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Instructional Facilitating: Roles, Causes, and Strategies for Overcoming Resistance

Bruce A. Peil
University of Wyoming, bhowa99@gmail.com

Bruce A. Peil, M.S.
Science and Mathematics Teaching Center
College of Education & College of Arts and Science
University of Wyoming, 2012
Dr. Scott Chamberlin, Chair

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Instructional Facilitators (IFs) have been placed as key players in school districts in order to help build teacher knowledge and understanding in specific content areas. Resistance from teachers toward those in leadership positions becomes an obstacle that must be dealt with as mounting pressure at the federal, state, and district levels for increased student achievement is a reality. In this paper, the author explores the roles of an IF, possible causes of resistance, and strategies that can be employed to deal with resistance.

By

Bruce A. Peil

B.S. University of Wyoming, 1980

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Masters Committee:

      Dr. Scott Chamberlin, Chair
      Dr. Michelle Chamberlin
      Dr. Diana Wiig

Abstract

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Instructional Facilitators (IFs) have been placed as key players in school districts in order to help build teacher knowledge and understanding in specific content areas. Resistance from teachers toward those in leadership positions becomes an obstacle that must be dealt with as mounting pressure at the federal, state, and district levels for increased student achievement is a reality. In this paper, the author explores the roles of an IF, possible causes of resistance, and strategies that can be employed to deal with resistance.

To my dearest wife Kerri, who supported and encouraged me from the beginning of this project to the blissful end. It could not have been a reality without your love and support.

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Introduction

"If school leaders understand the nature of resistance, they can improve their relationships with teachers and increase teacher implementation of proven practices". (Knight, 2007, p. 508)

Mathematical instructional facilitators (IFs) have been a growing part of the K-12 educational system for the past two decades. When the full effects of the No Child Left Behind (NCLB) legislation began reverberating throughout the nation's schools, it became apparent that teachers needed more support to improve instructional practices than principals could provide (United State Department of Education, 2003). IFs were thus hired to bolster student scores on standardized tests by providing teachers with professional development in their own districts (Sweeny, 2008). More locally, in Wyoming, they were given the task of helping to collect and make sense of data, exploring programs, finding materials, coordinating meetings, and coaching teachers within a non-threatening, collaborative relationship (personal communication with Wyoming Department of Education, December 6, 2010).

Since the 1980s, the setting of academic standards has driven educational reform. These standards state what students should know and be able to do. This became known as the Standard Based Education (SBE) reform movement. SBE called for clear, measureable standards for all students and was assessed by comparing students' progress toward a set of criteria instead of comparing scores based upon national norms (United States Department of Education, 2010). SBE was the first attempt to ensure that every child in the United States was educated using the same set of guidelines. The NCLB

report's findings and recommendations covered four important aspects of the educational process: (a) content, (b) expectations, (c) time, and (d) teaching.

The role of IFs has developed through the process of implementing the SBE reforms. Many school districts began by using teachers in these roles that could demonstrate their ability as high-quality instructors within their own classrooms. In turn, these teachers were charged with helping to lead other teachers in the process of utilizing research-based teaching strategies in their classrooms. These highly skilled teachers were given titles that ranged widely from "teacher leader", "mentor", "facilitator", to "academic coach". Many of these teacher-leaders who were assigned to handle the task of helping other teachers also taught in their own classrooms all day and often had to spend many hours after school preparing the necessary professional development. As school districts began to clarify what SBE should look like in the classroom, it became apparent that they needed to hire content-specific instructors. Eventually, school districts provided these personnel with titles such as "IF" and/or "Coach". Today, "Math IF" and "Math Coach" are the titles most frequently used for the math content areas. For the remainder of this paper, the more common term, IF will be used.

The literature I reviewed identified a multitude of issues can arise whenever reform of some type is considered for implementation in the classroom. At the top of the list is resistance. Resistance can reveal itself through a variety of attitudes and behaviors. The way resistance is dealt with can contribute to the success or failure of the reform. The IF's response to these actions will depend on their training, personal communication skills and collaborative connectedness they have with the teachers and administrators of the district.

Statement of the Problem

The role of IFs evolved as districts sought to improve teacher instructional levels without having to hire expensive expert trainers. Using a "train the trainer" model, district administrators would send the IF to professional development conferences with the understanding that these individuals would in turn bring back the information and pass it along to the teachers in their own districts (Sweeny, 2008).

Because this successful method of assisting teachers was adopted, there has been an influx in hiring IFs with the assumption that their contribution would help to directly increase student scores. There has been an array of reactions from teachers to IFs within the schools. These reactions range from complete acceptance of IFs as a resource for the classroom to unreserved resistance from teachers who do not want anything to do with them. Often, both ends of the spectrum are represented within a district. A key issue coupled with resistance has to do with change. Whenever substantive changes are made within a school system, there is often a certain percentage of teachers who resist at different levels, while there are others who are ready for the targeted change. Because of this resistance to IFs in many districts, this literature review intends to understand resistance and explore the different avenues to help resolve and diminish its effects.

Purpose

The purpose of this literature review is to explore the phenomenon of resistant teachers. The discussion will also highlight and discuss effective skills and characteristics of an IF and make recommendations that could assist IFs working resistant teachers in accordance with findings in the literature.

Research Questions

The questions used to guide this extensive literature review were:

1. What are the roles of an instructional facilitator?

2. What are the characteristics, types and causes of resistance to change?

3. What effective strategies can be implemented when resistance is experienced?

Limitations

While researching IFs use for middle school mathematics, it became evident that the there was a limited amount of mathematics-content oriented, middle school specific research. In addition, a discussion with Dr. Ted Hull (personal communication, December, 14, 2011), confirmed the shortage of research about the efficacy of IFs because this position is relatively new.

Chapter 2

Literature Review

Introduction

The intent of this literature review was to investigate and examine the research available for the purpose of understanding the roles and functions of IFs, to come to a deeper understanding of resistance, and finally, to become more familiar with the strategies and skills which can be implemented when resistance is experienced.

The questions used to guide this extensive literature review were:

1. What are the roles of an instructional facilitator?

2. What are the characteristics, types and causes of resistance to change?

3. What effective strategies can be implemented when resistance is experienced?

Question #1: What are the roles of an instructional facilitator?

According to Jim Knight in his book, *Instructional Coaching* (2007), the primary goal of an IF is to help enable a teacher implement scientifically proven instructional practices that respond directly to the questions and concerns the teacher has. A mathematics coach is someone who is well versed in mathematics content and pedagogy and works directly with classroom teachers to improve student learning in mathematics. According to Balka, Hull, and Miles (2009) there are many characteristics a mathematics coach needs to possess in order to fulfill the role of IF. Among them is knowledge of adult learning styles and strategies and of group dynamics. They must understand data

acquisition, analysis, interpretation, and application of student data, as well as school building and district data. They need to know how to assess the current culture and state of their school and classrooms, and coaches need personal skills in order to initiate working with teachers in nonthreatening ways that impact student learning and achievement. IFs gather data about the extent to which teachers are implementing the curriculum, how to provide feedback to them, and help teachers focus on the implementation of effective classroom instructional strategies. In addition, mathematics IFs provide strategies for helping teachers move from a traditional, less effective model of mathematics instruction to an alternative method that incorporates highly effective, researched-based strategies and helps teachers better understand student thinking (Balka et al., 2009)

An IF may help teachers with a variety of tasks related to effective teaching. These areas of support can become quite specific depending on the teacher and student's learning needs, and requires an IF to be a seasoned teacher with many experiences with students on which to draw. Some of the variety of tasks may include:

Curriculum. Engaging teachers in the process of clarifying and aligning the curriculum and in planning and teaching effective lessons may help transform mathematics classrooms (Balka et al., 2009). Especially in the first years of implementing a new curriculum, an IF is a valuable support for teachers who are just becoming familiar with the use of new materials and lessons in a curriculum. Often an IF will have attended advanced training on the new curriculum that helped them become familiar with the aspects of the new teaching materials at a deep level, which may have included the use of support materials such as training CDs and videos. Whereas teachers in classrooms are

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busy working with students, an IF can be attending trainings on more of the curriculum specifics with a focus on bringing back information, materials, or ideas to help teachers be successful. Materials might include teacher's manuals, assessment tools, textbooks and supplemental books, black line master worksheets, C.Ds/DVDs, online resources, and others. Helping a teacher with the curriculum content, whether newly adopted or seasoned with several years of use, is a huge asset for teachers that equates to higher levels of student learning.

Another responsibility related to curriculum is for the IF to work with teachers to ensure the primary curriculum is actually taught. Although teaching with fidelity to the curriculum is expected of all teachers, some may, for various reasons, prefer to use a different, perhaps more familiar curriculum. When this is discovered by the IF, providing prompt, accurate feedback to the teacher is vital, whether the feedback is based on classroom observations or data from other sources (Balka et al., 2009).

Evaluating how effectively a curriculum is meeting state and local standards as well as students' needs is another responsibility of the IF. To assess this effectiveness, a specialist examines school and student data with the use of a variety of assessments tools in addition to consulting with administrators and school staff in order to make recommendations for changes, if needed. Sometimes the IF is empowered to review and recommend texts, educational software, and other teaching tools (C. Rogers, 2012).

Supplemental classroom resources. At times teachers may feel the need to find resources beyond the regular curriculum in order to help one or more students learn a concept. An IF can help research and evaluate various additional resources and make recommendations to the teacher. At times materials can be found within the school

building, in other classrooms, or in other buildings in a district. At other times, the IF might need to make particular items, such as flash cards or worksheets. In some cases, finances might need to be sought out by the facilitator in order to purchase materials for a teacher. In addition, a school might be choosing to use a supplemental curriculum in addition to their core program for some or all of their students for a particular set of standards. Examples in math might include the Accelerated Math program, Hands on Equations, Scholastic, Math Solutions, Fastt Math, and Geometer's Sketchpad. An IF would be familiar with these programs and help teachers use them successfully in their classrooms.

Assessments. Traditionally, assessments have been used to measure how much students have learned up to a particular point in time (Stiggins, 2007). An assessment is more than a Friday test or quiz or the final end-of-year state standards exam. Assessments can be either formative or summative.

Formative. Formative assessments are ongoing observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). Without the regular use of formative assessment or checks for understanding, it is difficult to know what each student needs to be successful in meeting the learning standards. Balka et al. (2009) state, "The roles of assessment must be expanded beyond the traditional concept of testing. The use of frequent formative assessment helps make students' thinking visible to themselves, their peers, and their teacher" (p.30).

Formative assessments can serve as practice for students, just like a meaningful homework assignment (Chappuis & Stiggins, 2002). They help check for understanding

along the way and guide teacher decision-making about future instruction; they also provide feedback to students so they can improve their performance (Stiggins, 2007). Formative assessments help differentiate instruction and thus improve student achievement.

An IF may assist teachers with formative assessments to help the teacher gain a better understanding of what students know and where they need to go. There are many formative assessments and IFs often help teachers choose an assessment to help make sure that the resource matches the teacher and student's desired outcomes (Cotter, 2009). IFs assist the training using different resources such as professional training from expert individuals/groups or by coordinating online webinars.

Summative. A summative assessment is what Stiggins (2007) calls assessment of learning. It is a measure we use to see whether our students are meeting standards set by the state, the district, or the classroom teacher. These summative assessments are conducted after a unit or certain time period to determine how much learning has taken place. With the passage of the federal No Child Left Behind (NCLB) legislation a framework of mandated summative assessments were formulated. Every state is required to use some form of assessment that measures student performance and progress (Dodge, 2009).

Teachers are often concerned about the results of their students' state tests. IFs can offer support in helping to identify areas of strengths and weaknesses.   IFs can also recommend strategies to help teachers strengthen student skills of concern.

Data. With the enactment of NCLB, it has been crucial to assess students' work and ensure that students' achievement is properly documented (United States Department

of Education, 2003). Following careful analysis, student data results are used to direct

classroom instruction. Often, there is little time for classroom teachers to gather the

necessary data and hence an IF can analyze and compute the appropriate data for the

teachers' clarification of student learning. The IF assists the principal and leadership team

in the disaggregation of student performance data, by school and by teacher, and thereby

assesses the instructional coaching needs of individual teachers (Killion & Harrison,

2006). The IF will use the data results to align instruction with curriculum to meet the

needs of all students (Protheroe, 2001). An IF might help assist teachers in finding trends

and patterns in data, help assist in analyzing student work on assessments, and identify

successes in instructional strategies (Balka et al., 2009).

Classroom Management. In some schools, an IF may be asked to help a teacher

with classroom management skills in order to help the class value the learning of all

students. If some students are demanding the teacher's attention to the point where other

learner's are suffering, an IF can be a valuable asset to help the teacher find alternative

management plans. According to Knight (2007) learning how to manage student

behavior in the classroom is one of the most challenging and important skills a teacher

needs to master. An IF can dramatically reduce a teacher's anxiety and increase the

amount of learning taking place in many classrooms. Sometimes school districts hire a

specific educator to fill the exclusive role as a behavior interventionist, but IFs still may

assist helping teachers with these skills.

Technology. IFs help to keep teachers up-to-date with the many educational

innovations that continually become available (Knight, 2007). Because there are so many

innovations that are offered in the educational field, there is a need for someone to take

the time to investigate and disseminate the technical information to the teachers. Such innovations may include improved computer based software, technological devices (calculators, iPhones uses, etc.), and Internet intervention materials. IFs must be knowledgeable about them and help make these resources available and recommendations to teachers. Teachers can in turn use these resources to help improve instruction and student learning.

Response to intervention (RTI). With the reauthorization of the Individuals with Disabilities Education Act (Yell, Shriner, & Katsiyannis, 2006), NCLB schools implemented the RTI model that includes a three-tiered model for delivering intervention to struggling students. RTI focuses on improving academic achievement by using scientifically based instructional practices. IFs were used to help teachers incorporate these additional strategies to help student performance.

Tier 1 interventions include monitoring at-risk students within the general education classroom, ensuring that each student has access to a high-quality education that is matched to his or her needs. Tier I activities are any of the in-class interventions classroom teachers provide to assess and monitor their at-risk students. Tier 2 and Tier 3 models are more likely to be delivered outside of the classroom when assessments have been used to determine a child needs further intervention (Dodge, 2009).

Support. While in the classroom, teachers may feel that they are not adequately prepared to deal with certain aspects of teaching so that students can learn to their full potential. It is at these times that an IF works alongside the teacher and becomes a primary support. Through this work, the quality and effectiveness of classroom instruction can be altered for the students' benefit and provide a richer learning

environment. The IF's job, in large part, is to make it as easy as possible for teachers to implement a new practice.

This support for teachers can involve a wide range of tasks, from helping to make copies to full days of professional development training. As changes are made to the curriculum with the addition of technological equipment the facilitator may use the opportunity to design collaborative, job embedded, professional learning opportunities (Harrison & Killion, 2007). Facilitators plan, implement, and follow through with training that may include professional learning community (PLC) sessions, after school trainings, or district or school in-services based on teacher needs.

Another way an IF may offer support is by mentoring a teacher new to the profession or to the curriculum. This relationship typically lasts until the mentee has been build up to a point of self-sufficiency. Research has shown that helping novice teachers become familiar with the curriculum and their roles in the school system provides a stronger instructional base for their student (Gray & Gray, 1985).

In addition, IFs work collaboratively with the school's formal leadership to design, implement, and assess school change initiatives to ensure alignment and focus on intended results. They collaborate with the school leadership team to establish a school culture of trust, so that coaching is viewed in a positive light and as a vehicle to assist teachers in improving their practice. To maintain this continuum an effort must be made to cultivate a culture that supports innovation and continuous improvement of teaching and learning (Killion & Harrison, 2006).

Catalyst for change. Change is what coaching is about, whether it is in an educational setting, a sporting event or even as a personal "life" coach. The presence of

IFs can accelerate the pace of change, open up new possibilities, and foster

excellence. An example would be using classroom walkthroughs as a catalyst for school

improvement. IFs may have been trained on what to look for during these walkthroughs.

Usually, the IFs gather some data that help focus the intended change in the classroom.

The evidence collected from a classroom walkthrough can then be used to focus on the

effects of instruction

An IF's job at its core is to minimize resistance and to maximize responsibility to

change (Kanter, 2005). To be concise, the leaders' job is to move the structure from

resistance is everywhere to *resistance is futile*.   The objective is to make this move

consistent with previous statement.

Support Techniques. The *methods* an IF might use to help teachers with the

above tasks are almost as varied as the list itself. According to Knight (2007)**,** of the

scores of actions a coach may use to accelerate teacher learning, five activities have been

identified that are particularly effective: collaborating, modeling, observing, providing

feedback, and providing support.

Collaboration/coteaching. Knight (2007) calls collaboration the "lifeblood of

instructional coaching." (p. 29). It is a give-and-take dialogue, where ideas go from the

facilitator to teacher and back again. This happens through the planning of the lesson and

continues to the delivery of the lesson where both the IF and teacher might choose to

become involved in coteaching. This exchange of dialog is the essence of collaborative

problem solving, when ideas mesh together.

When coaches have become well accepted in a classroom, teachers may feel more

comfortable with co-teaching. Coteaching means that the coach and the teacher will

share responsibility for instruction in a certain lesson. Although similar to modeling or demonstration teaching where the coach teaches the lesson to students while the teacher observes, neither will be the lead teacher or the assistant teacher. Instead teachers and coaches first plan collaboratively the roles each will play. Coteaching does offer an opportunity for a coach to introduce and model a new instructional strategy or a new approach to traditional techniques. As coaches and teachers become comfortable with coteaching, they can trade primary and supporting roles depending on the nature of the lesson. The focus on coteaching is still a support for the classroom teacher as the agreed upon goals or teaching strategies are still being learned and perfected by the classroom teacher. The classroom instruction ultimately rests with the teacher, not the coach (Balka et al., 2009).

Modeling. One of the strongest and most successful strategies an IF can use to support a classroom teacher is by modeling a lesson for the teacher to watch and observe (Schiavo, Kannapel, & Miller, 2010; Schiavo & Miller, 2010). This can be done on a scheduled or as needed basis, depending upon the depth of understanding needed for a particular teacher. Components of modeling include: planning with the teacher prior to teaching the lesson, delivering the lesson, debriefing with the teacher, and coaching/mentoring the teacher to deliver the follow-up lessons (Schiavo et al., 2010). As the components of modeling emerge, they naturally flow in the development of a coaching plan, and it is often used with teachers whose students are not demonstrating adequate gains. At other times, the coaching plan is not scheduled until a need has been expressed or identified by the teacher who has asked for assistance. When this occurs, the

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IF often gathers data to determine instructional strengths of individual teachers and from there a coaching plan is collaboratively established (Protheroe, 2001).

When IFs begin spending significant amounts of time in classrooms modeling lessons, teacher learning increases (Knight, 2007). Before conducting a model lesson it is important that the collaborating teacher is sure of what to watch for and has a shared understanding of the purpose of the model lesson with the IF. To this end, an observation form or a simple chart can be devised that lists the critical teaching behaviors that a teacher should be watching for when the IF is modeling a lesson.

Teaching is much more than following a teacher's manual, there are artistic elements that outstanding teachers may not even realize they know or do because they may make teaching and learning decisions intuitively. The art of teaching may involve certain facial expressions, a tone of voice, and certain ways of moving around the classroom, or encouraging students in particular ways. Competent IFs can model teaching practices as well as these artistic nuances for the benefit of the classroom teacher (Knight, 2007).

Not only can an IF model effective strategies for a teacher, but also the IF can utilize peer teachers to serve as role models to help demonstrate sound classroom practices. Particularly in the instructional methods but also as models for classroom management, curriculum, or any particular teaching strategy may improve. Many times teachers just need to see and experience good teaching from another professional in the classroom. After grasping the basic technique they can began to adopt the change and alter it to work within their own personal style (Gordon & Maxey, 2000).

Observation. Observing is another important way in which IFs enable teachers to provide a high degree of learning for students. Although it sounds simple, coaches watch teachers and tell them what they need to do to improve, the practice is more complex than it appears (Knight, 2007). Before the observation, the IF and the collaborating teacher need to clarify what critical teaching behaviors are being observed. Once these have been identified, a checklist of behaviors is created. According to Knight, checklists help show teachers what the IF is looking for in the lesson. If they are shown the target, they may have a greater likelihood of reaching the goal. No checklist can capture every important action that a teacher does, so coaches are purposeful about watching for other behaviors as well. It is important to not slip into the habit of seeing the weakness more than the strengths, as there can always be positives to be found.

Providing feedback. After observing teachers, coaches discuss the notes, checklist, or data they recorded while observing. When reviewing data, many coaches again find collaboration to be valuable. Rather than telling teachers what they have done right or wrong, IFs guide teachers to make their own sense of the observation data. The coach and teacher's collaborative exploration of data enables supportive but honest dialogue about instruction. It is during this time of purposeful reflection that a huge amount of insight can be gained by both the teacher and IF. It is also during this dialogue that ideas for future collaborative work will naturally arise, and the process can start afresh (Knight, 2007).

Additional Roles. Although IFs support classroom teachers, they may also be assigned to additional tasks to help support other personnel, including the principal. Although frequently not included in an official job description, these duties might include

serving on a crisis team for emergency preparedness, an accreditation team, a Building

Leadership Team, a calendar or scheduling committee, or as a state test building

coordinator. In the end, performing these and other duties frees teaching staff from the

necessity of fulfilling these additional responsibilities thus leaving more time for focus on

student learning.

Question #2: What are the characteristics, types and causes of resistance to change?

To help answer the second of the three guiding questions for this study a number

of pieces of literature were found to contain a reoccurring theme concerning the nature of

change. Before exploring the types and causes of resistance, a better understanding of

change itself is offered.

Change Model. Coaching predominantly deals with change, in one way or

another. One well-documented change model is the Concerns-Based Adoption Model (C-

BAM) (Hord, 1987), which shows predictable processing stages that adults may move

through when faced with change. The following table is significant for coaches to

understand in order to help facilitate positive changes with teachers:

Table 1

Typical Expressions of Concern about an Innovation

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.

Note. Taken from "Taking Charge of Change," by S. M. Hord, W. L. Rutherford, L. Huling-Austin, and G. E. Hall, 1987, *Association for Supervision and Curriculum Development*, pg. 37. Copyright 2005 by the National Academy of Sciences.

In the concerns model Hord, et al., (1987) identifies and provides ways to assess seven stages of concern when a change or new initiative takes place. These stages have major implications. They relate to teachers and help to point out the importance of focusing where people are and addressing the questions they are asking when they are asking them. The model (and other developmental models of its type) state that people experiencing change evolve in the kinds of questions they ask about the change. Early questions are generally more self-oriented: What is it and how will it affect me? When these questions are determined, questions surface that are more task-oriented: How do I

do it? How can I use the materials efficiently and why is it taking so much time? Finally, when self and task concerns are largely resolved, the individual can focus on the impact of the change. Educators begin to ask: Is this change working for students and is there something that will work even better? Hord and colleagues (1987) state that professional developers (such as IFs) who know and use the concerns model become (more) sensitive to the questions they are asking teachers. The strength of the concerns model is in its reminder to pay attention to individuals and their various needs for information, assistance, and moral support

Table 2

Levels of Use of an Innovation: Typical Behaviors

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.
0I. 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.

Note. Taken from "Taking Charge of Change," by Hord, Rutherford, Huling-Austin, and Hall, 1987, *Association for Supervision and Curriculum Development*, pg. 37. Copyright 2005 by the National Academy of Sciences.

As an IF listens carefully to teachers talk about an innovation, the facilitator can estimate the stage where the teacher is likely to fall on the model. The facilitator is then more informed about making appropriate decisions that help teachers move up the levels to create positive change. Just as students become active learners when they are allowed and encouraged to direct their own learning, teachers too become engaged in change and improvement when they gain ownership of the change process. Coaches are instrumental in helping this to happen.

According to Straker (2006), resistance becomes apparent when change is about to take place or it has already been introduced. People often times act with certain behaviors because of the way they view the change impacting them. If their view is not in favor of the change, they will likely perceive the change as a threat. The perceived threat does not need to be real or large for resistance to occur.

Adopters of change. Resistance has been a topic of concern for many years and a communication scholar, sociologist, writer, and teacher, Everett M. Rogers published a landmark book and theory, in 1983, called *Diffusion of Innovations Theory*. In this book, Rogers identified five types of individuals that correlate to responses to implementation of change. These types have been labeled the a) innovators; b) leaders; c) early majority; d) late majority; and e) resistors. Subsequently, Orr (2003) summarized the work of Rogers. Orr maintains that when people become aware that there are changes coming to the work setting, they become involved with a decision making process. They first become aware of the new situation and examine it and how it will function within their working parameters. Next, they make a decision as to whether the change is favorable or not. Based on this decision they will choose to adopt or not. If they choose to adopt the

plan is implemented and re-evaluated as they go. If not, they tend to watch for the type of results that occur and then adopt as favorable outcomes become evident. From this first evaluation there are five types of people identified by characteristics they possess during the process of change. These characteristics are interrelated and influence what group one belongs to according to the social interactions among employees. If an individual has a status of being the one many look up to, then that person may be considered the person with power. People with power are the ones who will develop the positive or negative attitudes towards the initiative of change and will effectively influence others to follow along with them (Orr, 2003).

    Innovators. This type of person is characterized as an individual who is venturesome and enjoys being on the cutting edge (E. M. Rogers, 1995). The innovation's possible benefits make it exciting; the innovators imagine the possibilities and are eager to give it a try. Some popular historical innovators are household names such as the Wright Brothers, Thomas Edison, Henry Ford and Ruth Wakefield. Each of these individuals had a passion and a drive to create something that they felt would benefit the world in which we live. Just like these individuals, there are people in the education field who obtain and carry out that same passion and desire to create a better learning world for our students.

    Early adopters. Early adopters are a more integrated part of the local system than are innovators. Whereas innovators are often broad-based, sophisticated and diverse, early adopters are a bit more curbed or controlled. This category, more than any other, has the greatest degree of influence or opinion leadership and they serve as a role model for many other members of a social system. Other adopters look to early adopters for

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advice and information about the innovation. The early adopter is respected by his or her peers, and is the model of the successful use of new ideas. The early adopter knows that to continue to earn the esteem of colleagues and to maintain a central position in the communication networks of the system, he or she must make judicious innovation-decisions. The early adopter decreases uncertainty about a new idea by adopting it, and conveys a subjective evaluation of the innovation to peers through interpersonal networks (Orr, G. 2003).

Early majority adopter. The early majority adopters accept new ideas just before the average member of a system (E. M. Rogers, 1995). They interact frequently with their peers but seldom hold positions of opinion leadership in a system. Yet, many others respect these people. The early majority's unique position between the very early and the relatively late to adopt makes them an important link in the diffusion process. They provide interconnectedness in the system's interpersonal networks. This type of person will use the data provided by the innovators to formulate and confirm the viability of the innovation to make their own adoption decisions.

Late majority. The late majority adopter will embrace new ideas just after the average member of a system (E. M. Rogers, 1995). Changes are approached with caution and skepticism and late majority adopters are very deliberate when they finally make their decisions. The late majority do not adopt until most others in their system have which may be the result of increasing network pressures from peers. There must be strong evidence and pressure from the social system before the late majority is convinced. In fact, pressure from peers is often necessary to motivate adoption.

Laggards. Laggards possess almost no opinion concerning the innovation to be implemented (Orr, 2003). They are the mostly focused on themselves and really do not want anything within their boundaries to be disturbed. The point of reference for the laggard is the past. Decisions are often made in terms of what has been done previously and laggards are often considered to be traditionalist. Laggards tend to be suspicious of innovations and change agents. Resistance to innovations on the part of laggards may be entirely rational from the laggard's viewpoint, as their resources are limited and they must be certain that a new idea will not fail before they can adopt (Orr, 2003).

In the *Diffusion of Innovations Theory*, Rogers (E. M. Rogers, 1995), uses a bell curve to demonstrate where a certain percentage of individuals fall when a change becomes eminent (see Figure 1). There are noticeably very few innovators, only 2.5 percent in any give organization as shown. Early adopters comprise a moderate number at 13.5 percent of the total, and the early and late adopters make up the largest number at 34 percent each respectively. Laggards represent roughly the same percentage as innovators and early adopters combined at 16 percent.

Figure 1

Rogers (1995) Innovationa Adoption Curve

        INNOVATORS   EARLY   EARLY   LATE   LAGGARDS
          2.5%   ADOPTERS   MAJORITY   MAJORITY   16%
                      13.5%   34%   34%
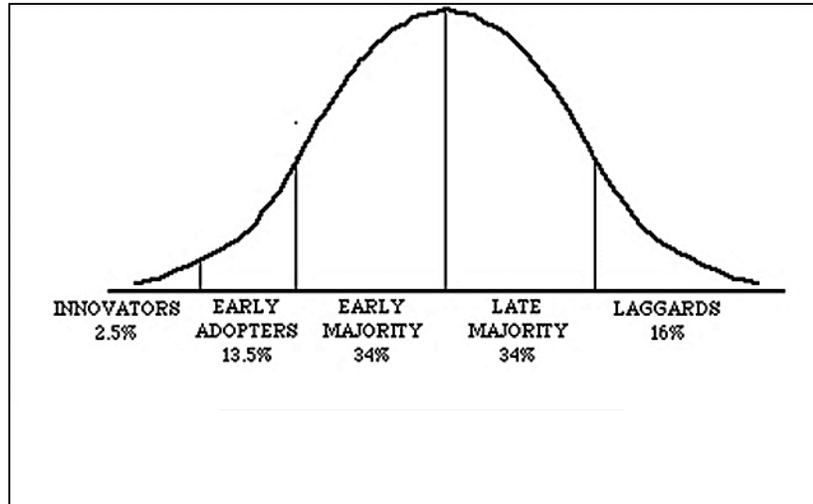
As indicated on the graph, 68 percent of people were either Early or Late Majority Adopters, with the other 32 percent falling on either of the extremes.

Signs of Resistance. An early sign of resistance can reveal itself as gossip. Grumbling and complaining are natural ways of airing discomfort, and passing on information not known for sure to be true is a way, albeit negative, by which some individuals test an idea of change with others (Straker, 2006). This is an informal way to evaluate the collective opinion of others so that a decision can be weighed as good or bad toward the change.

One of the biggest dangers of gossip occurs when discussions are allowed to continue in an information vacuum, which can easily turn gossip into dangerous discourse. Leaders can usually detect gossip by noting when individuals approach them with questions concerning the change with far-flung information. Responding to gossip

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with valid information that fills the information vacuum may help decrease the spread of gossip as information replaces speculation (Straker, 2006).

Individual or Collective Resistance. When resistance to change occurs, it can happen either individually or within a unified group of concerned individuals. When a person resists individually, it is generally limited to the extent of their own personal power (Straker, 2006). For those with more power, this can include open challenges and criticism of the change. For those with less power, it may include more passive disagreement and after-the-meeting types of digressions.

When several people have had a chance to form similar opinions and begin to structure a more organized resistance, their words and actions can create a significant threat to the change, even though they may be individually less powerful than an entire group. Organized resistance is often a sign of a deep divide as most people do not organize unless they have serious issues with the change (Straker, 2006).

Visibility of resistance. The act of resistance can vary from a hidden act to a very noticeable dissension and can be classified as either covert or overt resistance (Straker, 2006). Covert resistance is a deliberate resistance to change, but is done in a manner that allows the person to appear as if resistance is not occurring. This may occur, for example, through disruptions of various kinds.

An overt resistor does not try to hide and may be the result of someone comfortable with their power or one who is distressed and therefore willing to be open with their disapproval. This may take the form of an open argument, a refusal to do what was asked, or even a verbal attack on the authority figure. Overt resistance,

however, does not need to take on only positive action, sometimes it can be passive (Straker, 2006).

Passive resistance occurs when people do not necessarily take a specific action. At meetings, they may sit quietly and appear to agree with the change. Their main motive is to refuse to collaborate with the change at a later time. In passive aggression, for example, they may agree outwardly, but then do nothing to fulfill their commitments. This can be very difficult to address, as resisters may not seem to have done anything wrong (Straker, 2006).

Causes for resistance. Throughout the literature (Hjelle, 2001; Knight, 2007; Stone, Patton, Heen, & Fisher, 2010) two types of resistance were discovered; the first was a personal resistance by a teacher to a school's leadership or an IF, and the second was resistance to the actual new teaching practice or initiative brought forth by the school leaders or IFs (Knight, 2007). Both are discussed below.

Personal resistance to leaders/IFs. This type of resistance is of a personal nature and may stem from a variety of conflicts, personality differences, or dislikes of a leader or a facilitator. Although it might seem that in the educational profession these issues would be minimal or handled with maturity and professionalism, sometimes this is not the case. One type of personal resistance to an IF might appear when a teacher feels that their identity (their own sense of how good, competent, or talented they are) is under attack by an IF (Stone, Patton, Heen, & Fisher, 2010). When feeling threatened, teachers' most frequent reaction is to resist the IF as well as their expertise.

Another type of resistance can occur when a school building's IF does not respect the teacher's knowledge, expertise, or professionalism. In a qualitative study by Hjelle

(2001) that examined teachers' responses to reform, the study revealed that when teachers perceived that school administrators or policy makers expected teachers to blindly accept change with little or no regard for their expertise or professional opinions, resistance was much more likely. Ignoring teachers' autonomy makes it more likely they will resist the leadership of an IF. In addition, an attitude of superiority or control can undermine an IFs best intentions to help a teacher (Knight, 2007).

Resistance to teaching initiatives. As teaching continues to progress, more and more curriculum, strategies and processes are directed towards school systems and teachers. As school leaders jump to find quick answers they sometimes overreact causing frustration and barriers to future change.

Too many initiatives. Professional learning that involves too many approaches can lack focus or overwhelm teachers (Davenport, 2005) as cited by Knight, but learning a few critical teaching practices to help teachers perfect, can have a positive effect upon student learning.

Questionable teaching tools. According to Knight (2007), one reason for teacher resistance to certain teaching initiatives is that teachers may not believe the initiative is a powerful teaching tool or the changes involved will not make a positive difference for student learning. Few teachers will be motivated to implement a teaching practice if it does not increase student achievement, make content more accessible, improve the quality of classroom conversation, increase love of learning, or have some other significant positive impact.

Ease of implementation. Even when teachers want to implement new programs, they may not have the energy needed to put that program into practice. Teachers may

face what Fullan and Hargreaves (1996) have referred to as a "press of immediacy." In any given day, teachers create lesson plans, grade stacks of papers, complete reports, attend meetings, contact parents, stay at school for sporting events, do bus duty, supervise the cafeteria, attend IEP meetings, and are continuously responsible for a classroom of children to teach. The result is that even when teachers want to implement a new program, they may not have the energy needed to put an initiative into practice (Knight, 2007).

Lack of support. Many teaching practices are sophisticated, and teachers sometimes resist when they are expected to learn new initiatives without an opportunity to watch model demonstration lessons, experience job-embedded support, and receive high-quality feedback. Without support, even a powerful practice, poorly implemented, is no better than one that is ineffective (Knight, 2007).

Communication barriers. Teachers often resist a new initiative or teaching practice for the simple reason it has not been articulated or communicated effectively. If a teacher does not know the perpetuating causes, reasons, or thinking behind the formulation of a new teaching practice, the likelihood of resistance is high. They may also resist because the value of the change has not been clearly explicated (Stone, Patton, Heen, & Fisher, 2010).

Conflicting teacher beliefs. Another predominant theme presented in the literature of resistance was that of conflict with a teacher's world-view (Walker, K. 2004). World-view is defined by Webster (2005) as the subjective reality of an identified group of people as it relates to politics, economics, and government. A world-view is like

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a set of lenses by which we perceive the world around us and it affects the way we view all of life. It is formed by our education, our upbringing, and the culture we live in.

A person's world-view provides the window through which they view the world in which they live and interact. According to Walker (2004) when teachers enter into the educational profession, they bring with them an embedded and largely unchallenged world-view of how things are. Such ideas have already begun to shape their educational views and have provided a basis on which they have made assumptions about students, learning, teachers, and most matters concerned with education.

Because all teachers have come through a schooling system through elementary, middle, and high school, and have at minimum completed a bachelor's degree at a certified college or university, ideas about education are often quite entrenched. Teachers' educational world-views dictate how and what to teach as well as provide the structure by which curriculums, lesson plans, and daily routines are built. When a teacher is asked or expected to change a portion of their teaching practice that misaligns with their world-view of what is expected, resistance is more likely to occur.

For example, older educators may have come through school systems in which teachers primarily lectured and students were expected to take notes and memorize the material. If a new innovation using less a structured delivery strategy is expected to be implemented by the teacher with such a view, the probability of resistance by this teacher is going to be very high.

Question # 3: What effective strategies can be implemented when resistance is experienced?

Reduce resistance with IFs. Research suggests that school leaders who use IFs can significantly cut down on teacher resistance to new initiatives. IFs need to demonstrate sound pedagogical techniques, specific areas of content expertise, and general coaching strategies (Kowal & Steiner, 2007). Education leaders and coaches themselves will be more able to utilize a coaching program if they know what is working and what is not, through purposeful and consistent evaluation of coach and teacher practice and of student learning (Kowal & Steiner, 2007). "These elements, together with careful alignment with school needs, are the foundation of a successful instructional coaching program" (Kowal & Steiner, 2007, p. 6).

Kantor's four steps. Kanter (2005), whose strategic and practical insights have guided leaders of organizations worldwide for over 25 years, has outlined four steps to consider when trying to minimize teacher resistance. The first one is to learn the things that employees really care about and see how the planned change might connect with teachers' goals (Kanter, 2005). When an IF begins to understand what teachers care about both personally and professionally, the insight will give a leader a starting place to help match the teacher's goals and aspirations to the plan of intended change.

The second step after the initial presentation is to begin finding people to fit into the plan and a way for all participants to engage in the changes to increase 'buy-in' for the change initiative. When people feel connected and are willing to create a positive plan for the good, the likelihood that the plan will succeed will be enhanced. For example, to increase buy-in, a new curriculum may be broken down into several component parts

where teachers can volunteer to learn a certain part of it in depth that they are particularly interested in or have previous experience (Kanter, 2005).

In Kanter's (2005) third suggestion she states that before one change is precipitated, it must be determined that any other initiatives are well in place and new projects will not overlap or interfere with the previous ones. When a new program has been introduced and implemented one school year and another one is added, this type of implementation can become overwhelming to teachers and cause a feeling that change is being done *to* them instead of *by* them (Kanter, 2005). This understandingly makes some teachers begin to show resistance to new ideas or initiatives in the future.

The last suggestion Kanter (2005) makes is for leaders to be careful not to make the new change sound bigger and better than it is or to imply it is the only thing that can solve a school's educational issues. According to Chamberlin (personal communication, April 11, 2012), educators sometimes experience new and exciting teaching practices at conferences or workshops, and begin to feel that the curriculum or methods they have been using are now outdated, no longer effective, and need replaced. An IF must carefully consider many different components of implementation before making a recommendation for change as it may be a poor choice to change just for change's sake. The IF should recognize that many things go into the successful adoption of a new curriculum or teaching method such as the effect size or other measures of statistical significance from research studies, as well as the experiences of other educators. IFs should remember implementation takes hard work on everyone's part and recommend new teaching practices only if they are confident it will have a positive impact on student achievement.

Professional learning communities. A popular method used to help increase awareness of new initiatives and to decrease teachers' resistance to them is to establish Professional Learning Communities in schools (PLC). Horwitz, Bradley, and Hoy (2011) define a PLC as a community of learners who support student learning as well as the other colleagues in a school system. The PLC design was first taken from ideas from the world of business and was then translated into the educational realm (Hord, 1997). PLCs emphasize the purposeful nature of focusing on continuous inquiry and improvement with supportive and shared leadership, shared values and vision, a collective and shared practice, and supportive conditions for maintenance of the learning community. Other significant characteristics in a PLC are mutual trust, inclusive school-wide memberships, and networks and partnerships beyond the school for sources of learning. It emphasizes the de-isolation of practice that can happen in classrooms in schools and professional growth focused on school improvement (Horwitz, Bradley, and Hoy, 2011).

DuFour (2004) states that powerful professional learning is embedded in the routine practices of the school when teachers are organized into teams, provided time to meet during the school day, and are given specific guidelines for engaging in activities that focuses on student achievement. Instructional facilitators and coaches are often fundamental to the success of encouraging and supporting teacher teams with PLCs. Some schools have brought in external resources to help coordinate and train staff and leaders, but it is often up to the math or other subject area facilitator to structure the professional development and ongoing support for PLCs in a school district.

As an organizational arrangement, the PLC is seen as a powerful staff development approach and a potent strategy for school change and improvement (Hord,

1997). Teachers can learn a lot about teaching within their own classrooms, but they often need the perspective of another or others to gain a broader scope (Breyfogle & Spotts, 2011). Teachers who are more open to the PLCs were also more willing to try different strategies together with the shared goal of helping to increase student learning (Breyfogle & Spotts, 2011).

Focus initiatives. In order to offer the most supportive professional development environment, it is important for IFs to collaboratively identify a few critically important practices and then work together with administrators and teachers to ensure that they are implemented successfully (Davenport 2005) as cited by Knight (2007). Learning a few critical teaching practices to help teachers perfect their skills can have a positive effect upon student learning and dramatically improve teachers' attitudes.

Participative management. Participative management, known also as *employee involvement* or *participative decision making*, encourages the involvement of stakeholders at all levels of an organization in the analysis of problems, development of strategies, and implementation of solutions (Helms, 2006). VanSciver (2007) discussed obstacles faced by administrators when implementing reform in their school systems. The theory of participative management is a method adopted to diffuse resistance. I can help by increasing productivity, improve moral and job satisfaction, increase commitment to the cause, increase the efficiency of the time used to adapt to the change, and increase trust and communication within the school system. The more teachers can have a say in how and what new practices they implement, the more likely they will be to embrace new ways of teaching (Knight, 2005).

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Jay's five strategies. According to Jay (2009) there are many ways to deal with resistance that are simple and effective. First, an IF should ensure that teachers understand that the IF is not in their classroom to evaluate them but is an advocate to improve student learning. Second, when a teacher has asked for help to improve or create a lesson plan, it may help reduce the tension or anxiety experienced when the IF teaches the first lesson and observes the teacher while doing one later. Third, IFs must take time to visit classrooms informally and often throughout the week in order to have a context for learning. As teachers and students become more comfortable with the IFs presence, the IF will become less likely to interrupt the class and be seen as an intruder. Fourth, the IF must deal with resistance through candid, authentic conversations. This tends to allow differences to be aired and solutions to be worked out collaboratively. Fifth, IFs must be involved in professional development for the teachers. It is important to become aware of teacher needs and be part of the process in meeting those needs. Professional development can be built around the needs of an individual or whole group.

Quality teaching tools. According to Knight (2009) those who propose new ways of teaching need to be certain that what they bring to teachers will have an unmistakable positive impact on students' and teachers' lives. IFs and school leaders should consider student achievement and behavior data from their schools before proposing new ways of teaching. They should strive to find teaching tools that are the best match for the needs of their students, as a highly effective program in one school might be totally ineffective if adopted in a school facing different challenges. School improvement is not a one-size-fits-all solution, and a strong IF can help hone in on the

type of curriculum or teaching tools that will best suit the standards, staff, and students, as well as offer high-leverage teaching practices that are proven and powerful.

Using data to select teaching tools. Data can be a valuable tool for the selection of effective teaching practices. Ignoring data can waste a great deal of effort on tools that do not address students', teachers', and schools' most pressing needs. Moreover, neglecting data can cause districts to speculate as to how to improve teacher performance. Data can also be used to monitor the impact of teaching practices and curriculum (Knight, 2007).

Ease of implementation. Research on the personal experience of change (Hall & Hord, 2001; Prochaska, Norcross, & DiClemente, 1995) suggests why change leaders need to make it easier for teachers to implement new practices. The personal experience of change is complex. Few adopt new habits of practice without some struggles, and if those new practices also involve a large number of tasks and learning challenges, professional learning probably will not happen. Consequently, when change leaders such as IFs remove barriers, they increase implementation.

Learning also is much easier when someone breaks down new approaches into easy-to-implement steps. IFs must have a thorough, deep understanding of the practices they share so they can effectively explain those practices to teachers. Teachers are more inclined to adopt new programs when all teaching materials (overheads, readings, handouts, or learning sheets) are ready for them to find and use quickly.

The importance of easy and powerful interventions has been summarized by Patterson, Grenny, Maxfield, McMillan, and Switzler (2008).

When it comes to altering behavior, you need to help others answer only

two questions. First, is it worth it? …. And second, can they do this thing?

When trying to change behaviors, think of the only two questions that

matter. Is it worth it? …. Can I do it? (Patterson et al., 2008, p. 50).

Continued support. Even proven, effective programs that are a good match for a

school's needs still may not be powerful if teachers do not receive sufficient support for

high quality implementation. Research from the Kansas Coaching Project (Cornett &

Knight, 2009) indicates that teachers were unlikely to implement a practice successfully,

(if they implemented it at all) when they had only workshops without coaching or other

forms of follow-up support. This suggested that teachers rarely implemented new

teaching practices without sufficient support involving precise explanations, modeling,

and encouraging feedback.

Effective communication. Resistance can be reduced through communicating

with school employees to help them see the logic of a change (Robbins & Judge, 2005).

This strategy basically assumes that the source of resistance lies in misinformation or

poor communication; if employees receive the full facts and get any misunderstandings

cleared up, resistance will likely subside or be mitigated. Communication can be

achieved through one-on-one discussions, memos, group presentations, or reports.

In addition, instructional facilitators are likely to be more effective if they are

masters of effective communication. They need to listen respectfully (Goldsmith, 2010)

and communicate positive comments frequently and authentically that they foster what

Kegan and Lahey (2001) refer to as "a language of ongoing regard" (2001, p. 101). They

need to communicate recognition for the professionalism of teachers.

Teacher beliefs. The key element in significant change in teachers' attitudes and beliefs and reduced resistance was when they received clear evidence of improvement in the learning outcomes of their students (Guskey, 1999, p. 384). According to Guskey, the crucial point was that it was not the professional development as such, but the experience of successful implementation that changed teachers' attitudes and beliefs. The teachers believed it worked because they had seen it work, and that experience shaped their attitudes and beliefs.

Professional learning is most successful in settings that foster support and trust. As Fullan (2002) stated, "the single factor common to every successful change initiative is that relationships improve. If relationships improve, things get better. If they remain the same or get worse, ground is lost" (2002, p. 5). Professional learning communities, coaching, teacher walkthroughs, program book studies, and all other forms of professional learning should focus on the same critical practices that everyone agrees are important within the school.

Principal support. Johnson and Donaldson (2007) Interviewed teachers that were placed in an IF role after teaching five to eight years. They found that the principal/administrator was the key to their success to help decrease resistance. The principal's influence could make or break the role of the teacher leader, which in turn directly affects the increase or decrease of teacher resistance. They further found that it was not enough for the principal to be a passive supporter, as was the case for most of the teacher leaders interviewed in the study. The principal needed to anticipate resistance that teacher leaders might encounter from colleagues and help these leaders work through these relationships. A few teacher leaders said that their principals helped by having a

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plan in mind and being proactive. They did this by providing a rationale for the IFs existence. Principals can build support for a teacher leader's role by explaining its purpose, establishing qualifications and responsibilities, encouraging applicants for the position, and running a fair selection process (Johnson & Donaldson, 2007). In addition, principals can work with the teachers' schedule and available resources to incorporate the work of teacher leaders into the structure of the school. This might include providing common planning time, facilitating substitute coverage for peer observations and using of faculty meetings for professional development. Principals also can help ensure that teacher leaders will not have to take on administrative tasks. Because the school culture is so crucial to the success of these roles, teachers must see the principal's practices and priorities as reinforcing norms that promote collaborative work, bridge classroom boundaries, and recognize the expertise of these teacher leaders (Johnson & Donaldson, 2007).

Instructional facilitator training. School districts with established coaching programs have found that coaches have need of professional development of their own. It is needed to improve their knowledge and skills with current trends in order to reduce teacher resistance (Kowal & Steiner, 2007). The existing research suggests that coaches need ongoing training in three general content areas: their particular subject area such as mathematics; pedagogical practices particular to the student population their teachers are working with; and general coaching strategies, such as conducting post session meetings (Kowal & Steiner, 2007). Taken as a whole, the research suggested that training programs for coaches, like other learning opportunities for teachers, should follow common guidelines for effective professional development (Garet, Porter, Desimone,

Birman, & Yoon, 2001). For example, coach's training should be ongoing and provide opportunities for collaboration with other coaches (Ertmer, Richardson, Cramer, Hanson, Huang, Lee, Um, 2005). In the past few years, two training strategies of online webinars that have generated the most interest among coaches are those that promote collaborative learning communities, such as seminars about good questioning techniques and those that demonstrate lessons (Feger, Woleck, & Hickman, 2004). As the research on coaching continues to increase there is an indication that instructional coaching has potential to effect sound teaching methods and, in due course, student performance.

Because resistance has played a major role in many types of organizations for countless years, there is a large quantity of research devoted to this area of concern, and many suggestions and strategies articulated to help resolve these differences. In summary, there is an abundance of literature in the educational arena with a focus on instructional facilitators, and surely more to come as Instructional Facilitators fill an important role in the educational system.

From my review of the literature coupled with twenty years in the classroom and three years as an IF, I found that most pieces of information could be placed into three categories based on their relationship to my perspective; confirmation of ideas with which I am familiar, clarification and illumination of ideas I am learning, and new ideas with application to my situation as an instructional facilitator. I will discuss each of these in light of the three questions guiding this study; the roles of an IF, causes for resistance, and strategies to overcome resistance.

Confirmation of Ideas, Roles of IFs

Example of roles. When beginning to research the roles of instructional facilitators, it became apparent that I was already familiar with many of these functions, and had experienced them personally. According to Kowal and Steiner (2007), the different roles IFs assume in different districts or school buildings can be attributed to staff variation and the divergence in staff needs. For example, in my school district, the roles that the IFs perform at each grade band vary considerably due to staff divergence and needs. Over the past two years, the elementary school (K-5) math IFs have been extensively training their teachers in a combined diagnostic and prescriptive program, *Math Perspectives*. This program helps teachers identify and strengthen students' areas of weakness. In contrast, my role during the same time period was focused on searching for new math curricula, making recommendations, gaining acceptance by stakeholders, and reviewing the implementation process with teachers to help develop a level of proficiency for the new curriculum. My high school math IF counterpart has spent his time

investigating educational technological innovations such as using students' Smartphones for data collection and retrieval systems to be incorporated in the classroom.

Confirmation of Ideas on Causes for Resistance

 Conflicting Teacher Beliefs. In his research, Walker (2004) described how individuals have embedded within their belief systems the ideals of what a well run classroom should look like and how it should be managed. These ideals have been implanted into their minds from early childhood along with the experiences that cemented them internally. These entrenched thoughts and notions are considered to be the driving force that has caused many teachers to be resistant to change, especially if that change would disrupt the process in which "business' is done. Because these beliefs are so fundamental in carrying out their teacher role it is very difficult to change them and often teachers are very protective of these convictions.

  As I read through the research, it became very evident that my own beliefs and teaching characteristics were indeed from within my schema of what a good teacher should be. My own experiences at times encouraged me to resist changing practices in my classroom.   By becoming aware of my own resistance as a classroom teacher in a reflective manner, it has allowed me to generate more understanding how resistance can manifest itself within each individual teacher.

 Through the many professional training courses that I have attended, I was most challenged while obtaining my masters degree. It was the first time that I had my beliefs questioned. I had learned that my teaching style was that of a traditional teacher where students took notes while I explained concepts. The first class I took for my masters was

a Geometry class in which I was to build my own understanding by taking part in activities that were engaging and focused. This concept was difficult for me to accept at first because this was not the way I was taught nor was it the way that I taught. As time passed and more of my instructors used this method it became evident to me that as a student I was more involved with my learning and I was building an understanding about the concept in a whole new way and in the end I felt more confident about myself, too.

Changing my beliefs did come slowly but with the guidance and support from the staff as well as my classmates I have gained a new teaching strategy that enhanced my students' learning abilities.

Confirmation of Ideas on Strategies for Resistance

Professional learning communities (PLCs). Raths (2001) discussed the teacher as a professional. He asserts there are at least three elements that separate professional people from those working in careers that are not considered professionals. The first has to do with professionals who not only act with knowledge, but also value the knowledge they possess. Teachers who understand their professional calling often exhibit a greater interest in the way students learn and are continually searching for methods to improve their teaching strategies.

The second has to do with colleagueship. Professionals reach out to consult with one another, to unite in associations to advance professional goals, and to collaborate in the best interests of their clients. This idea of working together to improve student learning is the heart of the PLC model. The excitement of collaborating, sharing and creating plans for student learning that are realistic and attainable have a contagious affect for teacher involvement (Raths 2001).

A third general area associated with professionals is that of advocating for clients in their care. For teachers, this advocacy means not only watching out for pupils assigned to their classes, but also for the poor or the disadvantaged in their communities. Ideally, professionals are not guided by a profit motive. Instead, they are concerned with issues of justice, fairness, and the well being of their clients and for others who may become clients. Professionals in all fields give their time and dedicate their concerns on behalf of their principal clients and for those in society who are less fortunate.

The information on professionals by Raths (2001) helps to confirm that teachers as professionals need to reach out to consult with one another with the intent of increasing student learning. Professional Learning Communities (PLCs) are going to be implemented in my district in the next year with training for leaders and IFs beginning this summer. Training, provided by Marzano, Inc. will continue for the next several years tied to the new Common Core Standards. Time has been set aside for PLC meetings where I will be working with teams of teachers. Giving time for teachers to collaborate, plan, analyze assessment data, and reflect on teaching practices helps to decrease resistance by offering time and information at a point-of-need.

Clarification and Illumination on Roles of IFs

Training for IFs. An important idea that was clarified in my research was the importance of the proper training for instructional facilitators. I was encouraged to see how often and strongly it was recommended and how pivotal it was to the success of an academic coach.

As a researcher at the University of Kansas, Center for Research on Learning, Dr. Knight has studied and written about instructional coaching for many years. In my own

preparation, I was fortunate to be able to participate in two staff development trainings by Dr. Knight, author of several sources included in this literature review. The first training was one in which Dr. Knight was personally present for a five-day training session in our county, and the second training was taken online in my second school year as an IF.

When IFs were established in the state of Wyoming, Dr. Knight was one of the prominent national trainers who was sought to help provide a foundation for IF personnel. Each of the trainings contained important information explaining the roles of coaches to help focus efforts on conversations that lead to creative, practical applications of research-based practices. My research brought me back to Dr. Knight's training. While reviewing old notes concerning resistant teachers, it became clearer to me that the resistance I have experienced is not new to the IF position as I had once thought when I was first hired by my school district.

Clarification and Illumination on Causes for Resistance

Innovation of change theory. In a professional development training I attended in Wyoming, Dr. Knight taught us about the *Innovation of Change Theory* written by Rogers, (1995). It included a list of five types of individuals who correlated to responses of implementation of change. While conducting this literature review, I came across the Innovation Theory again, and studied it in more depth. In the model, certain percentages of people adopt a given change at different rates over a period of time including a) innovators, b) leaders, c) early majority, d) late majority, and e) resistors.

What was made clearer for me was that the people experiencing change need time to assimilate it into their schema of understanding before they are ready to make a trial run in their own classrooms. Once the new innovation has been experienced and

success has been encountered, the change becomes part of their new belief system. I am reminded that patience with teachers is necessary, if not vital, when innovative practices are implemented in classrooms.

Clarification and Illumination on Strategies for Resistance

  Principal support. One of the strategies for overcoming resistance to change that I strongly related to was that of support from the building principal for both the IF as well as a given change initiative. In the work of Johnson and Donaldson (2007) they stated that the building principal could make or break the role of an IF or a teacher leader. It was not enough for the principal to be a passive supporter, but they had to anticipate the resistance that IFs might encounter from colleagues and help them broker the relationships they would need to do their work.

  Johnson and Donaldson (2007) insisted that teachers must see the principal's practices and priorities as reinforcing the roles of an IF who will promote collaborative work, bridge classroom boundaries, and encourage expertise. Traditionally, teachers have taught as the sole individual in their rooms and have had little interest in having others help them to improve their instructional practices. This type of classroom autonomy has been an underlying part of the resistance that IFs experience. Sometimes comments by teachers demonstrate the protection of their autonomy by making comments such as they do not want an IF in their rooms or they are not comfortable being observed.

  To reap the full benefits of an IF, school administrators need to provide formal support structures and build leadership roles into the structure of the school. Principals sometimes regard teacher leaders as a source of extra help in a school that is strapped for human resources. As a result, many teacher leaders spend their time as apprentices or

assistants in administration—supervising the cafeteria, subbing for absent staff, or overseeing the logistics of testing—rather than using their instructional expertise to improve teaching at the school (Johnson & Donaldson, 2007).

For me, this type of building principal support is essential to success. In my position I would benefit greatly if my job roles and expectations were explained more clearly to the staff. Principals can build support for an IFs leadership role by explaining how the position contributes to the school's effort to achieve its goals and purposes.

New Ideas with Personal Application on Roles of IFs

Leadership position. One piece of research that helped me gain a new perspective of one of the roles of an IF was from Mangin and Stoelinga (2011). Their research, along with many other findings, confirmed the role of the IF as a school leadership position. Although I knew this to be true on an intellectual level and from my job description, for various reasons, I did not internalize this or consider myself a full-fledged leader.

I changed into the IF position after twenty years of being a classroom teacher and therefore considered myself very closely positioned to "one of them". As Hargreaves (2001) research indicated, I wanted to be viewed as an equal and thought I was viewed that way by others. I understand now that I deemphasized my leadership position to be accepted (Mangin & Stoelinga, 2011). I did not realize that my "expert" role became eroded and may have actually decreased my effectiveness with some teachers. Walking the road in-between a teacher and a principal is surprisingly complex to some. Although there is no authority in the IF position without the support of the administrative personnel

and the building principal, it is still very much a leadership role with the responsibilities very different than that of a classroom teacher.

With this clarified, I know I must take Mangin and Stoelinga's (2011) advice and reestablish my role as a leader in my school. In so doing, I would first like to communicate with my principal about holding a meeting with the teachers to restate my role and purpose and reestablish my role as a leader. It should be clear to teachers that the principal supports and expects certain things from me as an IF, and that teachers are held accountable to certain goals. The beginning of the next school year would be an ideal time to set this expectation. Next, I would like to set up a fixed weekly or bi-weekly meeting with the principal throughout the year in order to know the expectations and ensure a level of understanding of current issues and goals. I have to say it is a relief to have discovered this information, and putting it to practice will be a helpful step forward for my position as well as the teachers at my school.

New Ideas with Personal Application on Causes of Resistance

Change model. While researching strategies to better understand the phenomena of change, the Concerns-Based Adoption Model (CBAM) was touted as one of the most healthy and grounded programs to use to make changes in classroom teaching (Anderson, 1997). I feel that using the CBAM as a framework to help determine the predictable processing stages that adults move through when faced with change will help me understand and facilitate positive changes much more effectively with teachers.

In the Concerns-Based Adoption Model, it states that people experiencing change evolve in the kinds of questions they ask about (a) change. It further states that when a change takes place, teachers initially move from not being aware of it, to wanting to

become aware, to wondering how it will affect them personally, to how to manage the change, to wondering how it will affect their students, to collaborating the change with other colleagues, and to finally being ready to evaluate the change to help make it even better (See Change Model, Figure 1).

In the Behavior Model, (Figure 2), the level of use of a new innovation can be determined by watching a teacher's behavior with the new practice, and their resistance level can be estimated or identified. The model begins with the teacher not using the new innovation followed by learning more about it, planning to use the innovation, making changes for better organization, establishing a pattern of use, coordinating with others, and finally seeking more effective alternatives to establish the use of the innovation.

As I listen carefully to teachers talk about an innovation, I can begin to estimate the stage where the teacher is likely to fall on the model. This will allow me to make appropriate decisions to help teachers move up the levels to create positive change. What I like best about this model it that is gives me a solid place from which to start and helps guide my decisions regarding a teacher's resistance level. At the same time, it is not judgmental but solid information to help understand where a teacher is within a progression of behaviors. I am eager to use this model as I work with new innovations with the teachers at my school.

New Ideas with Personal Application on Strategies for Resistance

Beliefs as dispositions. Another exciting new idea I was able to glean from the research was presented in an essay titled, *Teachers' Beliefs and Teaching Beliefs*, by Raths (2001). Raths cited authorities such as Kennedy (1997) and Bruner (1996) saying

that the prior beliefs teachers hold can hinder their continued learning about teaching. Raths stated that there are technical, theoretical, and ethical problems that arise when trying to change deeply held teacher beliefs. Instead of conceptualizing the problem as one of "teacher beliefs," he suggested that it be viewed as "teacher dispositions".

There are several advantages to this change. Instead of looking to change the personal beliefs of a teacher, which could trigger resistance, a teacher could be supported based on the skills that are required to obtain a level of sufficiency. In addition, because dispositions are closely related to skills and practices, the focus would move away from the more risky topic of beliefs to something such as an application of a skill. Third, because dispositions can be written at a convenient level of abstraction, teachers might more likely agree on a set of dispositions as a focus or a goal on which to work. Dispositions could represent attitudes and procedures that were deemed appropriate for desired student outcomes. Finally, dispositions could be strengthened by modeling and by working with an IF.

Focusing on dispositions rather than beliefs might be a way I could help teachers move from a more traditional belief mind-set of "sit and get" lecturing/teaching in a math classroom to include other "best practice" delivery methods to increase student learning. This has been an issue and roadblock for some of the teachers with whom I work at the middle school level. Instead of embracing or even being curious about teaching methods that may yield higher results, they focus on what their teaching beliefs command, which are often methods used when they were taught. Knowing that I can help reframe these beliefs into dispositions gives me much hope that I can move at least some of my teachers

from the lecture/practice model of teaching to other methods such as cooperative learning, active engagement, and constructivist models when appropriate.

Limitations

The premise of creating an IF position was to help increase student learning in classrooms. As reported by Knight (2005) and Mangin and Stoelinga (2010) IFs have an *indirect* effect on student scores by giving teachers ongoing in-classroom assistance and support.

My research has brought me to the conclusion that I may be having resistance issues because there is a lack of, and misconstrued idea of, my roles as an IF. Therefore, I have determined that I must have a conversation with my principal and re-examine what my roles and duties are to entail. As leadership partners, we must sit together with the teachers and re-establish my roles and responsibilities so that teachers might not have as much frustration about the position.

If I gave advice to a brand new IF it would be as follows:

- Get trained **before** you start the job. Prepare in advance.

- Be sure to have a conversation with your supervising principal(s) before school starts. Know what they expect of you and what goals they have for the department. Get on the same page.

- Have the job description clarified.

- Make sure the principal was at the first meeting to introduce you to the teachers whom you will be working with. Also, the principal should clarify your roles at this time so that teachers understand your job and **their participation roles**.

- Does the principal want management of the vision in the math department, am I to come up with it, or is it a shared responsibility.

- How often do they want to meet with me and is the time meant to help me grow as a new IF?

The final reflection is that I know that I must increase the amount of communication that I have with my principal. It is not that I have had no communication; I have come to realize that I have assumed myriad teacher issues so as not to impose on my principal's busy schedule. I have been putting too much upon my own shoulders and need to have principal input and support.

Questions that I will ask my principal before the next school year starts:

- What are your plans for the Math Department this year?

- What are some of your ideas as to my responsibilities in making this years' plan happen?

- What expectations do you have for teacher participation?

- What specifically would you like for me to help them accomplish this year's goals?

Resistance will always be an enigma in which leaders of all magnitudes must learn to orchestrate wisely to maintain a viable working environment for all employees. IFs, being a leader as an agent of change, will always engage with resisting teachers. The goal for any school related job is to work in a vibrant, co-operative structure that helps to promote a viable, productive, problem-solving environment, which ultimately will benefit all student learning.

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