

# SYSTEMIC CHANGE

*Pamela Decker and John Happs*

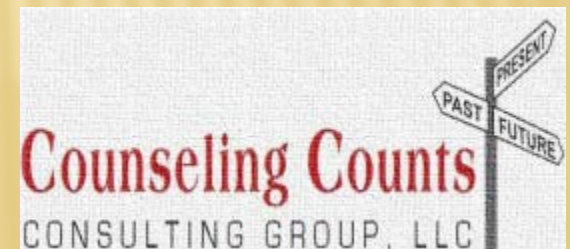
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# WHAT IS SYSTEMIC CHANGE? WHY SCHOOL COUNSELORS?

*Definition = “change that pervades all parts of a system, taking into account the interrelationships and interdependencies among those parts.”*

✖ Purpose - Create a better counseling system than what currently exists!





# WHAT IS SYSTEMIC CHANGE? WHY SCHOOL COUNSELORS?

✕ *If you always do what you always did, you will always get what you always got ----*

◆ *Henry Ford*

# SYSTEMIC CHANGE – AT ITS BEST!

- ✖ <http://www.thefuntheory.com/piano-staircase>





- ✘ *At first I didn't see the magnitude of the change. I thought if we just did better what we had always done, we would be OK. Then I realized we had to do something totally different, but I didn't know what. Gradually we began trying some new approaches. One change led to another and another and another like dominos. I started to see what people meant by systemic change. A new energy and excitement surged among us as hope grew and the cloudy vision of what we wanted became clearer and clearer.*

*-Principal of a restructuring high school*



# GANDHI

*You must be the  
change you want  
to see in the world*



# SYSTEMIC CHANGE

Accountability for student success must become a driving force for transforming and reframing the work of school counselors. (Gysbers)

- ✘ A School counseling program is **data informed, is proactive and preventive in focus**, assists students in acquiring and applying lifelong learning skills, and is delivered in a comprehensive and accountable manner. (Stone &Dahir, 2006)
- ✘ For systemic change to occur, **all aspects of the system must move forward.**
- ✘ The comprehensive K -12 School Counseling Program **has to connect to the mission of the school and to the goals of the annual UIP.**
- ✘ School counselors need a commitment to **fully participate in school improvement, take initiative as leaders and social advocates to use data** to inform programs and strategies, and seek to continuously improve their practice.
- ✘ Beliefs and good intentions alone will not contribute to systemic change. **Using data** provided a solid foundation for school counselors to act on their belief system and **to identify and rectify issues that affect every student's ability to achieve at expected levels.** By your willingness to work to create systemic change, you will defy the pervasive belief that socioeconomic status and color determine a young person's ability to learn.
- ✘ School counselors need to accept responsibility as **social justice advocates, focus strategic and intentional interventions to remove barriers** in learning and to raise the level of expectations for students for whom little is expected.
- ✘ **School counselors ethically cannot sit back and watch the gaps grow.**

# SOME GIVENS OF SYSTEMIC CHANGE

- ✘ The deeper we get into the process of change, the more confused we can become!
- ✘ We need some sense of what to expect and what direction to take.
- ✘ Seeing patterns of change can be difficult
- ✘ Each stakeholder tends to see change primarily from their perspective



# UNDERSTANDING SYSTEMS

A system is a collection of parts that interact to function purposefully as a whole.

A collection of auto parts is NOT a system

A working car IS a system

# SYSTEMS

- ✖ List 5 systems in your school that you deal with every day. Mark which ones you can change and which ones are really impossible to change.
- ✖ Share out



# APPROACHES TO SYSTEMS AND PARTS YOU CAN CHANGE OR CAN YOU?

- ✗ Bell Schedule
- ✗ Class Schedule
- ✗ Your Schedule
- ✗ Personnel expertise
- ✗ Pay
- ✗ Responsibilities
- ✗ Expectations such as grading systems
- ✗ Grade levels and age
- ✗ High school vs. middle school vs. elementary
- ✗ Programs or curriculum
- ✗ Delivery structures
- ✗ State of Colorado—rules and regulations

# APPROACHES TO SYSTEMS AND PARTS YOU CAN CHANGE OR CAN YOU?

- ✗ Classes and class content
- ✗ Location
- ✗ Equipment
- ✗ Environment
- ✗ Amount of time on task
- ✗ Hierarchy of responsibilities or teaching
- ✗ Evaluations
- ✗ Testing
- ✗ Rewards
- ✗ The contract you signed
- ✗ Mission and vision statements or beliefs
- ✗ Other??????????????

A Story of Systemic Change



If the system is functioning poorly, a person may become stuck on a difficult path.



# LOGIC OF THE JOURNEY FOR SYSTEMIC CHANGE

- ✖ 1<sup>st</sup> – Create that counseling vision
  - ✧ Break out of current mindsets about counseling
  - ✧ See the need for systemic change
  - ✧ Look at the new approaches – mindsets and behaviors
- ✖ 2<sup>nd</sup> – Reach consensus on beliefs about counseling
  - ✧ Develop a passion for the vision for all students
  - ✧ Trust, group work, discussions, suspend judgement, sharing
- ✖ 3<sup>rd</sup> – Foster a sense of ownership by all
  - ✧ Empowering rather than controlling
  - ✧ Motivation, reflection, two way communication
  - ✧ Collaboration

# WHERE WOULD YOU LIKE TO SEE CHANGES AT YOUR SCHOOL?

## ✖ Academic

- + Student Academic Achievement

## ✖ Attendance

- + Improve Attendance

## ✖ Behavior

- + Decrease in discipline issues, suspensions, expulsions

## ✖ Personal/Social

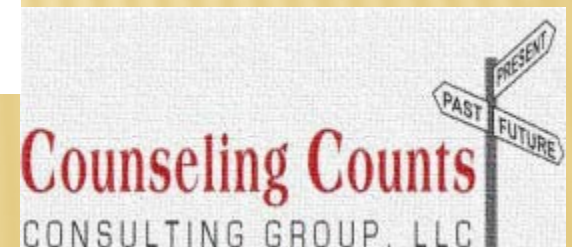
- + Positive Learning Environment



# ONE SYSTEM

- ✘ Identify the system(s) that needs to be changed in Academics/Attendance/Behaviors/Personal-Social area to make an impact or improvement
- ✘ Share out

*“This is why I love what I do – I can focus on individual children and systemic change at the same time.”*



# SYSTEMIC CHANGE

## Examples of Systemic Change that Promote Equity

- Removing barriers to access to rigorous courses and the creation of learning paths that lead to college and career readiness for all students.
- Increasing access to educational opportunities.
- Creating clear guidelines for addressing inappropriate behavior.
- Increasing awareness of school safety issues.
- Promoting knowledge and skills regarding working with diversity.
- Addressing over and under-representation of specific groups in programs.
- Modeling inclusive language.
- Creating an environment that encourages any student or group to come forth with concerns.

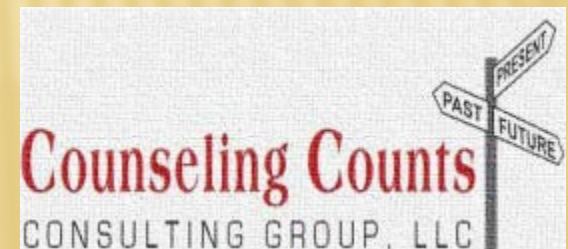
## Strategies for Measuring Positive Results of Systemic Change Initiatives

- Increased promotion and graduation rates.
- Decreased discipline or suspension rates.
- Increased attendance at school.
- Increased attendance in educational opportunities.
- Increased numbers of students completing high school college and career ready.

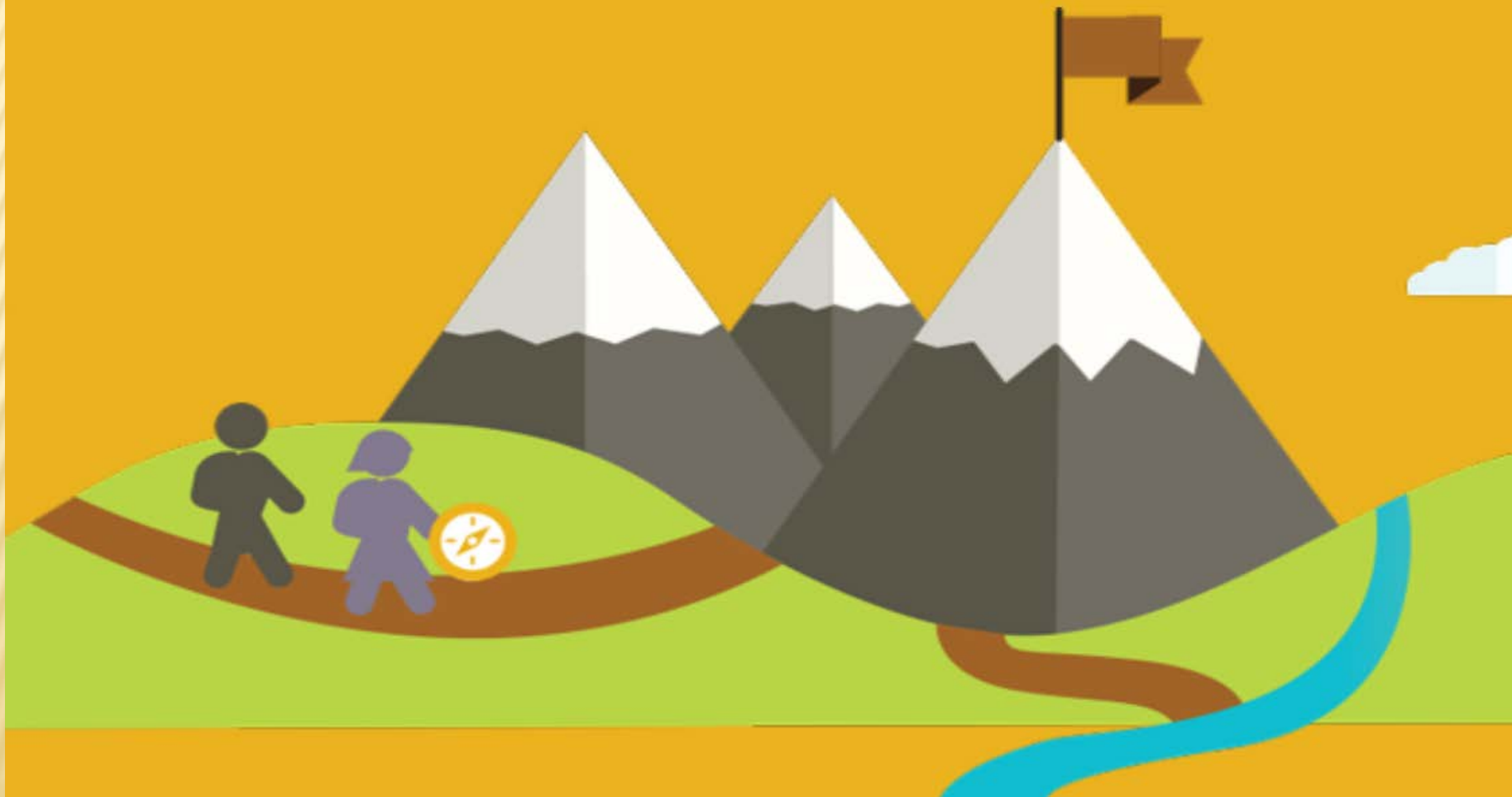


# WILL ROGERS

✕ *Even if you are on the right track, you will get run over if you just sit there.*



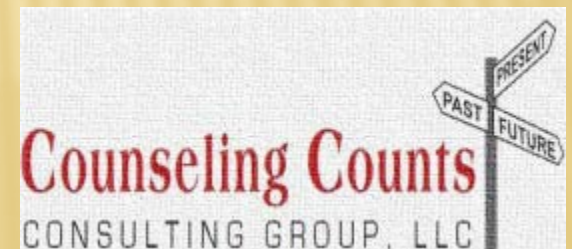
# Navigating Change





# HAVE YOU EVER BEEN INVOLVED WITH CHANGE?

- ✖ List 3 things that happened the last time you were involved with some type of change in your school.
- ✖ Share out
- ✖ Were there similarities? Were there pitfalls?



# DYNAMICS OF CHANGE

- ✗ Dynamic 1: People will feel awkward, ill-at-ease and self-conscious.
- + Dynamic 2: People will think about what they have to give up.
- ✗ Dynamic 3: People will feel alone even if everyone else is going through the change.
- ★ Dynamic 4: People can handle only so much change.
- ✗ Dynamic 5: People are at different levels of readiness for change.
- Dynamic 6: People will be concerned that they don't have enough resources (time, money, skills, etc.).
- ★ Dynamic 7: If you take the pressure off, people will revert back to old behavior.



# OVERWHELMED BY THE CHANGE

- ✗ No intention to take Action!!
- ✗ What might you see:
  - + Reluctance to engage
  - + Defiance that change is coming/underway
  - + Anger/frustration
  - + Apathy/disengagement
- ✗ What might you hear:
  - + Confusion
  - + Uncertainty
  - + Fear
  - + Misinformation
  - + Rationalizing why things should stay the same, that change is not needed
  - + Overwhelm
  - + Denial

## What might you ask:

- + ***Seek to understand and ask questions***
  - What is the change that is coming/underway?
    - ✗ Why is the change happening?
    - ✗ What feelings are coming up related to this change?

# THINKING ABOUT CHANGE

- ✖ What you might *SEE* at this stage
  - + Limited engagement
  - + Fragmented attempts related to parts/aspects of the change
- ✖ What you might *HEAR* at this stage
  - + Questions being asked – seeking to understand and gather information about the change
  - + Talking about the change that is coming/underway
  - + Uncertainty about what the change really means for the future
  - + Change is a possibility, yet not certain
  - + Uncertainty about what comes next
- ✖ What you might *ASK* to maximize the conversation at this stage
  - + *Seek to understand and ask questions*
    - ✖ What will be constant or the same post-change?
  - + What are some of the biggest concerns/fears about the change
  - + Fact-check to ensure accuracy of information being disseminated



# PLANNING FOR CHANGE

- ✘ **What you might SEE at this stage**
  - + Initial attempts to implement components of the change
  - + Creation of initial plans for change
  - + Efforts made to organize in support of the change, e.g., planning meetings, committees, etc.
  - + Champion(s) for the change begin to emerge
- ✘ **What you might *HEAR* at this stage**
  - + Open dialogue/discussions about the change—who, what, when, where, why, how, pros and cons
  - + More consistency and cohesiveness in how the change is talked about
  - + Champion(s) for the change more visible and vocal
  - + Common terms and language emerge
  - + Vision for the future post-change begins to come into focus
- ✘ **What you might ASK to maximize the conversation at this stage**
- ✘ ***Seek to understand and ask questions***
  - + What have you already tried in support of making this change?
  - + What is your plan to implement the change?
  - + How are you talking about this change to different stakeholders?
  - + Who is emerging as a champion for this change?
  - + What other change(s) are being planned or underway—related or non-related to this change?

# IMPLEMENTING THE CHANGE

- ✘ **What you might *SEE* at this stage**
  - + Meetings with stakeholders
  - + Re-organizing and dedicated work in support of the change
  - + Structured and intentional engagement with all aspects of the change
- ✘ **What you might *HEAR* at this stage**
  - + Champion(s) for the change take leadership roles
  - + Next steps to implement change articulated and public
  - + Commitment to plan(s) for change
  - + Prioritization of actions/steps that will support the change
- ✘ **What you might *ASK* to maximize the conversation at this stage**
- ✘ ***Seek to understand and ask questions***
  - + How is implementation of your plan going?
  - + What additional stakeholders can you involve in the implementation of your plan?
  - + What successes are you experiencing in making the change?
  - + What challenges are coming up as you are making this change
  - + What system/organizational differences are you noticing in response to making this change?



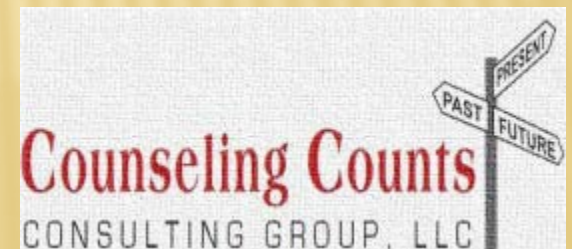
# SUSTAINING THE CHANGE

- ✘ What you might *SEE* at this stage
  - + Change is owned by all stakeholders
  - + Policies in place to support and sustain the change
  - + Organizational structures established/enhanced to support and sustain the change
  - + Resources (financial and personnel) are allocated in support of the change
- ✘ What you might *HEAR* at this stage
  - + Reflection on the process of change
  - + Discussion of how to improve and learn from the change process
  - + Comments indicating a mindset of continuous growth/improvement
  - + Openness to taking up a mentor role for others still in the change process
- ✘ What you might *ASK* to maximize the conversation at this stage
- ✘ *Seek to understand and ask questions*
  - + How will you ensure that the change is sustainable?
  - + What supports are in place to maintain the change?
  - + Who are your champions to ensure the change is sustained?
  - + How will you ensure stakeholder involvement/input for continuous improvement related to the change?



# REACTIONS TO CHANGE

- ✗ IDENTITY and COMMITMENT
- ✗ COOPERATION
- ✗ SUPPORT
- ✗ ACCEPTANCE
- ✗ NEUTRALITY
- ✗ INDIFFERENCE
- ✗ APATHY
- ✗ FOOT DRAGGING
- ✗ COMPLAINTS
- ✗ ATTACK
- ✗ SABOTAGE



# SEVEN ORGANIZATIONAL LEARNING DISABILITIES THAT CAN HINDER THE ORGANIZATION FROM CREATING SYSTEMIC CHANGE:

1. **I AM MY POSITION:** When people in organizations focus only on their position, they have little sense of responsibility for the results produced when all positions interact. (p. 19)
2. **THE ENEMY IS OUT THERE:** There is in each of us a propensity to find someone or something outside ourselves to blame when things go wrong. (p. 19)
3. **THE ILLUSION OF TAKING CHARGE:** All too often, “proactiveness” is reactivity in disguise. If we simply become more aggressive fighting the “enemy out there,” we are reacting—regardless of what we call it. True proactiveness comes from seeing how we contribute to our own problems. (p. 21)
4. **THE FIXATION ON EVENTS:** Generative learning cannot be sustained in an organization if people’s thinking is dominated by short-term events. If we focus on events, the best we can ever do is predict an event before it happens so that we can react optimally. But we cannot learn to create. (p. 22)
5. **THE PARABLE OF THE BOILED FROG:** Learning to see slow, gradual processes requires slowing down our frenetic pace and paying attention to the subtle as well as the dramatic. (p. 23)
6. **THE DELUSION OF LEARNING FROM EXPERIENCE:** Herein lies the core learning dilemma that confronts organizations: we learn best from experience but we never directly experience the consequences of many of our most important decisions. (p. 23)
7. **THE MYTH OF THE MANAGEMENT TEAM:** All too often, teams in business tend to spend their time fighting for turf, avoiding anything that will make them look bad personally, and pretending that everyone is behind the team’s collective strategy—maintaining the appearance of a cohesive team. (p. 24)



# ***THE RISK OF CHANGE CONCERNS***

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## ✖ Lack of Time

- + “When we are overwhelmed with all the things we know we *should* do, we resort to completing the things we know we *can* do. It is the only way we can maintain the illusion that we are in control of our professional lives.”

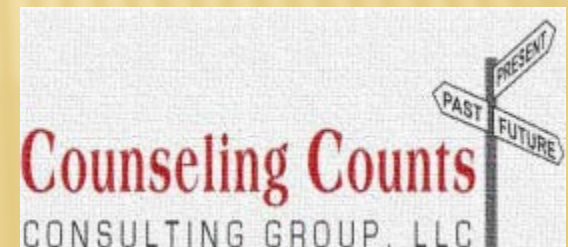
## ✖ Fear of Failure

- + “Sometimes the more successful we have been, or the longer we have been doing something, the less interested we are in taking on a new endeavor that may challenge our self-identity as successful and competent.
- + With evaluation, we risk finding out that something we are doing is not working as well as we thought.
- + With data, we risk discovering inequities in our schools that need immediate attention, and which people would rather hide.”



# MAKING CHANGE

- ✖ Focus on the process – Address tough issues; pay attention to how things get done, manage context.
- ✖ Problem-solving orientation – Don't blame. Fix systems not people.
- ✖ Learning environment – Lots of information and listening.
- ✖ Shared responsibility – Accountability and mutual contacts.



# ***HOW ARE YOU PROFESSIONALLY DEALING WITH SYSTEMIC CHANGE?***

- ✘ It is our moral imperative to become an advocate and social change agent for the student and schools we work with in order to remediate existing inequities in educational access and outcomes and to provide the best possible services for ALL students.

# STUCK ON AN ESCALATOR

[HTTPS://WWW.YOUTUBE.COM/WATCH?V  
=ORBCHZLKQRO](https://www.youtube.com/watch?v=ORBCHZLKQRO)



THANK YOU SO MUCH!



CHANGE

[HTTPS://WWW.YOUTUBE.COM/WAT  
CH?V=JWXRSNGEJDW](https://www.youtube.com/watch?v=JWXRSNGEJDW)

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