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BEING ENGAGED WITH change, and typically leading change, places school librarians in an enviable position on one level, but a problematic one on another. Change leads to improvement, but few people like change. Indeed, everyone wants to improve, but no one really likes change that takes effort—except maybe a wet baby. Strange that we give so little attention to the implementation of change in our graduate education and continuing professional education programs when it is such a critical part of our professional lives.

> Using a research-based model to initiate change and identify the necessary scaffolding can help problems to be handled more readily and momentum to be maintained.

People resist change because it is seen as a threat to the old and familiar patterns of behavior and even to our competency and perceived status. Change can also be unsettling, inconvenient, and threatening to our personal relationships.

And, indeed, who wants to fail in front of others or lose control and a sense of belonging? Change brings risk without guaranteed success. It also takes more work and more energy.

At the same time, however, there is no question but that there are better ways to teach and to learn, and that there is substantial research into handling change in schools.

Let's take a look at a couple of typical change efforts.

MATERIALS, STRATEGIES, OR BELIEFS

First, change is not about materials.

Change the science curriculum? Why do we so often think that this can be accomplished by simply changing the texts and supplementary resources? Not if you are looking at the way we approach children and learning. Not if you want a new emphasis on discovery, inquiry and problem solving, and the scientific method. We spend considerable time in professional development programs talking about new mandated materials, even though change is much more complex than this.

Harder to implement are the strategies that are espoused in the new resources. We spend less time introducing different methodologies and technologies, providing opportunities to practice and to get feedback, and even less time on follow-up and follow-through, with on-site coaching. Yet this is where the new resources are exploited for improved student learning.

Of course, all of this can be derailed by a colleague's belief and values system. Values drive education, but we rarely discuss them in schools. You may have the best professional development program on the face of the planet for inquiry-based learning, but it will go nowhere when someone declares, "This is very interesting, but I just don't believe it." And don't fool yourself into thinking that mere data will change belief systems. We need to learn to discuss respectfully our different assumptions about the nature of teaching and learning.

Whether talking about introducing a focus on inquiry, flexible scheduling, or learning centers, colleagues have different concerns if they are not familiar with the approach.

CONCERNS-BASED ADOPTION MODEL

Occasionally we make the assumption that concerns are "opposition," yet these can be based on simple lack of understanding or appreciation. Years ago, a team of researchers at the University of Texas-Austin found that teachers have different levels of concern. These educators developed a "concerns-based" adoption model that demonstrates the levels of concern and how they are expressed (Hord et al. 1987). Imagine introducing a rather simple notion like using learning centers in the library—note that addressing an

informational concern is going to be quite different from a management concern.

Typical Expressions of Concern about an Innovation (Hord et al. 1987)

Stage of Concern	Expression of Concern
6. Refocusing	I have some ideas about something that would work even better.
5. Collaboration	How can I relate what I am doing to what others are doing?
4. Consequence	How is my use affecting learners? How can I refine it to have more impact?
3. Management	I seem to be spending all my time getting materials ready.
2. Personal	How will using it affect me?
1. Informational	I would like to know more about it.
0. Awareness	I am not concerned about it.

Similarly, the extent to which the teacher is comfortable with the innovation will affect his or her behaviors. By observing deeply the behaviors of colleagues one can begin to determine the levels of use and the concerns, and address them accordingly.

Levels of Use of the Innovation: Typical Behaviors (Hord et al. 1987)

Levels of Use	Behavioral Indicators of Level
VI. Renewal	The user is seeking more effective alternatives to the established use of the innovation.
V. Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
IVB. Refinement	The user is making changes to increase outcomes.
IVA. Routine	The user is making few or no changes and has an established pattern of use.
III. Mechanical	The user is making changes to better organize use of the innovation.
II. Preparation	The user has definite plans to begin using the innovation.
I. Orientation	The user is taking the initiative to learn more about the innovation.
0. Non-Use	The user has no interest, is taking no action.

CREATING MAJOR CHANGE: THE EIGHT-STAGE PROCESS

John Kotter, a leading researcher at Harvard, has observed hundreds of change efforts and articulated eight steps required in any process (Kotter 1996) and the reasons for their failure (Kotter 2007). They are linear in the sense that one

cannot miss a step, but many times a previous step will need to be revisited.

▸ 1. Establishing a Sense of Urgency. Need to change? Are our test scores weak for our student population? Do we wonder if we are making the best use of limited resources and staff? Do we see better opportunities from other schools? This is where the role of the principal becomes important. Without a sense of urgency, complacency sets in.

▸ 2. Creating the Guiding Coalition. Put together a group with enough power to lead the change. Get the group to work together like a team. Who are the key players? Who will train the group in how to work effectively as a team? If the major players are not involved, the effort will be derailed.

▸ 3. Developing a Vision and Strategy. Create a vision to help direct the change effort. Develop strategies for achieving that vision. What are we doing? Why? Will there be training? What will be the desired effect? The bigger picture needs to be understood.

▸ 4. Communicating the Change Vision. Use every vehicle possible to communicate the new vision and strategies. Have the guiding coalition model the behavior expected of colleagues. Send emails, hold informal meetings, communicate more than you think is necessary, and then do it again.

> **Commitment to change will be easier when there is a culture of identifying and analyzing problems with widespread participation.**

▸ 5. Empowering Broad-Based Action. Get rid of obstacles. Change systems or structures that undermine the change vision. Encourage risk taking and nontraditional ideas, activities, and action. The principal may need to provide support for visiting other schools, for release time for planning, or for new resources. What will be done with those who don't get with the program? The principal is a key component.

▸ 6. Generating Short-Term Wins. Plan for visible improvements in performance, or "wins." Create those wins. Recognize and reward people who made the wins possible. It could be an integrated library-based unit highlighted at a faculty meeting, a learning center approach demonstrated at a parents' night, or an effective use of a newer technology showcased at an informal

brown-bag lunch. These wins should be celebrated and shared by all. When it is working, show the evidence. This keeps the momentum going.

▶ 7. Consolidating Gains and Producing More Change. Use increased credibility to change systems, structures, and policies that don't fit together, and don't fit the transformation vision. Hire and develop people who can implement the change vision. Reinvigorate the process with new projects, themes, and change agents. If there is a not a deep seriousness and commitment to the change by senior administrators there is much less chance of success. Declaring victory too early may mean that it won't last. Remember, it is likely going to be a five-year process.

▶ 8. Anchoring New Approaches in the Culture. Create better performance through learner-oriented behavior, more and better leadership, and more effective management. Articulate the connections between new behaviors and school success. Institutionalize revitalization through formal policies, systems, and structures (Kotter 2007).

There are, of course, many ways of approaching these steps.

Commitment to change will be easier when there is a culture of identifying and analyzing problems with widespread participation. Allowing participation in the development of a shared diagnosis of what is not working and what needs improvement leads to the initial commitment necessary to begin the change process.

Developing competence for implementing change requires both pressure and support. Pressure from peers and administrators need not be negative (on-site coaching, for example), but no pressure leads to squandered resources; of course, pressure alone leads to alienation. Support, again from peers

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and administrators, is not seen as solely positive either, e.g., providing release time during a change effort is positive, but can also be seen as pressure to use it effectively for the intended change.

ADDRESS ALL ASPECTS

In any change effort, school librarians should assess the cultural landscape to determine readiness to change and define factors that can influence sources of leadership and resistance. They can identify the core values, beliefs, behaviors, and perceptions that must be taken into account for successful change to occur.

▶ Start at the top. Make the case and ensure support. Change efforts without principal support are "fraught," to say the least. Observe your principal. Understand deeply his or her beliefs and values, the stated and unstated agenda for "their" school, and connect to these core areas.

▶ Prepare for the unexpected. Change is messy, but keep your eye on the end result. If you have administrative support, you have engagement in the process.

▶ Create ownership. It can be reinforced by incentives and rewards. Some of these are within your control (your commitment of time and expertise), but many are within the control of the school administration.

▶ Involve every layer of staff and community, as appropriate. Communicate the message. And again, speak to individuals. Concerns are often individual and idiosyncratic.

No single approach fits every school, but there is a set of practices, tools, and techniques that can be adapted to a variety of situations. Using a research-based model to initiate change and identify the necessary scaffolding can help problems to be handled more readily and momentum to be maintained.

Change is not easy, but it is the lifeblood of successful school library programs.

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