

Scenarios for Managing Complex Change

- **Read each scenario and talk as a team about which step in managing complex change needs attention.**
 - **What were folks feeling or experiencing?**
 - **Have you experienced something similar?**
 - **Talk about what should have taken place, or what you would do differently.**
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Ms. Smith was the Department Chair of the English department in her high school. After a great summer off, she returned to her first week back at school with several professional learning opportunities. She was surprised to see and hear that a new curriculum was being implemented within the English department. As she took notes and gathered the resources, she kept wondering why they had chosen this curriculum and would this be the best curriculum for her students. At the division English department meeting, she asked several questions about when she would be “required” to start, if she could still use parts of the curriculum she had been using, expressing concerns if her students would “get it.”

Mr. Taylor is a school social worker. He has been involved in providing mental health support to his four schools that he serves. One of his schools decided to incorporate a universal approach to providing mental health support to all students using an evidenced-based program. The administration worked with the school counselors to provide a scope and sequence of rolling out the program and provided training. Mr. Taylor was not a part of the initial planning meetings due to other responsibilities at other schools he served. Ultimately, the training was excellent. Everyone understood the “why” and were so appreciative of an evidence based program to address their current needs. Once the program was implemented, many questions began to surface in regards to how and when to deliver the information and some of the support staff were confused about the steps and process of specific learning intentions.

For 3 years the PE teachers have been providing a specialized program on substance abuse. Through the years, folks adapted the program to meet their needs, and there was very little feedback or evaluation of the outcomes--little data was shared on fidelity of implementation. Alarming, there had been an increase in suspensions related to substance use, and a student death due to an overdose, which was devastating to the staff and students.

Mr. Jones has been implementing PBIS for two years. At first, it seemed the school was all on board and teachers seemed so excited! After two years of such dedication to the work, he's beginning to wonder if it really matters? He often asks himself, "Am I making a difference?" "Does leadership even care about what I'm doing?" He began to think--"Why bother?!"

Ms. Hernandez accepted her new position as principal at ABC Elementary School. Upon arriving to the division, she was told that they had a team of teachers and staff that had began to implement a multi-tiered system of support at the school. They had just received a grant, and they were in their first year of installation. She was excited to learn more about the system of support and began digging deeper into the work with the team. They realized that the teachers were feeling more upset than excited about this new way of work. They were sharing out in the staff meetings things like, "It's too much!" "What about training?" "How can we afford this?" "This is going to take too much time out of the day."

Mr. Maxwell came back from a training and shared with the staff a new book study and program called XYZ. He purchased 50 books and the license for all the teachers. The first day back at school, he quickly passed out the books with some comments and then moved on to the next agenda item. WOW! Everyone loved their shiny new book and the program seemed simple enough. After the newness wore off, Mr. Maxwell noticed that the books were collecting dust on the shelves, and that some of the teachers were not following through with some of the activities. He was pretty upset because he had spent a lot of money on this new initiative!
