A Process for Implementing Change Successfully

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“One day at the driving range, I was demonstrating my swing while remarking, ‘Practice makes perfect.’ [My golf instructor’s] disarming response was, ‘Only if you begin with a good swing. My advice to you is to either stop practicing or change your swing.’ In teaching, as in golf, repeating poor teaching mechanics can actually move us away from, not closer to, our performance objective of effective student learning.”


Orienting to Change

Improvement is not a dirty word
Fixing problems and building strengths
Think about more and better learning for students
Teaching excellence is a journey not a quest

Making Good Change Choices

More head and less gut choices when deciding what to change
Consider fit
Taking some risks

How to Change: Adapting and Implementing

Making it work when I do it, with my content, my students and in my classroom
The systematic approach vs. the Nike “just do it” approach

Deciding: Did it Work?

The worst time to decide
What teachers should decide
Soliciting and responding to student feedback

Deciding: Should I do it More?

The iterative process of change
When to abandon an innovation
When to diffuse the innovation more broadly
Deciding when I’ve done it too long