

That didn't work...now what!?

Overcoming the fatigue of
implementation.

Intro and Background

- Ryan R. Giffing, Ed.D.
C. E. Cole Intermediate School
3630 Kutztown Rd.
Laureldale, PA 19605
Phone: 610-921-8212
email: giffingr@muhlsdk12.org

Uphill Battle...



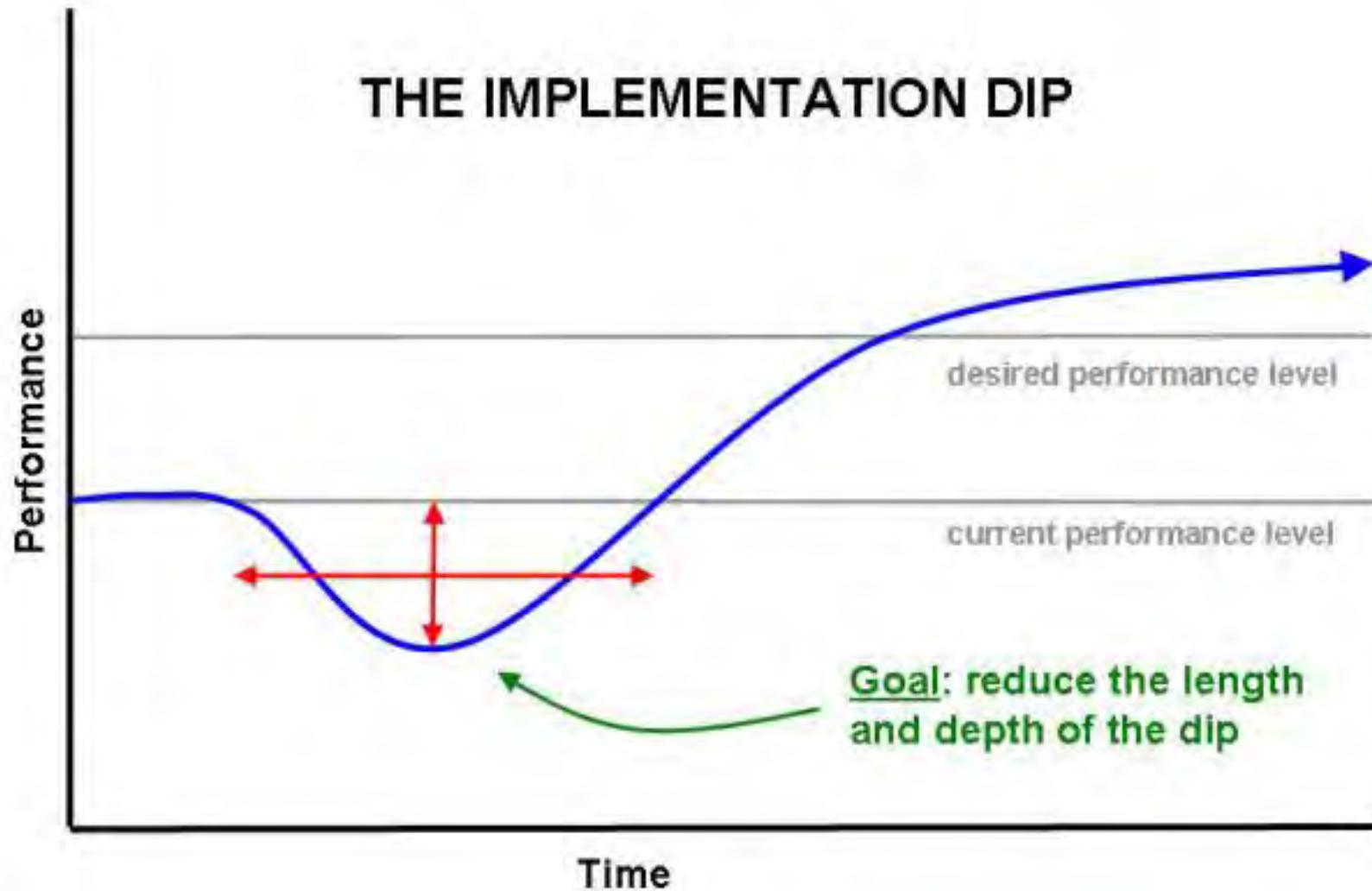
On your card...

1. Write your goal(s) for RP in your setting.
2. List those who share your goal.
3. Identify roadblocks (real or perceived) that may impede your progress toward the goal(s).

What is the Implementation Dip?

- Michael Fullen (2001), in his book [*Leading in a Culture of Change*](#) defines the implementation dip as the following: "...a dip in performance and confidence as one encounters an innovation that requires new skills and new understandings" (p. 40).

THE IMPLEMENTATION DIP



Ways to overcome...

- **Create awareness** – let teacher teams know that an Implementation Dip is inevitable – change theory tells us that we will experience it if we are truly engaging in meaningful change and cultural shifts.
- **Pause to reflect** – when “The Dip” hits and staff are feeling overwhelmed, use it as a time to pause and reflect.
- **Support** – as leaders, this is the time we also need to take an active role within teams, saying “what can I do to help” and rolling up the sleeves to go through the mud with our teams.

The three “O’s”

- Own it...
- Observe it...
- Optimize it...

All those things in life which are not
immense but are worth the effort.

"The Legend of 1900", Director Giuseppe Tornatore: **DVD Release Date:** June 4, 2002



A classroom example



Things that helped

- Restorative Roundtable discussions
- Faculty circles
- Training of the faculty
- Repeated reminders of RP topics/principles
- “Should do” to “Must do”
- Networking
- District commitment

Strategic Goals

I. Educational

- A. Continue to develop Core Curriculum Maps that are aligned to the Pennsylvania Standards, Anchors and Eligible Content and the Common Core Standards in all disciplines embedding 21st Century Skills and high expectations for all students.
- B. Continue to explicitly address district and school learning climate to embrace the belief that all children can achieve.
- C. Refine Response to Intervention and Instruction systems in all buildings in order to increase student achievement by responding to what children know and need to learn in a consistent, rigorous and results driven manner.
- D. Continue to refine access to and delivery of educational programs through the integration of literacy, mathematics and technology in the curriculum and instructional practices.
- E. Expand the use of Restorative Practices in all buildings in order to provide a safe learning environment that promotes responsible citizenship, self discipline, personal responsibility, compassion, and mutual respect.

II. Managerial

- A. Provide effective and efficient administration and management of the district's human and financial resources being cognizant of current economic conditions.
- B. Continue to improve safety through the work of the Muhlenberg School District Multi-Hazards Crisis Committee and District and Building Safety Committees.
- C. Continue to reformat and review District Policies in order to appropriately align with current federal and state regulations, District contracts and best practices for ensuring orderly, effective and efficient school systems.

Personal Connections



Your connections

- Turn and talk to the person next to you
- Share your thoughts
- Ask questions

Stay Connected

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