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The brain wants change now...



... the heart knows it takes time.



### Slow Change Elements

- **Long-term thinking:** Shared beliefs, common vocabulary, focused priorities
- **Increased Stakeholder Buy-in:** Front-loaded research, early & frequent communication, flexibility & transparency, teacher-leaders as liaisons, firm, clear expectations
- **Realistic Time Frames:** SMART Goals, one or two hours every week > eight hours once a month, recognize firm vs. flexible due dates

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### The Witches of Competing Initiatives



#### Glinda the Good

- Increased Awareness
- Continued Progress
- More Participation
- Cross Support from Grant Funding

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### The Witches of Competing Initiatives

#### The Wicked Witch (Elphaba)

- Stress on the System
- Some initiatives put on hold
- Siloed Agendas
- Lack of Recognition of Systems Warning Signs




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**The Witches of Competing Initiatives**



**Which yellow brick road to follow?**

- Map Initiatives Progress
- Look for Overlap
- Determine Single Action



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**The Courageous: Teachers Leading Teachers**



Teachers can contribute through designing, implementing and leading professional development

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**The Courageous: Teachers Leading Teachers**



Professional development activities that allow teachers to experiment in their practice produces teachers with greater confidence and harvest more insights; particularly as momentum is gained in the activities

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### The Courageous: Teachers Leading Teachers



Teacher-leaders can develop new district strategies that may have a **lasting effect** in the professional practice for themselves and their peers. The more active educators become in the leadership of professional development activities, the more districts establish conditions leading to greater change and improvement in teacher effectiveness and student achievement

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### Communicating Change



**Transparency is the key!!**

As the Leader you must explain the **WHY** of a change initiative for everyone involved!!  
The Lollipop Guild, the Lullaby League and the Flying Monkeys must all know what the change will mean to them!!



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### Communicating Change



- **Communicate** your belief for WHY the change must happen
- **Communicate** with teacher leaders and through teacher leaders
- **Communicate** early - ask questions that make people think about the change
- **Communicate** in variety of formats in a variety of venues
- Allow **communication** to occur prior to any change - silence makes imaginations run wild
- Avoid top down no input **communication** - The Shock and Awe Approach

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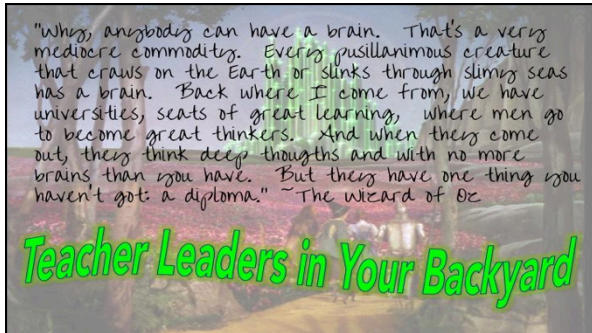
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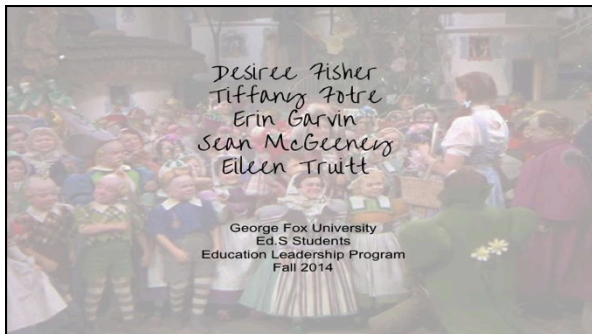
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