terms,

Acquire: search and find relevant resources and constraints,
Try: find the best solution and test it,
Extend: diffuse the change through the system and gain acceptance,
Renew: stabilize to build the capacity for the continuation of the change.
These stages are used to examine and evaluate the problem of the lack of technology integration at Lakeside High School (Appendix A). A detailed description on the plan is as follows:

Spring – March – June 2005

The Change Management Team was formed consisting of the principal, CRT and two 9th grade teachers. To generate group arousal, acceptance, as well as build a connection the change management team will inform teachers of the principals' expectations and desires for technology integration into lessons and unit plans during a faculty meeting. Promotion of the change plan will be the main focus of the CRT's "Technology Times Newsletter" to spark interest and to gain support. Positive e-mails will be sent to inform teachers of the upcoming work session on technology integration. The Electronic Bulletin Board will display hints on how to use technology in the classroom. It will also serve as a communication devise to display the date and time of the 1st technology integration work session.

The first Session is designed to help build relationships among the principal, CRT and 9th grade teachers. During the 1st session a common definition of what is "technology integration" will be developed by the group. A well define vision statement will also be created. In addition, during the session teachers will begin to understand the expectations

and requirements of the principal. Teachers will be given a timeline for the summer and the upcoming school year.

The change management team will identify resources that are necessary for the successful implementation of the plan. The team will complete a requisition, listing the resources/equipment in order of importance, that need to be purchased before the start of the school year. The principal will find the money necessary to purchase the equipment.

Summer 2005
Two weeks are set aside during the summer for teachers to create technology integrated lessons. The CRT as well as the Instructional Specialist from New Hanover County Schools will be available to support, assist and help teachers as they begin to integrate technology into their lessons.

School Year 2005 - 2006

During the designated workdays at the beginning of the school year 2005 – 2006, the focus of the Staff Development will be on Behavior Management in the Alternative School Setting. Professional Development experts will host the workshops to help guide Lakesides' teachers in the creation of a workable behavior management plan for the 9th grade teams. The behavior management plan will be implemented by all the 9th grade teams. Follow up mini sessions will be held each quarter to give teachers a forum to voice their concerns, ask questions, as well as share ideas.

Technology Integration workshops will also be held at the beginning of the school year. The CRT as well as the Instructional Specialist will continue to support, guide and help teachers in the development on integrated lessons. Throughout the school year teachers will attend a monthly "Technology Tuesday," a day set aside where teachers come to the computer lab during their planning period to work on the continuation of technology integration into their lessons. The monthly meetings is a way to build the innovation into the system. Team sharing will take place during the school year as well as the creation of a team resource book showcasing the integrated lessons. Teams will be asked to share one of their lessons at the end of the 1st semester with the other 9th grade teams to help promote interest as well as for encouragement.

The Change management Team will develop an incentive program for teachers who consistently integrate technology in their lessons. The CRT will highlight a teacher in each issue of the "Technology Times Newsletters" under the heading; "Got Caught Using Technology!" The principal will recognize teachers who are integrating technology during monthly faculty meeting with a certificate and "surprise."

At the end of the year, each 9th grade team of teachers will showcase the resource book they assembled. Teachers will share their success as well as challenges from the school year over a catered lunch. Teachers will be recognized for their commitment and development of integrated lessons. Special awards will be given. (See Appendix D)

Rational

The Change Management Plan recommended is a realistic plan that will work based on clear communication, available resources, time for teachers, and staff development opportunities. Communication is the key for the success of this plan. The principal, who is part of the Change Management Team, will lead and support the Team as they implement the changes for successful adoption. A clear and realistic time line was developed to support teachers as they begin the changes necessary to integrate technology at Lakeside. Teachers are given time during the summer to begin to develop technology rich lessons. The TNA showed that teachers were concerned not only with technology integration but with behavior management. Staff Development opportunities in the area of behavior management as well as technology integration are addressed in this plan. Basic resources and equipment are available at Lakeside to begin the change plan. However, teachers integrating technology will benefit from the purchase of up-to-date materials and resources.

The plan would not be accepted as easily if it was to begin at the start of the 2005 -2006 school year. Teachers feel overwhelmed at the beginning of the year with house keeping duties, cumulative folders, mandatory workshops, etc. Also, paying teachers for their time to develop lessons during the summer is a positive towards the adoption of this plan. The plan would not be as easily accepted if teacher did not get paid or if time was not allotted for the development of technology integrated lesson.

Appendices

Appendix A
Stages of Planned Change

Stage 0	The Computer Resource Teacher initiated the TNA after talking with the principal about the lack of technology integration in the 9th grade year-long lessons.
Stage1	Establish who/what is in the system and what role they play. Build healthy relationships with the client.
Stage 2	Define the problem. (TNA)
Stage 3	Determine the resources that are available (money, people,time, space, etc.) to help solve the problem. Determine the constraints.
Stage 4	Chose solutions; pilot test
Stage 5	Implement the Solutions
Stage 6	Evaluation

Goals	Indicators	Benchmarks	Measures
Summer 2005: Principal, 9th grade teachers, and CRT develop a clear definition and vision for technology integration	Workday in which interested parties clearly communicate and define technology integration	Develop definition and vision to become a part of the School Improvement Plan	~Definition of Technology ~Integration Vision statement
Summer 2005: Teachers will develop integrated lessons	Development of technology rich lessons	Teachers will develop at least 3-4 lessons during the 2 week planning	~Attendance ~Completed lessons
August 2005- Workdays Staff Development focusing on behavior management and technology integration.	9th grade teams share knowledge, skills and attitudes on behavior management during workdays	Team development of a behavior management plan to be implemented during school year	~Attendance ~Handouts ~Sea System Report ~Behavior Management Plan
School year 2005 – 2006 Teachers begin to integrate technology	Teachers increase the use of technology/ After delivering and evaluation lessons – teachers will share lessons	Teachers will use technology weekly/ share at least one lesson by the end of the 1st semester	Lesson plan, observations, Rubrics/Resource book

Appendix B
Identification of Key People and Stepping Stone Strategies

Names	Role in Innovation	Resource/Constraints	Stepping Stone Strategies
Principal	Transformer	Resource- can provide leadership, direction and resources	Stone 1 – Supports and encourages change
Computer Resource Teacher	Innovator	Resource – helps to bring about change in the system. Constraint – teachers can view her position as an outsider	Stone 1 – Introduce Change
NHCS Instructional Specialist	Change Agent	Resource – can provide needed resources Constraints – teachers can be threatened by her position	
Teacher Group A - One Teacher form each team	Innovators	Resource – willing to make changes and influence others	Stone 2 – Offer time to try out the change, evaluate it, and adopt the changes
Teachers Group B	Mainstreamers	Can be a resource or a constraint depending on how they buy into the change	Stone 4 – Observe what is taking place, ask questions, gain an understanding of the commitment to change
Teacher Group C	Laggards	Constraints – unwilling to change, show resistance to proposed change	Stone 3 – Demonstrate the innovation and answer any questions that may arise

Appendix C
Identification of Common Factors in the Organization

Forces favoring innovation	Forces against innovation	Importance to system and people	Easy to change
Teachers welcome change if it makes their job easier		Important	+
	Teachers feel overwhelmed teaching at the alternative school	Important	_
Principal is in favor of the change		Important	+
The majority of resources are available to support the change		Important	_
Technology support personnel - CRT		Important	+
	The definition of technology integration is not clearly defined	Important to develop a common definition for buy-in	+
Most of the 9th grade teachers have the basic computer skills		Important	+
	Some teachers feel that they do not have to use technology to deliver their lessons	Important	+/- depends on attitude of individual
Most teachers feel that technology does impact student interest in lessons		Important	+
	Teachers do not have the time to create integrated lessons during the school day	Important	_
	Teachers feel that they need superior behavior management in order to integrate technology in their classes	Important	+/- depends on attitude of individual
	Teachers to feel that need more staff development regarding technology integration	Important	+
	Additional funding is necessary to purchase resources	Important	_

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Appendix D
Strategies for Each Adoption Phases

March – June 2005

Awareness	Interest	Evaluation	Trial	Adoption	Integration
Spring 2005 - Change	Purpose of team	Help to define how to integrate	Assessing online	Continued support	Provide time for investigation

Management Team formed/Principal informs teachers of plan	revealed/ Expectations discussed and defined	technology "should be" taking place	technology rich lessons		
Promote Change plan before 1st session	Encourage discussion in team meetings	Help to envision technology integration How it "Should Be"	None observed	Continued support	Newsletter, e-mail and electronic bulletin board for promotion
June 2005 – 1st Planning Session Develop a common Definition of technology Integration Develop a vision statement	Promote and Encourage	Demonstration of Technology Integration	Staff Development opportunities	Help teachers adjust to expectations and requirements	CRT individually works with teachers
July – August 2005					
Summer Staff Development – "Integrating Technology into Lessons"	Time to develop lessons	CRT and Instructional Specialist available for guidance	Support and Encourage	Provide help and support	Person to person contact
Staff Development Beginning of school year – "Behavior Management in Alternative School Setting"	Addressing a major concern of teachers	Professional Development Department hosts workshops/veteran teachers share	Support and Encourage	Provide help and support	Team members create behavior management plan for integration
School Year 2005 - 2006					
Teachers deliver integrated lessons/ team sharing / create resource book/ Teachers will use technology weekly/ share at	Provide monthly incentive at Faculty meeting/time to share ideas	Observation of team members /discussion during team meetings / Review of resource book	Try lessons created in summer/ used as a guide	Lessons delivered/ Support Provided/sharing encourages feedback	Ongoing lessons/feedback Resource book

least one lesson by the end of the 1st semester					
Technology Tuesday /Resource links	Monthly time to develop lessons	Rubric designed for evaluation Links on Web-Page	Trial/ with advise of team members and CRT	Lessons created/ Support provided	Ongoing lessons/feedback
Year End Celebration					